

# **He Puka Whakaaetanga, Whakamana Hōtaka | Programme Approval and Accreditation Document**

**Programme of Study:  
New Zealand Diploma in  
Veterinary Nursing (Level 6)  
Leading to the award of:  
[4389-1] New Zealand Diploma in  
Veterinary Nursing (Level 6)**



**Te Pūkenga**

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## Te Tukanga Whai Putanga | Document Version Control

Version no.	Approved by	Date of approval	Effective from	Short description of change
1.0	Te Poari Akoranga			New programme

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# 1. The Unified 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 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. 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 Rito](#) and [Te Pae Tawhiti](#), as well as fulfilling the expectations of the emerging Te Pūkenga Ako Framework (Learning and Teaching Framework) and Whiria Te Pūkenga (Mātauranga Māori Framework).

## 1.2 Te Huanui Whakawhanake i te Hōtaka | Development Approach

The New Zealand Diploma in Veterinary Nursing (Level 6) [NZDVN] with strands in Companion Animal Veterinary Nursing, and Equine Veterinary Nursing, qualification was created, with Version 1 published in May 2021. This qualification replaces the existing 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 last date for assessments to take place for Version 1 of this qualification is April 2026. Rather than each network partner dedicating time and resource to develop programmes of study for the new version individually, one programme of study was developed to become the unified programme of study.

The unified NZDVN programme has changed significantly from the current one, due to changes to the New Zealand Qualifications Authority (NZQA) qualification. This is designed to lead to employment in a veterinary clinic under the direction of a veterinarian or veterinary nurse. These changes to the qualifications were consulted on by NZQA at the end of 2020 and must be met by the Te Pūkenga programme that we are now consulting on. You may wish to make comments on these qualification requirements, but changes to the qualification are beyond the scope of this programme consultation.

The key changes in the new NZDVN qualification are:

1. That this is now a 240 credit (two years full time) standalone qualification, as opposed to being 120 credits (one-year full time), to be completed after the 120 credits (one year full time) of the New Zealand Certificate in Animal Technology, Veterinary Nursing Assistant strand.
2. The new qualification requires increased veterinary clinic practicum hours when compared to the previous NZDVN (up from 440 hours to a minimum of 750 hours distributed over the two years to achieve the qualification).
3. There are twenty graduate profile outcomes (GPOs), made up of six core outcomes, and 14 species-specific outcomes. The six core outcomes must be assessed in theory in cats, dogs, ruminants and equines. The species-specific outcomes must be assessed in theory in cats,

dogs, rabbits, rodents and birds in the Companion Animal strand, and donkeys and horses in the Equine strand. The credit value of each GPO is established in the qualification.

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

- Ara Institute of Canterbury Ltd (ARA)
- Eastern Institute of Technology Ltd (EIT)
- Otago Polytechnic Ltd (Otago)
- Southern Institute of Technology Ltd (SIT)
- Toi Ohomai Institute of Technology Ltd (ToiO)
- Unitec New Zealand Ltd (Unitec)
- Waikato Institute of Technology Ltd (Wintec)
- Wellington Institute of Technology Ltd (Weltec)

Development started with workshops with reference groups – including kaimahi, ākongā, 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 these programmes collaboratively. The resulting programmes are intended to be integrative, holistic, progressive and learner-centred in their approach, allowing for development of the students' 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 students to succeed in theoretical courses even if they are unable to attend placement for any reason, but 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 clinical setting before the student can be expected to reach competence (for example, anaesthesia monitoring), so these students will work each semester on two practicum courses. These will be made up of Practicum A where the focus is on developing capability and reflecting on their learning for a set of skills, and Practicum B where they must achieve competency in that set of skills.

There are no prerequisites currently recommended in these programmes. This is so that the providers of the education experience are able to manage students flexibly and without creating barriers to success. It is expected that students will complete practicum A before practicum B, and the first half of the programme before the second half.

As a quick guide to the NZDVN consultation document, you can find the:

- Qualification details on pages 4-6
- A map of the programme learning outcomes against the qualification GPOs on pages 18-23
- Course summaries on pages 24-62
- Recommended delivery structure on page 63-66

Finally, thank you for your time in reviewing these programmes. We sincerely look forward to your feedback and any suggestions for improvement. We do encourage you to review the qualification GPOs on the NZQA website (the link is available in the consultation documents) and consider the credits associated with each outcome, to determine whether the structure of courses reflects the weighting of the outcomes in the qualification.

### 1.3 Te Rapunga Whakaaro mō te Hōtaka | Programme Philosophy

The programme philosophy and design approach were developed through reference groups including representatives from the New Zealand Veterinary Nursing Association, New Zealand Veterinary Association, Veterinary Council of New Zealand, the 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.

### 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:

- align education and training delivery to support the unique social and economic goals of local communities, and
- 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 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 is contextualised and provides relevant pathways to meet the needs of relevant local communities. See the [Appendix](#) for details on transition arrangements for each network partner.

## 2. Te Hono o te Kahurangi | Qualification Details

### **NZQA Approval Criterion 1: Qualification to which the programme leads.**

The programme detailed here meets the definition as listed in the [New Zealand Qualifications Framework \(NZQF\)](#) Listing and Operational Rules. The level and credit value of the qualification to which the programme leads meets the requirements in the qualification type definitions published in the NZQF.

	NZQA Reference No.	Version No.	Credits	Level
<b>New Zealand Diploma in Veterinary Nursing (Level 6)</b>	XXXXXX	1	240	6
with strands in Companion Animal Veterinary Nursing, and Equine Veterinary Nursing				

*which leads to the award of the following qualification*

	NZQA Reference No.	Version No.	Credits	Level
<b>New Zealand Diploma in Veterinary Nursing (Level 6)</b>	4389	1	240	6
with strands in Companion Animal Veterinary Nursing, and Equine Veterinary Nursing				
NZSCED	061103 Health>Veterinary Studies>Veterinary Nursing			
Qualification developer	Muka Tangata - People, Food and Fibre Workforce Development Council			
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 outcomes**

All graduates of this qualification will be able to:

1. Apply principles of clinical governance to lead and support the safe and effective care of animal patients in an animal healthcare setting.
2. Apply knowledge of professionalism, professional development, and future-focused animal healthcare industries to lead and support the safe and effective care of animal patients in an animal healthcare setting.
3. Apply knowledge of animal functional anatomy and physiology to animal management.
4. Apply knowledge of veterinary microbiology and infection control to provide effective sterilisation, sanitisation, disinfection, hygiene, and isolation procedures.
5. Apply knowledge of animal learning and communication, and factors that influence behaviour and welfare to manage the safe and effective care of animal patients.



6. Apply knowledge of pharmacology to provide and support clinical pharmacological interventions to animal patients and manage clinic pharmacy processes.

Graduates of the Companion Animal Veterinary Nursing strand will also be able to:

7. Apply knowledge of companion animals to manage animal husbandry.
8. Apply knowledge of companion animal behaviour to manage effective handling techniques that minimise stress to the animal patient.
9. Apply first aid, and emergency processes for companion animal patients requiring basic and advanced life support in an emergency or simulated emergency.
10. Apply knowledge of companion animal endemic, exotic and emerging diseases; parasitology, and immunology to support the provision of companion animal patient healthcare and disease prevention.
11. Apply knowledge of companion animal nutrition to provide clinical and therapeutic nutritional support to companion animal patients.
12. Apply the nursing process and care planning to manage a range of medical and surgical interventions for companion animal patients of different life stages and health status.
13. Apply knowledge of physiological fluid and electrolyte balance to provide fluid replacement therapy, and blood transfusions to companion animal patients.
14. Apply knowledge of wound physiology and bandaging to apply and maintain bandages for companion animal patients.
15. Apply knowledge of anaesthesia and analgesia to support the provision of anaesthesia and pain management to companion animal patients.
16. Apply surgical nursing skills to carry out preoperative, intraoperative, post-operative procedures and management of companion animal patients undergoing surgery.
17. Apply knowledge of companion animal reproduction to support reproductive interventions and manage neonatal companion animal patient care.
18. Apply knowledge of veterinary diagnostic procedures to collect and process a range of diagnostic samples, maintain diagnostic sample integrity, and support effective diagnostic laboratory quality control measures for companion animal patients.
19. Apply knowledge of modes of diagnostic imaging to produce diagnostic quality imaging for companion animal patients.
20. Apply knowledge of dental pathology, oral anatomy, preventative and therapeutic dental treatments, including the maintenance of dental equipment to support companion animal patients undergoing oral health assessments, and preventative dental treatments.

Graduates of the Equine Veterinary Nursing strand will also be able to:

21. Apply knowledge of equines to manage equine husbandry.
22. Apply knowledge of equine behaviour to manage effective rural animal handling techniques that minimise stress to the equine patient.
23. Apply first aid, and emergency processes for equine patients requiring basic and advanced life support in an emergency or simulated emergency.
24. Apply knowledge of equine endemic, exotic and emerging diseases; parasitology, and immunology to support the provision of equine patient healthcare and disease prevention.
25. Apply knowledge of equine nutrition to provide clinical and therapeutic nutritional support to equine patients.
26. Apply the nursing process and care planning to manage a range of medical and surgical interventions for equine patients of different life stages and health status.
27. Apply knowledge of physiological fluid and electrolyte balance to provide fluid replacement therapy, and blood transfusions to equine patients.
28. Apply knowledge of wound physiology and bandaging to apply and maintain bandages for equine patients.
29. Apply knowledge of anaesthesia and analgesia to support the provision of anaesthesia and pain management to equine patients.
30. Apply surgical nursing skills to carry out preoperative, intraoperative, post-operative procedures and management of equine patients undergoing surgery.
31. Apply knowledge of equine reproduction to support reproductive interventions and manage equine neonatal patient care.

32. Apply knowledge of veterinary diagnostic procedures to collect and process a range of diagnostic samples, maintain diagnostic sample integrity, and support effective diagnostic laboratory quality control measures for equine patients.
33. Apply knowledge of modes of diagnostic imaging to produce diagnostic quality imaging for equine patients.
34. Apply knowledge of dental pathology, oral anatomy, preventative and therapeutic dental treatments, including the maintenance of dental equipment to support equine patients undergoing oral health assessments, and preventative dental treatments

### **General conditions for the programme**

Programmes must recognise capabilities supporting environmental, social, and economically sustainable practices.

Programmes must recognise the place of Te Tiriti o Waitangi/the Treaty, and Capabilities supporting cultural sensitivity and responsiveness, in animal care.

#### **Practicum**

All strands -

1. At least 750 hours of practicum must be completed during the programme of study.
2. Practicum must 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.
3. Practicum must be completed in a minimum of two different veterinary clinics, with a minimum of 40 hours spent in the secondary placement.
4. A suitable practicum environment is a veterinary clinic, or hospital providing healthcare services for species applicable for the strand and may in some cases include veterinary supervised animal healthcare services in offsite locations.

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. Outcomes 1-6 must include a broad range of animal species including – cats, dogs, equine, and ruminants.
2. Companion Animal Veterinary Nursing strand -
  - a. Theory assessment of dogs, cats, rabbits, rodents, and birds.
  - b. Practical assessment must include cats and dogs plus at least one other companion animal collectively across all outcomes with only one species required for each individual outcome.
  - c. Companion animals include pet birds, introduced birds, non-commercial poultry. Rabbits refer to domesticated breeds. Rodents refer to pet mice, rats, and guinea pigs.
3. Equine Veterinary Nursing strand -
  - a. Theory assessment covering 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.

See the full qualification details [here](#) on the NZQA website.

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### 3. Ngā Taitara, ngā Whāinga, ngā Hua o te Ako me te Whakakaupapa | Title, Aims, Learning Outcomes and Coherence

#### *NZQA Approval Criterion 2: Title, aims, learning outcomes and coherence*

The aim of this programme is to deliver a learning experience that meets the qualification strategic purpose, through learning outcomes that align with and cover the qualification graduate profile outcomes. The programme is aimed at ākonga who have an interest in working with animals and clients, as part of an interprofessional team, to improve animal health and welfare outcomes through veterinary nursing. Graduates of the programme will have the skills and knowledge required to work in a clinical veterinary setting or aligned role. They will work within their scope of practice, in a wide range of dynamic and often unpredictable situations.

Programme design embeds the principle of constructive alignment to ensure the relationship between course learning outcomes, content and assessment. Development was underpinned by learning design principles and quality standards. The development process drew on appropriate pedagogical and discipline expertise, as well as ensuring compliance with quality assurance and regulatory body requirements. There was an emphasis on the assessments providing evidence of meeting the learning outcomes and graduate profile outcomes.

The development approach was ākonga-centred and considered transportability of learning and pathways for ākonga within and across programmes of study. Learning outcomes were designed to reflect the knowledge, skills and attributes ākonga will achieve by completing each course in the programme of study. Learning outcomes provide a basis for the design of learning activities and assessment.

Course learning outcomes in this programme:

- are aligned with the programme aims
- reflect how ākonga will achieve the graduate profile
- are clear and specified for each component of the programme
- are measurable and achievable
- are integrated to provide a balanced and logical programme, and
- are presented in a logical, progressive way that demonstrates ākonga development of knowledge, skills and attitudes

Course descriptors (located in the [Appendix](#)) provide an overview of the content of each course in the programme, and the programme structure is reflected in Tables 1 and 2 in the [Programme Regulations – Award of Qualification](#) section below. Learning and teaching activities and assessment will employ a range of elements drawn from approved methods described in this document to align with the context of the learning (delivery mode, regional specific requirements, etc.) and any particular needs of the group of ākonga. Alignment of course learning outcomes, assessments and graduate profile outcomes is shown in the [Appendix](#).

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## 4. Te Kawenga o te Hōtaka | Programme Delivery

### NZQA Approval Criterion 3: Delivery modes and methods

#### 4.1 Ngā Momo Kawenga | Delivery Modes

Individual ākonga programme of study may be made up of one or more delivery modes. This will enable ākonga to access learning opportunities in a way that works best for them and supports them to move seamlessly between different ways of learning.

The modes noted in the table below are based on guidance from the [Tertiary Education Commission](#) (TEC) and recognise the different cost structures involved in delivery. The modes of delivery have been designed as part of the TEC's Unified Funding System to:

- recognise broad differences in costs across modes and subject areas and will be used to determine the funding rate for providers
- support the quality, relevance and growth of work-based learning
- meet ākonga, employer and community needs, and
- be simple and transparent

Mode	Description
Provider-based	Ākonga study mainly in a campus setting with supported self-directed learning. Providers are responsible for ākonga health and wellbeing support.

In terms of delivery modes defined by NZQA, this programme is designed to allow the following:

- blended (face to face, work integrated learning and distance engagement)

#### 4.2 Te Huarahi o te Kawenga | Delivery Methods

##### 4.2.1 Learning and teaching methods

This programme uses a range of learning and teaching methods, which support ākonga development toward meeting graduate profile outcomes. The range of strategies adopted will enable implementation of and support for the emerging Te Pūkenga Ako Framework (Learning and Teaching Framework) and Whiria Te Pūkenga (Mātauranga Māori Framework).

The range of learning and teaching methods used within this programme may include those listed below. Each of these may be offered in physical, virtual and/or simulated approaches.

<ul style="list-style-type: none"><li>• Case-studies</li><li>• Scenario-based learning</li><li>• Collaborative learning</li><li>• Flipped classroom</li><li>• Engagement with technical and professional standards</li><li>• Group critiques</li><li>• Guest speakers/Industry professionals</li><li>• HyFlex models</li><li>• Individual learning and career planning</li><li>• Interactive lectures/Large-group teaching</li><li>• Investigative/Field trips</li><li>• Kanohi ki te kanohi and other culturally responsive options</li></ul>	<ul style="list-style-type: none"><li>• Laboratory sessions</li><li>• Practical learning</li><li>• Noho marae</li><li>• Online learning</li><li>• Project-based/Activity-based learning</li><li>• Research project</li><li>• Role play</li><li>• Mahi-ā-ipurangi   Self-directed learning</li><li>• Studio/Workshop</li><li>• Team/Peer-based learning</li><li>• Tuākana – Teina</li><li>• Tutorials/Small-group learning</li><li>• Wānanga</li><li>• Work-integrated learning</li></ul>
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Detailed descriptions of each of the above are available in the [Appendix](#).

#### 4.2.2 Practical and work-integrated learning

Practical and work-integrated learning in this programme will provide ākonga opportunities to apply learning to practice in a supported environment, either real or simulated. Work-integrated learning acknowledges that learning arises through engagement in work, where learning outcomes are achieved through activities that are based on, or derived from, the context of work or the workplace. Such practical and/or work-integrated learning also provides opportunities for observation by qualified practitioners. Work-integrated learning in this programme will include:

- practical placements in the workplace
- practical workshops
- simulations

The requirements for practical and work-integrated learning in this programme (e.g., skills to be acquired and assessed, simulated or real contexts to be experienced, number of hours to be observed) will be specified in delivery documentation. Related resources will also be supplied in delivery documentation, such as templates for tripartite agreements and workplace observation feedback. This will support consistency in ākonga experience across the network, irrespective of delivery mode (e.g., provider-based or work-based).

#### 4.3 Te Mana Akoranga | Academic Integrity

Academic integrity relates to meeting moral and ethical principles in education and training settings. Commitment to these academic principles creates a foundation for successful personal and professional participation and enables citizens to contribute to the broader community, work and society.

Te Pūkenga is committed to the highest standards of integrity, respect and professional conduct. This commitment informs every aspect of our working life, from respectful interactions with colleagues to integrity in all our academic and professional endeavours. We hold our ākonga to the same high standards, and we are committed to providing the resources necessary to support their success as both ākonga and citizens.

The Academic Integrity policy and procedure form part of [Te Kawa Maiororo | Educational Regulatory Framework](#).

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## 5. Waeture ā-Hōtaka | Programme Regulations

### *NZQA Approval Criterion 5: Regulations*

Programme regulations outline the requirements for entry into, progress through and completion of the programme, and are aimed at assisting ākonga to understand these requirements. The Programme Regulations are to be read in conjunction with [Te Kawa Maiororo | Educational Regulatory Framework](#).

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.

Selection processes may be used to optimise ākonga chances of success and/or if the number of applicants exceeds the available places on the programme. Selection criteria may include date of application, interview, placement tests (e.g., for languages), or references. Te Pūkenga may employ equity-focussed provisions when assessing applicants for this programme, such as prioritising those applicants representing tangata whenua and other cultures or communities who are

underrepresented in the profession. If the number of eligible applicants for admission exceeds the number of places available at a specific location (campus or learning hub) or in a specific delivery mode, applicants will be given the opportunity to choose an alternative within Te Pūkenga network.

## 5.1 Whakatapoko | Admission

<b>General admission</b>	<p>To be admitted to this programme all applicants must be at least 16 years of age on the date of the programme’s commencement for the semester in which they wish to enrol (or provide a completed Early Release Exemption form), and meet one of the following requirements, or equivalent:</p> <p>Achievement of 42 NCEA credits at Level 2 or higher including:</p> <ul style="list-style-type: none"> <li>• 20 credits from relevant science (of which 14 credits should be biology)</li> <li>• 12 <a href="#">Literacy credits at Level 2</a> or above including 5 credits in reading and 5 credits in writing</li> <li>• 12 <a href="#">Mathematics credits at Level 2</a> or above, including achievement standards from the following range of subjects or unit standards: 26623; 26626; 26627 Or: Literacy and Numeracy LNAAT Step 5</li> </ul> <p><b>OR</b> Equivalent</p>
<b>Special admission</b>	<p>Any person who is 20 years of age or older and does not meet the General Admission requirements stated above may be eligible for Special Admission. In assessing whether to grant Special Admission, the delegated authority will focus on the applicant’s level of preparedness for this programme and/or relevant prior learning experiences.</p>
<b>Discretionary admission</b>	<p>Any person who is not yet 20 years of age and does not meet the General Admission requirements stated above may be eligible for Discretionary Admission. In assessing whether to grant Discretionary Admission, the delegated authority will focus on the applicant’s level of preparedness for their intended programme.</p>
<b>Additional requirements</b>	<p>All applicants must complete a criminal convictions and health declaration.</p>
<b>English language requirements</b>	<p>All applicants (international and domestic) for whom English or te reo Māori is not a first language will 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 score of 6.0 (general or academic) with no individual band lower than 5.5 from one test taken in the preceding two years, or an equivalent described in <a href="#">NZQA Rules</a>.</p> <p>Domestic applicants are required to provide acceptable evidence of English language proficiency through an approved proficiency test or an equivalent described in <a href="#">NZQA Rules</a>.</p>

## 5.2 Tūtukitanga 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 with [Te Kawa Maiooro | Educational Regulatory Framework](#).

## 5.3 Tohu o te Hōtaka | Award of Qualification

<b>Credit requirements</b>	<p>To be awarded the <b>New Zealand Diploma in Veterinary Nursing (Level 6)</b> ākonga must achieve a minimum of 240 credits in the pattern set out in Table 1 above from the courses set out in Table 2 below.</p>
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**Table 1: Credit Requirements**

Level	Compulsory Credits	Elective Credits	Total Credits
5	120		120
6	120		120
			<b>240</b>

**Table 2: Schedule of Courses**

Course code	Course title	Credits	Pre-requisites
<b>Level 5</b>			
<b>Core compulsory (all strands)</b>			
AN5001	Veterinary Nursing Practice	15	
AN5002	Anatomy and Physiology	15	
<b>Companion Animal Strand Compulsory Courses</b>			
AN5103	Animal Husbandry and Behaviour	15	
AN5104	Medical and Surgical Nursing 1	15	
AN5105	Medical and Surgical Nursing 2	15	
AN5106	Clinical Skills 1	15	
AN5107	Clinical Skills 2A	15	
AN5108	Clinical Skills 2B	15	
<b>Equine Strand Compulsory Courses</b>			
AN5203	Equine Husbandry and Behaviour	15	
AN5204	Medical Nursing 1	15	
AN5205	Equine Nursing Practice 1	15	
AN5206	Equine Clinical Skills 1	15	
AN5207	Equine Clinical Skills 2A	15	
AN5208	Equine Clinical Skills 2B	15	
<b>Total compulsory credits @ Level 5</b>		<b>120</b>	
<b>Level 6</b>			
<b>Companion Animal Strand Compulsory Courses</b>			
AN6101	Medical and Surgical Nursing 3	15	
AN6102	Medical and Surgical Nursing 4	15	
AN6103	Clinical Nursing	15	
AN6104	Professional Practice	15	
AN6105	Clinical Skills 3A	15	
AN6106	Clinical Skills 3B	15	
AN6107	Clinical Skills 4A	15	
AN6108	Clinical Skills 4B	15	
<b>Equine Strand Compulsory Courses</b>			
AN6201	Equine Nursing Practice 2	15	
AN6202	Medical Nursing 2	15	
AN6203	Equine Nursing Practice 3	15	
AN6204	Equine Professional Practice	15	
AN6205	Equine Clinical Skills 3A	15	
AN6206	Equine Clinical Skills 3B	15	
AN6207	Equine Clinical Skills 4A	15	
AN6208	Equine Clinical Skills 4B	15	

	<b>Total compulsory credits Level 6</b>	<b>120</b>
	<b>TOTAL CREDITS</b>	<b>240</b>
<b>Programme completion</b>	<p>The normal time to complete this programme is two years (full-time study) or four years (part-time study).</p> <p>The maximum period to complete this Programme is eight unless there are exceptional circumstances.</p> <p>Ākonga who are prevented by circumstances beyond their control from completing the programme requirements within the maximum time to complete may seek an extension of enrolment for an agreed period of time.</p>	

## 5.4 Waeture Aromatawai | Assessment Regulations

<b>Grading</b>	<p>Assessment in this programme is achievement-based for theory courses and a mixture of achievement-based and competency-based for practicum courses.</p> <p>Grading follows the guidelines in <a href="#">Te Kawa Maiorooro   Educational Regulatory Framework</a>.</p> <p>Specific assessment and/or course pass requirements are detailed in course outlines.</p>
<b>Additional assessment opportunities</b>	<p>Opportunities for and requirements of resit and/or resubmission opportunities for failed assessments, and reassessment opportunities for failed courses are outlined in the Programme Handbook and/or course outlines.</p>
<b>Assessment submission</b>	<p>Dates and processes for assessment submission are outlined in the Programme Handbook and/or course outlines.</p> <p>Regulations regarding late submission of assessments are outlined in the Programme Handbook and/or course outlines.</p>

## 6. Aromatawai me te Whakataurite | Assessment and Moderation

### *NZQA Approval Criterion 6 and Accreditation Criterion 1: Assessment and moderation*

### 6.1 Aromatawai | Assessment

Assessment is a structured process of gathering evidence and making judgements on ākonga performance in relation to predetermined criteria and is integral to learning and teaching. Assessment provides evidence of the achievement of learning outcomes and contributes to the development of competencies identified in graduate profile outcomes.

The assessment process is designed to:

- evaluate the achievement of the programme aims and objectives
- assess ākonga capabilities in a fair, valid, and reliable manner
- stimulate and enhance learning
- provide ākonga with feedback regarding their own learning for and developmental purposes, and
- evaluate ākonga achievement and the demonstration of specified learning outcomes

Te Pūkenga has a commitment to supporting ākonga to achieve to their full potential through quality assessment, which should:

**Foster ākonga learning.** Ākonga should be able to easily identify what is expected of them from the learning outcomes and the alignment between these and the assessment activities. This allows



ākonga to identify the purpose of the course and develop self-efficacy in achieving the outcomes. Feedback on achievement provides an essential contribution to improving success.

**Assess ākonga achievement and quality of learning and teaching.** Assessment provides a method of determining to what standard ākonga have achieved the identified outcomes. It also provides an indication as to the quality of the learning and teaching therefore assessment provides useful information to ākonga and kaiako.

**Provide evidence of programme quality.** Assessment results serve as a measure of the institute’s success and ability to meet professional accreditation requirements. Comprehensive and effective assessment can indicate that relevant knowledge, skills, and competencies are being gained, providing assurance that ākonga are achieving.

### 6.1.1 Ngā Tukanga Aromatawai | Assessment Procedures

<b>Course assessment</b>	Courses employ both formative and summative assessment activities. Formative assessments do not contribute to the final grade for a given course. All summative assessments are compulsory unless indicated otherwise the Programme Handbook and/or course outlines.
<b>Assessment in te reo Māori</b>	Ākonga have the right to submit any summative assessment task in te reo Māori. The process for submission of summative assessment work in te reo Māori is governed by of <a href="#">Te Kawa Maiooro   Educational Regulatory Framework</a> .
<b>Affected performance</b>	Where ākonga performance in an assessment is negatively affected by a circumstance or situation which they could not have reasonably prevented, ākonga may apply for special consideration, as set out in of <a href="#">Te Kawa Maiooro   Educational Regulatory Framework</a> .

### 6.1.2 Principles of assessment

The key principles below underpin assessment in this programme.

<b>Validity</b>	Assessment should be valid and fit for purpose. This ensures that assessment is aimed at the right level and addresses the learning outcomes and graduate profile. A valid assessment is an assessment that measures what it intends to assess.
<b>Authenticity</b>	Assessment should be relevant and reflect the conditions that ākonga might experience in the real world. Assessment activities should engage ākonga and contribute to the development of interest, skills, knowledge and competencies in a way that caters for diversity and cultural differences.
<b>Reliability</b>	Assessment should consistently and accurately measure ākonga performance. Differing kaiako or moderators should come to the same conclusions when marking the assessment.
<b>Fairness and inclusivity</b>	Varied assessment should provide all ākonga with an equitable opportunity to demonstrate their learning. No discrimination or bias should be applied. Assessment needs to be accessible to all ākonga, non-discriminatory, and be culturally responsive and appropriate.
<b>Manageability</b>	Assessment should be reasonable and practicable in time and resources for both ākonga and kaiako; they should be straightforward and not interfere with learning. Assessment should be planned within a course and across a programme to ensure a balanced workload.
<b>Transparency</b>	Each assessment should clearly set out the expectations of ākonga. Detailed explanation of the learning outcomes being assessed, weightings, task, criteria, and achievement standards should be included along with the use of exemplars where possible.

<b>Sustainability</b>	Assessment should be designed in a way that meets the needs of the present along with preparing ākongā to meet their own future learning needs. Sustainable assessment considers the contribution the assessment makes to the learning beyond the timeframe of the course.
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### 6.1.3 Assessment methods

This programme uses a range of assessment methods, which support ākongā to provide evidence of their learning achievement and their development towards achievement of Graduate Profile Outcomes. The three main types of assessment are as below.

- **Diagnostic** is preliminary assessment to find out where ākongā are starting from. It may be used to inform learning and teaching plans and to provide differentiated teaching to meet ākongā needs.
- **Formative** is assessment that is embedded in the learning and teaching process and provides informal and formal feedback to the kaiako and ākongā on progress towards a learning outcome. It can also provide information to inform the next steps in teaching and learning.
- **Summative** is assessment that provides evidence that an ākongā has or has not achieved a learning outcome. Summative assessment tasks may occur upon the completion of a topic or module and may also be used formatively for further learning.

Assessment is designed to ensure that the context of learning and teaching is considered to ensure the assessment is valid. It is designed to ensure that ākongā will be provided with opportunities to express themselves in a variety of forms and in ways that are appropriate to the learning and teaching experiences. Assessment is designed to take the form most appropriate and valid for the ākongā, learning and teaching, and includes formats that are oral, written, visual and practice based.

### 6.1.4 Assessment portfolios

Assessment in this programme is collated into Assessment Portfolios, which are designed to give ākongā the opportunity to demonstrate development of, and reflection on, course-specific knowledge, skills, and learning achievements. Typically, an Assessment Portfolio will employ a range of elements drawn from appropriate assessment activities to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

An Assessment Portfolio is used for accountability and provides evidence of what ākongā have learnt or mastered. There may be multiple activities within the portfolio, with individual weightings and due dates, which will align with, and measure, the learning outcomes. Where an assessment requires invigilation, it may still be included in the portfolio once the assessment is completed. The portfolio can provide a record of all assessment completed within a course.

Evidence within the Assessment Portfolio may include photos, videos, reflections, essays, presentations, marking rubrics (if skills are assessed via observation), voice recordings, attestations, interviews, reports, etc. The evidence selected to be included in a portfolio will be authentic and relevant. In the Assessment Portfolio, ākongā are required to provide sufficient evidence against all learning outcomes in order to pass the course.

Assessment activities approved for this programme may be used as diagnostic, formative and/or summative tools. Each method identified may be utilised to assess theory and/or practical applications. Activities in this programme may include:

<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Case-studies</li> <li>• Examinations</li> <li>• Exhibition presentations</li> <li>• Group/Collaborative assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Research projects</li> <li>• Tests/Quizzes</li> <li>• Visual development records</li> <li>• Written reports, summaries, contextual documents</li> </ul>
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<ul style="list-style-type: none"> <li>• Practical demonstrations</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Work-based/Work-integrated assessment</li> </ul>
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Detailed descriptions of each of the above are available in the [Appendix](#).

### 6.1.5 Assessment feedback

Ākonga are provided with regular feedback on progress and reporting on final achievements in accordance with [Te Kawa Maiororo | Educational Regulatory Framework](#). Kaiako contributing to the programme aim to provide constructive feedback in a timely fashion. Typically, such feedback is provided on individual assessment submissions. However, common errors or themes may be discussed in class forum or presented using other media for discussion and reflection.

### 6.1.6 Course workload

Kaiako are responsible for ensuring ākonga workload is fair and equitable. This may entail spreading assessment evenly across the time allocated for the delivery of all courses that ākonga are enrolled in at a given learning location or may be agreed with ākonga and employers in work-based learning, or with ākonga learning in asynchronous learning environments.

To ensure ākonga can plan and prepare appropriately, they are provided with information about the assessment requirements for each individual course at the start of the course. This information explicitly identifies agreed due dates for assessment events, as well as supporting details (e.g., assessment schedules).

## 6.2 Te Whakataurite Aromatawai | Moderation of Assessment

A networked moderation system will ensure the maintenance of a national standard for programme assessment. All assessments in this programme will be moderated pre- and post-assessment for the first delivery of each course. Thereafter, moderation will occur according to an annual moderation plan.

National moderation will be carried out as specified in an agreed national moderation plan. (See an indicative Moderation Plan in the [Appendix](#).) The Programme Committee is responsible for ensuring that the requirements of the approved programme moderation plan are met. This will include post-assessment moderation, as well as ensuring assessments are appropriate for the relevant level, learning outcomes and graduate profile outcomes.

The key components of the networked moderation system are as follows:

Type	Pre-assessment moderation	Post-assessment moderation
<b>Local</b>	All new assessments and significant changes to assessments will be pre-assessment peer-moderated to ensure the assessment is clear, accurate and appropriate for the level and the outcomes assessed.	Course assessments are post-assessment moderated according to an annual plan. The purpose of this type of moderation is to check the consistency of assessors' marking decisions and to recommend any changes to the assessment that may improve validity, authenticity, consistency and ease of understanding.
<b>National</b>	National moderation will be carried out as specified in a national moderation plan. The primary objective of national moderation processes is to ensure that consistent assessment judgements are made at the national standard.	

Te Pūkenga moderation practices are based on the firm foundation of processes and practice from the range of established practice by network partners. The key difference is the collaborative national approach that will be employed within discipline teaching groups. The outcomes of moderation are reported and discussed in a variety of fora and used to seek improvement in practice across the network.

### **6.2.1 Collaboration for programme moderation**

Kaiako teams will collaborate to collectively and separately provide processes ensuring assessment activities are fair, impartial and consistently applied between years and across learning sites delivering the same courses. Collaborative discipline moderation rōpū will have an overview of the programme moderation and will work with the co-ordinator, and/or a specific moderation team, to provide processes to ensure that the learning outcomes achieved are substantially equivalent across delivery locations and sites. Moderation will be conducted by suitably qualified practising academics/assessors and moderators appointed from industry.

### **6.2.2 Local (internal) moderation**

Kaiako recognised as having expertise in assessment within the discipline area of the relevant course collectively hold responsibility for local moderation within delivery sites, which will be undertaken by collegial teams.

### **6.2.3 National/Network moderation**

Courses are subject to regular national/network moderation as per the Moderation Plan. Moderation activities for national/network moderation will employ formal processes and involve senior kaiako who manage and teach on the same or a similar programme.

Typically, each course will undergo national/network moderation at least once every three years. Selected courses may, however, be moderated annually if local moderation identifies a concern or negative ākongā feedback indicates this step to rectify course issues.

The moderation process is intended to encourage a culture of continuous improvement. It is not intended to be solely a compliance exercise. To this end, constructive engagement between local teaching teams and the moderation panel is to be encouraged.

Upon completion of moderation, a report will be sent to the Programme Committee. The moderation report will, where appropriate, provide feedback, which may include a statement of any corrective action considered necessary to be taken collectively or at any specific delivery site. Kaiako will be required to report on the corrective actions undertaken to ensure the national standard is achieved the next time the course is offered. If the Programme Committee believes that any given delivery site has not achieved the national standard, they may require kaiako at that delivery site to submit additional assessment material for moderation.

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## **7. Te Whakaaetanga me te Uuitanga | Programme Acceptability and Consultation**

*NZQA Approval Criterion 4: Acceptability of the programme and consultation*

### **7.1 Te Whakapānga mā roto i te Whanake Hōtaka | Socialisation during Programme Development**

Kaiako at each Te Pūkenga network partner currently teaching on this programme or intending to do so were consulted during the process of programme development using a survey tool during July/August 2022. Feedback was requested on the draft curriculum regarding the following:

- any gaps or omissions in the alignment of the programme with the qualification requirements
- any unnecessary duplication
- the alignment between course learning outcomes and graduate profile outcomes

- whether the programme provides scope for regionalisation

Feedback was received, collated, and discussed among the programme working groups and amendments were made where appropriate, as detailed in the Consultation Summary Log in the [Appendix](#).

The Workforce Development Council (WDC) relevant to the programme was consulted during the development process, with feedback requested on the draft curriculum. Feedback was discussed among the working groups and amendments were made where appropriate, as detailed in the Consultation Summary Log in the [Appendix](#).

Appendix 1: Learning Outcomes and Assessment Mapped to Graduate Profile Outcomes

Companion Animal Strand

Course Code & Name		Course Aim & Outcomes		Assessment		<p>Apply principles of clinical governance to lead and support the safe and effective care of animal patients in an animal healthcare setting.</p> <p>Apply knowledge of professionalism, professional development, and future-focused animal healthcare industries to lead and support the safe and effective care of animal patients in an animal healthcare setting.</p> <p>Apply knowledge of animal functional anatomy and physiology to animal management.</p> <p>Apply knowledge of veterinary microbiology and infection control to provide effective sterilisation, sanitisation, disinfection, hygiene, and isolation procedures.</p> <p>Apply knowledge of animal learning and communication, and factors that influence behaviour and welfare to manage the safe and effective care of animal patients.</p> <p>Apply knowledge of pharmacology to provide and support clinical pharmacological interventions to animal patients and manage clinic pharmacy processes.</p> <p>Apply knowledge of companion animals to manage animal husbandry.</p> <p>Apply knowledge of companion animal behaviour to manage effective handling techniques that minimise stress to the animal patient.</p> <p>Apply first aid, and emergency processes for companion animal patients requiring basic and advanced life support in an emergency or simulated emergency.</p> <p>Apply knowledge of companion animal endemic, exotic and emerging diseases; parasitology, and immunology to support the provision of companion animal patient healthcare and disease prevention.</p> <p>Apply knowledge of companion animal nutrition to provide clinical and therapeutic nutritional support to companion animal patients.</p> <p>Apply the nursing process and care planning to manage a range of medical and surgical interventions for companion animal patients of different life stages and health status.</p> <p>Apply knowledge of physiological fluid and electrolyte balance to provide fluid replacement therapy, and blood transfusions to companion animal patients.</p> <p>Apply knowledge of wound physiology and bandaging to apply and maintain bandages for companion animal patients.</p> <p>Apply knowledge of anaesthesia and analgesia to support the provision of anaesthesia and pain management to companion animal patients.</p> <p>Apply surgical nursing skills to carry out preoperative, intraoperative, post-operative procedures and management of companion animal patients undergoing surgery.</p> <p>Apply knowledge of companion animal reproduction to support reproductive interventions and manage neonatal companion animal patient care.</p> <p>Apply knowledge of veterinary diagnostic procedures to collect and process a range of diagnostic samples, maintain diagnostic sample integrity, and support effective diagnostic laboratory quality control measures for companion animal patients.</p> <p>Apply knowledge of modes of diagnostic imaging to produce diagnostic quality imaging for companion animal patients.</p> <p>Apply knowledge of dental pathology, oral anatomy, preventative and therapeutic dental treatments, including the maintenance of dental equipment to support companion animal patients undergoing oral health assessments, and preventative dental treatments.</p>																			
						GPO 1	GPO 2	GPO 3	GPO 4	GPO 5	GPO 6	GPO 7	GPO 8	GPO 9	GPO 10	GPO 11	GPO 12	GPO 13	GPO 14	GPO 15	GPO 16	GPO 17	GPO 18	GPO 19	GPO 20
AN5001	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: Portfolio (100%)	v																				
		LO2	Discuss legislation, ethics, and welfare relevant to veterinary nursing practice.			v																			
	LO3	Explain the application of health, safety, and infection control principles in an animal healthcare setting.			v		v																		
AN5002	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.	All LOs: Portfolio (100%)				v																	
	LO2	Examine the role of homeostasis in maintaining health and welfare.					v																		
AN5103	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: Portfolio (100%)								v													
		LO2	Analyse animal communication, learning, and behaviour to inform safe and effective care.							v				v											
	LO3	Describe safe and effective low-stress handling and restraint methods for companion animals.											v												
AN5104	Medical and Surgical Nursing 1	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to assist with preventative healthcare and anaesthesia.																						
		LO1	Examine the principles of preventative veterinary healthcare.	All LOs: Portfolio (100%)																					
	LO2	Describe general anaesthesia, anaesthetic and analgesic agents, and equipment used in practice.																							

Course Code & Name	Course Aim & Outcomes	Assessment	GPO 1	GPO 2	GPO 3	GPO 4	GPO 5	GPO 6	GPO 7	GPO 8	GPO 9	GPO 10	GPO 11	GPO 12	GPO 13	GPO 14	GPO 15	GPO 16	GPO 17	GPO 18	GPO 19	GPO 20
	LO3	Examine safe and legal dispensing, administering and storage of medications.							√													
AN5105	Medical and Surgical Nursing 2	Aim: The aim of this course is to develop the knowledge, skills, and competencies to assist with the nursing of surgical and medical patients.																				
	LO1	Discuss nursing practice and its application to animals undergoing surgery.	All LOs: Portfolio (100%)															√				
	LO2	Discuss effective medical veterinary nursing to aid patient health and well-being.										√		√								
	LO3	Explain the principles of laboratory diagnostic sample collection, handling and processing.																		√		
AN5106	Clinical Skills 1	Aim: The aim of this course is to develop the knowledge, skills, and competencies to provide day to day care of animals as part of a multidisciplinary team.																				
	LO1	Demonstrate skills relevant to animal behaviour, husbandry, hygiene and handling.	All LOs: Portfolio (100%)				√	√		√	√				√							
AN5107	Clinical Skills 2A	Aim: The aim of this course is to develop the knowledge, skills, and competencies to assist with veterinary nursing care for surgical and medical patients.																				
	LO1	Analyse the nurse's role in surgery and anaesthesia, diagnostics, medicating practices, and nursing of hospitalised patients.	All LOs: Portfolio (100%)	√	√		√	√	√	√	√				√	√			√			
	LO2	Reflect on own development of interpersonal relationships within a team.		√	√																	
AN5108	Clinical Skills 2B	Aim: The aim of this course is to develop the knowledge, skills, and competencies to assist with veterinary nursing care for surgical and medical patients.																				
	LO1	Demonstrate skills relevant to surgery and anaesthesia protocols, diagnostic procedures, medicating animals, and nursing of hospitalised patients.	All LOs: Portfolio (100%)	√	√		√	√	√	√	√				√	√			√			
AN6101	Medical and Surgical Nursing 3	Aim: The aim of this course is to develop the knowledge, skills, and competencies to manage the nursing of animal patients undergoing anaesthesia and surgery, and fluid therapy.																				
	LO1	Discuss patient assessment and nursing responses during surgery and anaesthesia.	All LOs: Portfolio (100%)							√								√	√			
	LO2	Evaluate pain management in animals including the use of multi-modal balanced analgesia in relation to surgical patients.								√								√	√			
	LO3	Explain fluid dynamics and the application of fluid therapy in patient care.													√							
AN6102	Medical and Surgical Nursing 4	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	Examine pathophysiology in relation to medical nursing care.	All LOs: Portfolio (100%)										√		√							
	LO2	Discuss integrative nursing care of medical patients.								√												
	LO3	Explain safe and effective laboratory diagnostic procedures.																		√		
AN6103	Clinical Nursing	Aim: The aim of this course is to develop the knowledge, skills, and competencies relevant to imaging, first aid, wound management, and dentistry.																				
	LO1	Explain the principles of safe and effective diagnostic imaging.	All LOs: Portfolio (100%)																		√	
	LO2	Examine wound types and their management.														√						
	LO3	Describe triage and first aid for a range of scenarios.										√			√							
	LO4	Examine the role of the veterinary nurse during dental procedures.																				√
AN6104	Professional Practice	Aim: The aim of this course is to develop the knowledge, skills, and competencies to work in a professional role within a multidisciplinary veterinary team.																				
	LO1	Analyse the application of professional practice within a multidisciplinary veterinary team.	All LOs: Portfolio (100%)	√	√																	
	LO2	Evaluate the provision of effective veterinary nursing services.									√									√		
AN6105	Clinical Skills 3A	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.																				
	LO1	Analyse the nurse's role in anaesthesia management, admission and discharge, surgical nursing, fluid therapy, and nursing of hospitalised patients.	All LOs: Portfolio (100%)	√	√		√		√				√		√	√		√			√	

AN6106 Clinical Skills 3B	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.																					
	LO1	Demonstrate skills relevant to anaesthesia management, admission and discharge, surgical nursing, fluid therapy, and nursing of hospitalised patients.	All LOs: Portfolio (100%)	√	√		√		√				√		√	√		√				√	
AN6107 Clinical Skills 4A	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to provide veterinary nursing services and care for animals as part of a multidisciplinary team.																					
	LO1	Analyse the nurse's role in veterinary nursing services, wounds, bandaging, dentistry, first aid and imaging.	All LOs: Portfolio (100%)		√						√					√						√	√
	LO2	Reflect on own development of professionalism within an animal healthcare setting.		√	√																		
AN6108 Clinical Skills 4B	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to provide veterinary nursing services and care for animals as part of a multidisciplinary team.																					
	LO1	Demonstrate skills related to veterinary nursing services, wounds, bandaging, dentistry, first aid and imaging.	All LOs: Portfolio (100%)	√	√						√					√						√	√



Equine Strand

Course Code & Name		Course Aim & Outcomes	Assessment	GPO 1	GPO 2	GPO 3	GPO 4	GPO 5	GPO 6	GPO 21	GPO 22	GPO 23	GPO 24	GPO 25	GPO 26	GPO 27	GPO 28	GPO 29	GPO 30	GPO 31	GPO 32	GPO 33	GPO 34
				<p>Apply principles of clinical governance to lead and support the safe and effective care of animal patients in an animal healthcare setting.</p> <p>Apply knowledge of professionalism, professional development, and future-focused animal healthcare industries to lead and support the safe and effective care of animal patients in an animal healthcare setting.</p> <p>Apply knowledge of animal functional anatomy and physiology to animal management.</p> <p>Apply knowledge of veterinary microbiology and infection control to provide effective sterilisation, sanitisation, disinfection, hygiene, and isolation procedures.</p> <p>Apply knowledge of animal learning and communication, and factors that influence behaviour and welfare to manage the safe and effective care of animal patients.</p> <p>Apply knowledge of pharmacology to provide and support clinical pharmacological interventions to animal patients and manage clinic pharmacy processes.</p> <p>Apply knowledge of equines to manage equine husbandry.</p> <p>Apply knowledge of equine behaviour to manage effective rural animal handling techniques that minimise stress to the equine patient.</p> <p>Apply first aid, and emergency processes for equine patients requiring basic and advanced life support in an emergency or simulated emergency.</p> <p>Apply knowledge of equine endemic, exotic and emerging diseases; parasitology, and immunology to support the provision of equine patient healthcare and disease prevention.</p> <p>Apply knowledge of equine nutrition to provide clinical and therapeutic nutritional support to equine patients.</p> <p>Apply the nursing process and care planning to manage a range of medical and surgical interventions for equine patients of different life stages and health status.</p> <p>Apply knowledge of physiological fluid and electrolyte balance to provide fluid replacement therapy, and blood transfusions to equine patients.</p> <p>Apply knowledge of wound physiology and bandaging to apply and maintain bandages for equine patients.</p> <p>Apply knowledge of anaesthesia and analgesia to support the provision of anaesthesia and pain management to equine patients.</p> <p>Apply surgical nursing skills to carry out preoperative, intraoperative, post-operative procedures and management of equine patients undergoing surgery.</p> <p>Apply knowledge of equine reproduction to support reproductive interventions and manage equine neonatal patient care.</p> <p>Apply knowledge of veterinary diagnostic procedures to collect and process a range of diagnostic samples, maintain diagnostic sample integrity, and support effective diagnostic laboratory quality control measures for equine patients.</p> <p>Apply knowledge of modes of diagnostic imaging to produce diagnostic quality imaging for equine patients.</p> <p>Apply knowledge of dental pathology, oral anatomy, preventative and therapeutic dental treatments, including the maintenance of dental equipment to support equine patients undergoing oral health assessments, and preventative dental treatments.</p>																			
AN5001	Veterinary Nursing Practice	<p><b>Aim:</b> 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.</p> <p><b>LO1:</b> Describe key requirements for professional and culturally informed conduct in veterinary nursing practice.</p> <p><b>LO2:</b> Discuss legislation, ethics, and welfare relevant to veterinary nursing practice.</p> <p><b>LO3:</b> Explain the application of health, safety, and infection control principles in an animal healthcare setting.</p>	All LOs: Portfolio (100%)	v	v		v																
AN5002	Anatomy and Physiology	<p><b>Aim:</b> 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.</p> <p><b>LO1:</b> Describe the normal structure and function of body systems.</p> <p><b>LO2:</b> Examine the role of homeostasis in maintaining health and welfare.</p>	All LOs: Portfolio (100%)			v																	
AN5203	Equine Husbandry and Behaviour	<p><b>Aim:</b> The aim of this course is to develop the knowledge, skills, and competencies to provide safe and appropriate husbandry and handling to support equine health and welfare.</p> <p><b>LO1:</b> Explain animal husbandry requirements for equines.</p> <p><b>LO2:</b> Analyse animal communication, learning, and behaviour to inform safe and effective care.</p> <p><b>LO3:</b> Describe safe and effective low-stress handling and restraint methods for equines.</p>	All LOs: Portfolio (100%)					v			v												
AN5204	Medical Nursing 1	<p><b>Aim:</b> The aim of this course is to develop the knowledge, skills, and competencies to apply the principles of patient-focused medical veterinary nursing.</p> <p><b>LO1:</b> Discuss effective medical veterinary nursing to aid patient health and well-being.</p> <p><b>LO2:</b> Examine the principles of preventative veterinary healthcare.</p> <p><b>LO3:</b> Explain the principles of laboratory diagnostic sample collection, handling and processing.</p> <p><b>LO4:</b> Examine the safe and legal dispensing and administering of medications.</p>	All LOs: Portfolio (100%)						v				v	v								v	

AN5205	Equine Nursing Practice 1	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to assist with reproductive management procedures and nursing of surgical patients.																								
		LO1	Discuss effective reproductive management of equines.	All LOs: Portfolio (100%)																					√		
		LO2	Discuss the application of nursing practice to animals undergoing surgery.																							√	
		LO3	Examine general anaesthesia and analgesia in equines including safe management of agents.							√									√								
AN5206	Equine Clinical Skills 1	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to provide day to day care of animals as part of a multidisciplinary team.																								
		LO1	Demonstrate skills relevant to animal behaviour, husbandry, hygiene and handling.	All LOs: Portfolio (100%)				√	√			√	√												√		
AN5207	Equine Clinical Skills 2A	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to assist with veterinary nursing care for surgical and medical patients.																								
		LO1	Analyse the nurse's role in surgery and anaesthesia, reproduction, diagnostics, medicating practices, and preventative healthcare.	All LOs: Portfolio (100%)				√	√	√	√	√									√	√	√	√			
		LO2	Reflect on own development of interpersonal relationships within a team.		√	√																					
AN5208	Equine Clinical Skills 2B	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to assist with veterinary nursing care for surgical and medical patients.																								
		LO1	Demonstrate skills relevant to surgery and anaesthesia, reproduction, diagnostics, medicating practices, and preventative healthcare.	All LOs: Portfolio (100%)				√	√	√	√	√									√	√	√	√			
AN6201	Equine Nursing Practice 2	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to manage the nursing of surgical, obstetric and neonatal patients.																								
		LO1	Discuss patient assessment and nursing responses during surgery and anaesthesia.	All LOs: Portfolio (100%)																					√		
		LO2	Evaluate pain management in animals including the use of multi-modal analgesia.																							√	
		LO3	Explain fluid dynamics and the application of fluid therapy in patient care.																								
		LO4	Discuss obstetric and neonatal care for equines.																							√	
<b>Course Code &amp; Name</b>				<b>Course Aim &amp; Outcomes</b>	<b>Assessment</b>	<b>GPO 1</b>	<b>GPO 2</b>	<b>GPO 3</b>	<b>GPO 4</b>	<b>GPO 5</b>	<b>GPO 6</b>	<b>GPO 21</b>	<b>GPO 22</b>	<b>GPO 23</b>	<b>GPO 24</b>	<b>GPO 25</b>	<b>GPO 26</b>	<b>GPO 27</b>	<b>GPO 28</b>	<b>GPO 29</b>	<b>GPO 30</b>	<b>GPO 31</b>	<b>GPO 32</b>	<b>GPO 33</b>	<b>GPO 34</b>		
AN6202	Medical Nursing 2	Aim:	The aim of this course is to develop knowledge, skills, and competencies relevant to pathophysiology, pharmacology, and diagnostic procedures to provide effective medical equine nursing care.																								
		LO1	Examine pathophysiology in relation to medical nursing care.	All LOs: Portfolio (100%)												√		√									
		LO2	Explain safe and effective laboratory diagnostic procedures.																							√	
		LO3	Discuss integrative nursing care of medical patients.																							√	
AN6203	Equine Nursing Practice 3	Aim:	The aim of this course is to develop the knowledge, skills, and competencies relevant to imaging, first aid, wound management, and dentistry in equines.																								
		LO1	Describe triage and first aid for a range of scenarios.	All LOs: Portfolio (100%)																							
		LO2	Examine wound types and their management for equines.																								
		LO3	Explain the principles of safe and effective diagnostic imaging.																								√
		LO4	Examine the role of the veterinary nurse during dental procedures.																								√
AN6204	Equine Professional Practice	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to work in a professional role within a multidisciplinary veterinary team.																								
		LO1	Analyse the application of professional practice within a multidisciplinary veterinary team.	All LOs: Portfolio (100%)	√	√																					
		LO2	Evaluate the provision of effective equine veterinary nursing services.												√							√		√			
AN6205	Equine Clinical Skills 3A	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.																								
		LO1	Analyse the nurse's role in surgical theatre, neonatal care, fluid therapy, diagnostics, and nursing of hospitalised patients.	All LOs: Portfolio (100%)												√		√		√	√	√	√	√		√	
AN6205	Equine Clinical Skills 3B	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.																								
		LO1	Demonstrate skills relevant to surgical theatre, neonatal care, fluid therapy, diagnostics, and nursing of hospitalised patients.	All LOs: Portfolio (100%)												√		√		√	√	√	√	√		√	

			Portfolio (100%)																						
AN6207	Equine Clinical Skills 4A	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to provide veterinary nursing services and care for animals as part of a multidisciplinary team.																						
		LO1	Analyse the nurse's role in veterinary nursing services, wounds, bandaging, dentistry, first aid and imaging.	All LOs: Portfolio (100%)							√					√			√	√		√		√	√
		LO2	Reflect on own development of professionalism within an animal healthcare setting.		√	√																			
AN6208	Equine Clinical Skills 4B	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to provide veterinary nursing services and care for animals as part of a multidisciplinary team.																						
		LO1	Demonstrate skills related to veterinary nursing services, wounds, bandaging, dentistry, first aid and imaging.	All LOs: Portfolio (100%)							√					√			√	√		√		√	√

## Appendix 2: Akoranga | Courses and recommended delivery

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 ākongā.

### Veterinary Nursing Core Courses (all strands)

VETERINARY NURSING PRACTICE					
Course code:	AN5001	Level:	5	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)			Compulsory	
Pathway:	Companion Animal Veterinary Nursing & Equine Veterinary Nursing				
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours:		150	
		A detailed breakdown of the learning hours for this course is located in delivery course documents			

#### Course Specific Requirements:

#### 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

At the successful completion of this course, ākongā will be able to:

		Graduate Outcomes/ Professional Standards
1.	Describe key requirements for professional and culturally informed conduct in veterinary nursing practice.	GPO 1
2.	Discuss legislation, ethics, and welfare relevant to veterinary nursing practice.	GPO 2
3.	Explain the application of health and safety, and infection control principles in an animal healthcare setting.	GPO 2, 4

#### Ngā Tūtohu o te Kiko | Indicative Content

LO1	Roles and responsibilities of the veterinary team Interpersonal skills Cultural awareness Principles of Te Tiriti o Waitangi and application to veterinary nursing practice Professional identity & Professional practice Reflective and evidence-based practice
LO2	Acts and Legislation as it applies to the veterinary nurse role Animal welfare and ethics Environmental, economic, and social sustainability
LO3	Health, safety and risk management Self-care, and management of compassion fatigue 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 ākongā.

#### Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes

<b>Portfolio</b> 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 ākongā.	100%	All
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Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākongā via course outlines.

**Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## ANATOMY AND PHYSIOLOGY

Course code:	AN5002	Level:	5	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)			Compulsory	
Pathway:	Companion Animal Veterinary Nursing & Equine Veterinary Nursing				
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours:		150	
		A detailed breakdown of the learning hours for this course is located in delivery course documents			

Course Specific Requirements: [REDACTED]

### 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

At the successful completion of this course, ākongā will be able to:

Graduate Outcomes/  
Professional Standards

1.	Describe the normal structure and function of body systems.	GPO 3
2.	Examine the role of homeostasis in maintaining health and welfare.	GPO 3

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	Biology of animal cells Structure and function of organs and organ systems Body organisation Directional terms
LO2	The mechanisms of homeostasis and their function Variations in anatomical structures and functions in a range of animal species The impact of variations in anatomy on the management 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 ākongā.

### Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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 ākongā.	100%	All

Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākongā via course outlines.

### Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## Companion Animal Veterinary Nursing Strand Courses

ANIMAL HUSBANDRY AND BEHAVIOUR					
Course code:	AN5103	Level:	5	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Companion Animal Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	A detailed breakdown of the learning hours for this course is located in delivery course documents		Total learning hours:	150

Course Specific Requirements:

### 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

At the successful completion of this course, ākonga will be able to:

Graduate Outcomes/  
Professional Standards

1.	Explain animal husbandry requirements for companion animal species.	GPO 7
2.	Analyse animal communication, learning, and behaviour to inform safe and effective care.	GPO 5, 8
3.	Describe safe and effective low-stress handling and restraint methods for companion animals.	GPO 8

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	Methods of identifying animals Fundamentals of animal husbandry, nutrition, feeding and welfare Biology of animal reproduction
LO2	Interpretation of body language and demeanour Animal communication, learning and training Factors affecting behaviour
LO3	Low stress handling & 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 in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākonga via course outlines.

### Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## MEDICAL AND SURGICAL NURSING 1

Course code:	AN5104	Level:	5	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Companion Animal Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

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

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākonga will be able to:

Graduate Outcomes/  
Professional Standards

1.	Examine the principles of preventative veterinary healthcare.	GPO 10
2.	Describe general anaesthesia, anaesthetic and analgesic agents, and equipment used in practice.	GPO 15
3.	Examine safe and legal dispensing, administering and storage of medications.	GPO 6

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	Immunology Vaccinations and related diseases Parasitology and related medications Client communication in relation to preventative veterinary healthcare Pharmacology in relation to vaccines and parasite prevention Clinical examination
LO2	Patient pre-anaesthetic care Anaesthetic protocol Scope and use of general anaesthesia Pharmacodynamics and pharmacokinetics of anaesthetic agents Anaesthetic machines and breathing systems Oxygen and flow rates Anaesthetic monitoring equipment Care and maintenance of anaesthetic equipment Safe handling of compressed and volatile gasses Hazards of waste anaesthetic gas
LO3	Legal requirements for handling and management of anesthetic and analgesic drugs Calculation of drug doses Client communication and legislation in relation to dispensing medications Safety for staff, clients and animals when dispensing and administering medications Monitoring clinical signs of patients receiving 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 in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
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 ākongā.		
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Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākongā via course outlines.

**Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## MEDICAL AND SURGICAL NURSING 2

Course code:	AN5105	Level:	5	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Companion Animal Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements: [REDACTED]

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

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

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākonga will be able to:

Graduate Outcomes/  
Professional Standards

1.	Discuss nursing practice and its application to animals undergoing surgery.	GPO 16
2.	Discuss effective medical veterinary nursing to aid patient health and well-being.	GPO 10, 12
3.	Explain the principles of laboratory diagnostic sample collection, handling and processing.	GPO 18

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	Surgical nursing roles and equipment Aseptic practice in an animal healthcare setting Patient pre-admission, admission, and post admission Preparation for routine procedures Patient positioning Maintenance of the sterile field, and non-sterile surrounds Maintaining sterility as a circulating nurse Surgical site preparation Maintain surgical theatre/equipment
LO2	Nursing theory, nursing process and nursing care planning Basic patient management Relationship-centred care Monitoring clinical signs of patients receiving medications Communication Euthanasia and palliative care
LO3	Principles of laboratory diagnostic procedures Sample collection and processing Diagnostic equipment selection and use for various samples Health and safety Animal welfare in relation to diagnostic sampling In-house and external laboratory processing requirements

### 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 in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
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 ākongā.		
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Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākongā via course outlines.

**Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## CLINICAL SKILLS 1

<b>Course code:</b>	AN5106	<b>Level:</b>	5	<b>Credits:</b>	15
<b>Main programme:</b>	New Zealand Diploma in Veterinary Nursing (Level 6)				
<b>Pathway:</b>	Companion Animal Veterinary Nursing			Compulsory	
<b>Requisites:</b>					
<b>Other Programmes:</b>					Compulsory/Elective
<b>Delivery modes:</b>	Provider-based Work-based: pathway to work Work-based	<b>Total learning hours:</b> A detailed breakdown of the learning hours for this course is located in delivery course documents			150

### Course Specific Requirements:

This course will include a minimum of 90 hours of practicum.

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to provide day to day care of animals as part of a multidisciplinary team.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākongā will be able to:

**Graduate Outcomes/  
Professional Standards**

1.	Demonstrate skills relevant to animal behaviour, husbandry, hygiene and handling.	GPO 4, 5, 7, 8, 11
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### 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 in order 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 ākongā.

### Aromatawai | Assessment

Assessment in this course employs a competency-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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 ākongā.	100%	All

Ākongā are required to achieve all of the outcomes in order to pass competency-based assessment.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākongā via course outlines.

### Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## CLINICAL SKILLS 2A

Course code:	AN5107	Level:	5	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Companion Animal Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

### Course Specific Requirements:

This course will include 110 hours of practicum.

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to assist with veterinary nursing care for surgical and medical patients.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākongā will be able to:

#### Graduate Outcomes/ Professional Standards

1.	Analyse the nurse's role in surgery and anaesthesia, diagnostics, medicating practices, and nursing of hospitalised patients.	GPO 1, 2, 4, 5, 6, 7, 8, 11, 12, 15
2.	Reflect on own development of interpersonal relationships within a team.	GPO 1, 2

### Ngā Tūtohu o te Kiko | Indicative Content

LO1 & 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 in order 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 ākongā.

### Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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 ākongā.	100%	All

Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākongā via course outlines.

#### Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## CLINICAL SKILLS 2B

Course code:	AN5108	Level:	5	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Companion Animal Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	A detailed breakdown of the learning hours for this course is located in delivery course documents		Total learning hours:	150

### Course Specific Requirements:

This course will include 110 hours of practicum.

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to assist with veterinary nursing care for surgical and medical patients.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākonga will be able to:

### Graduate Outcomes/ Professional Standards

1.	Demonstrate skills relevant to surgery and anaesthesia protocols, diagnostic procedures, medicating animals, and nursing of hospitalised patients.	GPO 1, 2, 4, 5, 6, 7, 8, 11, 12, 15
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### 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 in order 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 in this course employs a competency-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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

Ākonga are required to achieve all of the outcomes in order to pass competency-based assessment.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākonga via course outlines.

### Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## MEDICAL AND SURGICAL NURSING 3

Course code:	AN6101	Level:	6	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Companion Animal Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

### 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 and surgery, and fluid therapy.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākonga will be able to:

Graduate Outcomes/  
Professional Standards

1.	Discuss patient assessment and nursing responses during surgery and anaesthesia.	GPO 6, 15, 16
2.	Evaluate pain management in animals including the use of multi-modal balanced analgesia in relation to surgical patients.	GPO 6, 15, 16
3.	Explain fluid dynamics and the application of fluid therapy in patient care.	GPO 13

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	Patient evaluation and care Anaesthetic agents Patient monitoring Endotracheal intubation and extubation Advanced patient monitoring equipment Ventilation (IPPV) Anaesthetic emergency theory
LO2	Physiology of pain Principles of analgesic use Local anaesthetic agents Pharmacology and use of analgesics The veterinary nurse's role in pain management Pain scoring
LO3	Fluid dynamic physiology Fluid replacement therapy Care for animals receiving fluid therapy Peripheral intravenous catheterization/cannulation

### 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 in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākongā via course outlines.

**Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course



## MEDICAL AND SURGICAL NURSING 4

Course code:	AN6102	Level:	6	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Companion Animal Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

### 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

At the successful completion of this course, ākonga will be able to:

Graduate Outcomes/  
Professional Standards

1.	Examine pathophysiology in relation to medical nursing care.	GPO 10, 12
2.	Discuss integrative nursing care of medical patients.	GPO 6
3.	Explain safe and effective laboratory diagnostic procedures.	GPO 18

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	Patient evaluation and care Pathophysiology of disease Care planning Immunology Nutritional assessment and therapeutic nutrition Isolation
LO2	Pharmacology and patient care Pharmacodynamics and pharmacokinetics Pain management in medical patients Non-pharmacological interventions
LO3	Sample collection, processing, and recording 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 in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākonga via course outlines.

### Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

CLINICAL NURSING					
Course code:	AN6103	Level:	6	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Companion Animal Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements: [REDACTED]

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

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

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākonga will be able to:

#### Graduate Outcomes/ Professional Standards

1.	Explain the principles of safe and effective diagnostic imaging.	GPO 19
2.	Examine wound types and their management.	GPO 14
3.	Describe triage and first aid for a range of scenarios.	GPO 9, 13
4.	Examine the role of the veterinary nurse during dental procedures.	GPO 20

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	Radiography equipment, procedures and safety Physical principles of diagnostic radiography Preparing for and carrying out radiographic procedures Faults in radiography Diagnostic ultrasonography Magnetic resonance imaging (MRI) computed tomography (CT) scintigraphy and endoscopy
LO2	Wound types and classification Normal and delayed healing of tissues and wounds Common complications of wounds Management of contaminated or infected wounds. Multidrug resistant wound contaminations Burns
LO3	Primary and secondary survey Basic Life support & first aid Emergency processes in and outside of clinical environment Common animal emergencies Veterinary nurses' role when evaluating emergency patients Techniques of blood collection and transfusion
LO4	The role of nursing practice for patients undergoing dental care Professional, legal, and ethical responsibilities involved in dentistry Dental disease in companion animals Preventative dental care & assessment Oral anatomy and physiology Dental examination, charting and periodontal probing 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 in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

**Ngā Rauemi Ako/Learning Resources**

All required and recommended resource are provided to ākonga via course outlines.

**Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## PROFESSIONAL PRACTICE

Course code:	AN6104	Level:	6	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Companion Animal Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

### 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 veterinary team.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākonga will be able to:

Graduate Outcomes/  
Professional Standards

1.	Analyse the application of professional practice within a multidisciplinary veterinary team.	GPO 1, 2
2.	Evaluate the provision of effective veterinary nursing services.	GPO 8, 17

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	Professional identity, conduct, standards and success in the workplace. CPD, self-care, compassion fatigue Sustainable veterinary communities, interconnectedness, teamwork Clinic wellbeing including auditing, quality improvement, career advancement Nursing philosophy, reflective practice
LO2	Nursing process/nursing services Communication with clients and members of the veterinary team Behaviour, reproduction, nutrition in the context of nursing services/nursing consults

### 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 in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākonga via course outlines.

### Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

Page Break

## CLINICAL SKILLS 3A

Course code:	AN6105	Level:	6	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Companion Animal Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours:		150	
		A detailed breakdown of the learning hours for this course is located in delivery course documents			

### Course Specific Requirements:

This course will include 110 hours of practicum.

### 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.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākonga will be able to:

#### Graduate Outcomes/ Professional Standards

1.	Analyse the nurse's role in anaesthesia management, admission and discharge, surgical nursing, fluid therapy, and nursing of hospitalised patients.	GPO 1, 2, 4, 6, 10, 12, 13, 15, 18
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### 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 in order 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 in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākonga via course outlines.

#### Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

CLINICAL SKILLS 3B					
Course code:	AN6106	Level:	6	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Companion Animal Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours:		150	
		A detailed breakdown of the learning hours for this course is located in delivery course documents			

#### Course Specific Requirements:

This course includes a minimum of 110 hours of practicum.

This course will include 110 hours of practicum.

#### 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.

#### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākongā will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Demonstrate skills relevant to anaesthesia management, admission and discharge, surgical nursing, fluid therapy, and nursing of hospitalised patients.	GPO 1, 2, 4, 6, 10, 12, 13, 15, 18
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#### 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 in order 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 ākongā.

#### Aromatawai | Assessment

Assessment in this course employs a competency-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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 ākongā.	100%	All

Ākongā are required to achieve all of the outcomes in order to pass competency-based assessment.

#### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākongā via course outlines.

#### Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## CLINICAL SKILLS 4A

Course code:	AN6107	Level:	6	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Companion Animal Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

### Course Specific Requirements

This course includes a minimum of 110 hours of practicum.

### Course Specific Requirements:

This course will include 110 hours of practicum.

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to provide veterinary nursing services and care for animals as part of a multidisciplinary team.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākongā will be able to:

### Graduate Outcomes/ Professional Standards

1.	Analyse the nurse's role in veterinary nursing services, wounds, bandaging, dentistry, first aid and imaging.	GPO 2, 9, 14, 19, 20
2.	Reflect on own development of professionalism within an animal healthcare setting.	GPO 1, 2

### Ngā Tūtohu o te Kiko | Indicative Content

LO1 & 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 in order 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 ākongā.

### Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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 ākongā.	100%	All

Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākongā via course outlines.

### Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## CLINICAL SKILLS 4B

Course code:	AN6108	Level:	6	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Companion Animal Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours:		150	
		A detailed breakdown of the learning hours for this course is located in delivery course documents			

### Course Specific Requirements:

This course will include 110 hours of practicum.

### Course Specific Requirements

This course includes a minimum of 110 hours of practicum.

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to provide veterinary nursing services and care for animals as part of a multidisciplinary team.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākongā will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Demonstrate skills related to veterinary nursing services, wounds, bandaging, dentistry, first aid and imaging.	GPO 1, 2, 9, 14, 19, 20
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### 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 in order 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 ākongā.

### Aromatawai | Assessment

Assessment in this course employs a competency-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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 ākongā.	100%	All

Ākongā are required to achieve all of the outcomes in order to pass competency-based assessment.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākongā via course outlines.

### Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course



## Equine Veterinary Nursing Strand Courses

### EQUINE HUSBANDRY AND BEHAVIOUR

Course code:	AN5203	Level:	5	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Equine Veterinary Nursing	Compulsory			
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours:		150	
	A detailed breakdown of the learning hours for this course is located in delivery course documents				

Course Specific Requirements:

#### 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 equine health and welfare.

#### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākonga will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Explain animal husbandry requirements for equines.	GPO 21
2.	Analyse animal communication, learning, and behaviour to inform safe and effective care.	GPO 5, 22
3.	Describe safe and effective low-stress handling and restraint methods for equines.	GPO 22

#### Ngā Tūtohu o te Kiko | Indicative Content

LO1	Methods of identifying individuals Fundamentals of equid husbandry, nutrition, feeding and welfare
LO2	Interpretation of body language and demeanour Animal communication, learning and training Factors affecting behaviour
LO3	Low stress handling & restraint techniques Restraint aids and equipment Safe transportation 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 in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

#### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākonga via course outlines.

#### Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## MEDICAL NURSING 1

Course code:	AN5204	Level:	5	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Equine Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to apply the principles of patient-focused medical veterinary nursing.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākongā will be able to:

Graduate Outcomes/  
Professional Standards

1.	Discuss effective medical veterinary nursing to aid patient health and well-being.	GPO 24, 26
2.	Examine the principles of preventative veterinary healthcare.	GPO 24
3.	Explain the principles of laboratory diagnostic sample collection, handling and processing.	GPO 32
4.	Examine the safe and legal dispensing and administering of medications.	GPO 6

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	Nursing theory, nursing process and nursing care planning Basic patient management Basic bandaging techniques
LO2	Immunology and infectious disease management Parasitology and related management techniques Client communication in relation to preventative veterinary healthcare Pharmacology in relation to preventative healthcare Clinical examination
LO3	Principles of laboratory diagnostic procedures Sample collection and processing Diagnostic equipment selection and use Animal welfare in relation to diagnostic sampling In-house and external laboratory processing requirements
LO4	Monitoring and responding to clinical signs of patients receiving medications Client communication in relation to medications Legislation for dispensing, storage and transportation of drugs Safety for staff, clients and animals when dispensing and administering 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 ākongā.

### Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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 ākongā.	100%	All

Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākongā via course outlines.

**Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## EQUINE NURSING PRACTICE 1

Course code:	AN5205	Level:	5	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Equine Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

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

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākonga will be able to:

Graduate Outcomes/  
Professional Standards

1.	Discuss effective reproductive management of equines.	GPO 31
2.	Discuss the application of nursing practice to animals undergoing surgery.	GPO 30
3.	Examine general anaesthesia and analgesia in equines including safe management of agents.	GPO 6, 29

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	Reproductive and lactation physiology Breeding stock health, monitoring and management Advanced reproductive techniques
LO2	Surgical nursing roles and equipment Patient pre-admission, admission, and post admission Patient positioning and restraint Aseptic practice in an animal healthcare setting Maintenance of the sterile field, and non-sterile surrounds Surgical site preparation Maintain surgical equipment
LO3	Patient pre-anaesthetic care Anaesthetic protocol Scope and use of general anaesthesia Pharmacology of anaesthetic and analgesic agents Calculation of drug doses Legal requirements for handling and management of anesthetic and analgesic drugs Advise clients on safe use of post operative 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 in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākongā via course outlines.

**Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## EQUINE CLINICAL SKILLS 1

Course code:	AN5206	Level:	5	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Equine Veterinary Nursing	Compulsory			
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

### Course Specific Requirements:

This course will include 90 hours of practicum.

### Course Specific Requirements

This course includes a minimum of 110 hours of practicum.

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to provide day to day care of animals as part of a multidisciplinary team.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākongā will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Demonstrate skills relevant to animal behaviour, husbandry, hygiene and handling.	GPO 4, 5, 21, 22, 25
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### 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 in order 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 ākongā.

### Aromatawai | Assessment

Assessment in this course employs a competency-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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 ākongā.	100%	All

Ākongā are required to achieve all of the outcomes in order to pass competency-based assessment.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākongā via course outlines.

### Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## EQUINE CLINICAL SKILLS 2A

Course code:	AN5207	Level:	5	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Equine Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

### Course Specific Requirements

This course includes a minimum of 110 hours of practicum.

### Course Specific Requirements:

This course will include 110 hours of practicum.

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to assist with veterinary nursing care for surgical and medical patients.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākongā will be able to:

### Graduate Outcomes/ Professional Standards

1.	Analyse the nurse's role in surgery and anaesthesia, reproduction, diagnostics, medicating practices, and preventative healthcare.	GPO 4, 5, 6, 21, 22, 24, 25, 29, 30, 31, 32
2.	Reflect on own development of interpersonal relationships within a team.	GPO 1, 2

### Ngā Tūtohu o te Kiko | Indicative Content

LO1 & 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 in order 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 ākongā.

### Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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 ākongā.	100%	All

Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākongā via course outlines.

### Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## EQUINE CLINICAL SKILLS 2B

Course code:	AN5208	Level:	5	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Equine Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours:		150	
		A detailed breakdown of the learning hours for this course is located in delivery course documents			

### Course Specific Requirements

This course includes a minimum of 110 hours of practicum.

### Course Specific Requirements:

This course will include 110 hours of practicum.

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to assist with veterinary nursing care for surgical and medical patients.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākongā will be able to:

#### Graduate Outcomes/ Professional Standards

1.	Demonstrate skills relevant to surgery and anaesthesia, reproduction, diagnostics, medicating practices, and preventative healthcare.	GPO 4, 5, 6, 21, 22, 24, 25, 29, 30, 31, 32
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### 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 in order 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 ākongā.

### Aromatawai | Assessment

Assessment in this course employs a competency-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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 ākongā.	100%	All

Ākongā are required to achieve all of the outcomes in order to pass competency-based assessment.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākongā via course outlines.

### Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course



## EQUINE NURSING PRACTICE 2

Course code:	AN6201	Level:	6	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Equine Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements: [REDACTED]

### 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 surgical, obstetric and neonatal patients.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākonga will be able to:

**Graduate Outcomes/  
Professional Standards**

1.	Discuss patient assessment and nursing responses during surgery and anaesthesia.	GPO 6, 29, 30
2.	Evaluate pain management in animals including the use of multi-modal analgesia.	GPO 6, 29, 30
3.	Explain fluid dynamics and the application of fluid therapy in patient care.	GPO 27
4.	Discuss obstetric and neonatal care for equines.	GPO 31

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	Patient evaluation and care Anaesthetic equipment Oxygen and flow rates Safe management of compressed and volatile gasses Endotracheal intubation and extubation Ventilation (IPPV) Patient positioning, monitoring and recovery Anaesthetic emergency theory
LO2	Physiology of pain Principles of analgesic use Pharmacology and use of analgesics The veterinary nurse's role in pain management Pain scoring
LO3	Fluid dynamic physiology Fluid replacement therapy Care for animals receiving fluid therapy Intravenous catheterization/cannulation
LO4	Obstetrics Routine procedures for neonates Common problems and solutions in neonatal management Techniques of blood collection and transfusion

### 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 in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
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 ākongā.		
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Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākongā via course outlines.

**Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## MEDICAL NURSING 2

Course code:	AN6202	Level:	6	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Equine Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours:		150	
		A detailed breakdown of the learning hours for this course is located in delivery course documents			

Course Specific Requirements:

### 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 equine nursing care.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākongā will be able to:

Graduate Outcomes/  
Professional Standards

1.	Examine pathophysiology in relation to medical nursing care.	GPO 24, 26
2.	Explain safe and effective laboratory diagnostic procedures.	GPO 6
3.	Discuss integrative nursing care of medical patients.	GPO 32

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	Pathophysiology of disease Immunology
LO2	Sample collection, processing, and recording results Culture and sensitivity Quality control, including maintenance of equipment
LO3	Pharmacology and patient care planning Patient management including pain, nutrition, and non-pharmacological interventions Antimicrobial stewardship Isolation and barrier nursing Euthanasia

### 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 ākongā.

### Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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 ākongā.	100%	All

Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākongā via course outlines.

### Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## EQUINE NURSING PRACTICE 3

Course code:	AN6203	Level:	6	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Equine Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

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

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākonga will be able to:

#### Graduate Outcomes/ Professional Standards

1.	Describe triage and first aid for a range of scenarios.	GPO 19
2.	Examine wound types and their management for equines.	GPO 14
3.	Explain the principles of safe and effective diagnostic imaging.	GPO 9, 13
4.	Examine the role of the veterinary nurse during dental procedures.	GPO 20

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	Primary and secondary survey Basic life support & first aid Emergency processes in and outside of clinical environment Common equine emergencies Veterinary nurses' role when evaluating emergency patients
LO2	Wound types and classification Normal and delayed healing of tissues and wounds Common complications of wounds Management of wounds Dressings and bandages Multidrug resistant wound contaminations
LO3	Physical principles of diagnostic radiography Radiography equipment and safety Preparing for and carrying out radiographic procedures Faults in radiography Other imaging techniques including diagnostic ultrasonography, magnetic resonance imaging (MRI), computed tomography (CT), scintigraphy, and endoscopy
LO4	Professional, legal, and ethical responsibilities involved in dentistry Dental disease in equines Preventative dental care and assessment Oral anatomy and physiology Dental examination and charting 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 in this course employs an achievement-based grading scheme. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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 ākongā.	100%	All

Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

***Ngā Rauemi Ako | Learning Resources***

All required and recommended resource are provided to ākongā via course outlines.

**Version Tracking:**

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## EQUINE PROFESSIONAL PRACTICE

Course code:	AN6204	Level:	6	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Equine Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements:

### 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 veterinary team.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākongā will be able to:

Graduate Outcomes/  
Professional Standards

1.	Analyse the application of professional practice within a multidisciplinary veterinary team.	GPO 1, 2
2.	Evaluate the provision of effective equine veterinary nursing services.	GPO 8, 17

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	Professional identity, conduct, standards and success in the workplace. CPD, self-care, compassion fatigue Sustainable veterinary communities, interconnectedness, teamwork Clinic wellbeing including auditing, quality improvement, career advancement Nursing philosophy, reflective practice
LO2	Nursing process/nursing services Communication with clients and members of the veterinary team Ethical sales and advice

### 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 ākongā.

### Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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 ākongā.	100%	All

Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākongā via course outlines.

### Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## EQUINE CLINICAL SKILLS 3A

Course code:	AN6205	Level:	6	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Equine Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

### Course Specific Requirements

This course includes a minimum of 110 hours of practicum.

### Course Specific Requirements:

This course will include 110 hours of practicum.

### 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.

### Ngā Hua o te Ako/Learning Outcomes

At the successful completion of this course, ākongā will be able to:

*Graduate Outcomes/  
Professional Standards*

1.	Analyse the nurse's role in surgical theatre, neonatal care, fluid therapy, diagnostics, and nursing of hospitalised patients.	GPO 6, 24, 26, 27, 28, 29, 30, 32
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### 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 in order 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 ākongā.

### Aromatawai/Assessment

Assessment in this course employs an achievement-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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 ākongā.	100%	All

Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### Ngā Rauemi Ako/Learning Resources

All required and recommended resource are provided to ākongā via course outlines.

### Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## EQUINE CLINICAL SKILLS 3B

Course code:	AN6206	Level:	6	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Equine Veterinary Nursing	Compulsory			
Requisites:					
Other Programmes:		Compulsory/Elective			
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours:		150	
		A detailed breakdown of the learning hours for this course is located in delivery course documents			

### Course Specific Requirements

This course includes a minimum of 110 hours of practicum.

### 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.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākongā will be able to:

### Graduate Outcomes/ Professional Standards

1.	Demonstrate skills relevant to surgical theatre, neonatal care, fluid therapy, diagnostics, and nursing of hospitalised patients.	GPO 6, 24, 26, 27, 28, 29, 30, 32
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### 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 in order 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 ākongā.

### Aromatawai | Assessment

Assessment in this course employs a competency-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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 ākongā.	100%	All

Ākongā are required to achieve all of the outcomes in order to pass competency-based assessment.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākongā via course outlines.

### Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course



## EQUINE CLINICAL SKILLS 4A

Course code:	AN6207	Level:	6	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Equine Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based: pathway to work Work-based	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

### Course Specific Requirements

This course includes a minimum of 110 hours of practicum.

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to provide veterinary nursing services and care for animals as part of a multidisciplinary team.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākongā will be able to:

### Graduate Outcomes/ Professional Standards

1.	Analyse the nurse's role in veterinary nursing services, wounds, bandaging, dentistry, first aid and imaging.	GPO 22, 26, 28, 29, 31, 33, 34
2.	Reflect on own development of professionalism within an animal healthcare setting.	GPO 1, 2

### Ngā Tūtohu o te Kiko | Indicative Content

LO1 & 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 in order 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 ākongā.

### Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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 ākongā.	100%	All

Ākongā are required to provide sufficient evidence against all learning outcomes in order to pass a course.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākongā via course outlines.

### Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

## EQUINE CLINICAL SKILLS 4B

Course code:	AN6208	Level:	6	Credits:	15
Main programme:	New Zealand Diploma in Veterinary Nursing (Level 6)				
Pathway:	Equine Veterinary Nursing			Compulsory	
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	Provider-based Work-based	Total learning hours:		150	
A detailed breakdown of the learning hours for this course is located in delivery course documents					

### Course Specific Requirements

This course includes a minimum of 110 hours of practicum.

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to provide veterinary nursing services and care for animals as part of a multidisciplinary team.

### Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākongā will be able to:

#### Graduate Outcomes/ Professional Standards

1.	Demonstrate skills related to veterinary nursing services, wounds, bandaging, dentistry, first aid and imaging.	GPO 22, 26, 28, 29, 31, 33, 34
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### 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 in order 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 ākongā.

### Aromatawai | Assessment

Assessment in this course employs a competency-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<b>Portfolio</b> 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 ākongā.	100%	All

Ākongā are required to achieve all of the outcomes in order to pass competency-based assessment.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākongā via course outlines.

#### Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

### Recommended delivery for NZDVN Companion Animal Veterinary Nursing

This delivery is recommended to allow development of theoretical knowledge alongside practical skills, as well as stair-cased knowledge and skills in the range of clinical tasks of a veterinary nurse. Other delivery orders and timeframes may be utilised.

Full Time			Part time (double timeframes)
Year 1, Semester 1, Week 1	Veterinary professional practice	Anatomy and physiology	Year 1, Week 1,2
2			3,4
3			5,6
4			7,8
5			9,10
6			11,12
7			13,14
8			15,16
9	Animal husbandry and behaviour	Clinical skills 1	17,18
10			19,20
11			21,22
12			23,24
13			25,26
14			27,28
15			29,30
16			31,32
Semester 2 - Week 1	Medical and surgical nursing 1	Clinical skills 2A	Year 2, Weeks 1,2
2			3,4
3			5,6
4			7,8
5			9,10
6			11,12
7			13,14
8			15,16
9	Medical and surgical nursing 2	Clinical skills 2B	17,18
10			19,20
11			21,22
12			23,24
13			25,26
14			27,28
15			29,30
16			31,32
Year 2, Semester 1 - Week 1	Medical and surgical nursing 3	Clinical skills 3A	Year 3, Weeks 1,2
2			3,4
3			5,6
4			7,8
5			9,10
6			11,12

7			13,14
8			15,16
9	Medical and surgical nursing 4	Clinical skills 3B	17,18
10			19,20
11			21,22
12			23,24
13			25,26
14			27,28
15			29,30
16			31,32
Semester 2 - Week 1	Clinical nursing	Clinical skills 4A	Year 4, Weeks 1,2
2			3,4
3			5,6
4			7,8
5			9,10
6			11,12
7			13,14
8			15,16
9	Professional practice	Clinical skills 4B	17,18
10			19,20
11			21,22
12			23,24
13			25,26
14			27,28
15			29,30
16			31,32

### Recommended delivery for NZDVN Equine Veterinary Nursing

This delivery is recommended to allow development of theoretical knowledge alongside practical skills, as well as stair-cased knowledge and skills in the range of clinical tasks of a veterinary nurse. Other delivery orders and timeframes may be utilised.

Full Time			Part time (double timeframes)
Year 1, Semester 1, Week 1	Veterinary professional practice	Anatomy and physiology	Year 1, Week 1,2
2			3,4
3			5,6
4			7,8
5			9,10
6			11,12
7			13,14
8			15,16
9	Equine husbandry and behaviour	Clinical skills 1	17,18
10			19,20
11			21,22

12			23,24
13			25,26
14			27,28
15			29,30
16			31,32
Semester 2 - Week 1	Medical nursing 1	Clinical skills 2A	Year 2, Weeks 1,2
2			3,4
3			5,6
4			7,8
5			9,10
6			11,12
7			13,14
8			15,16
9	Equine nursing practice 1	Clinical skills 2B	17,18
10			19,20
11			21,22
12			23,24
13			25,26
14			27,28
15			29,30
16			31,32
Year 2, Semester 1 - Week 1	Equine nursing practice 2	Clinical skills 3A	Year 3, Weeks 1,2
2			3,4
3			5,6
4			7,8
5			9,10
6			11,12
7			13,14
8			15,16
9	Medical nursing 2	Clinical skills 3B	17,18
10			19,20
11			21,22
12			23,24
13			25,26
14			27,28
15			29,30
16			31,32
Semester 2 - Week 1	Equine nursing practice 3	Clinical skills 4A	Year 4, Weeks 1,2
2			3,4
3			5,6
4			7,8
5			9,10
6			11,12
7			13,14
8			15,16

9	Professional practice	Clinical skills 4B	17,18
10			19,20
11			21,22
12			23,24
13			25,26
14			27,28
15			29,30
16			31,32

### Appendix 3: Consultation Summary Log

#### Consultation Log for New Zealand Diploma in Veterinary Nursing (Level 6) Companion Animal – Socialisation Phase – Compiled on 8<sup>th</sup> August 2022

Date	Mode of consultation	Who was consulted	Are there any gaps/omissions that need to be addressed to ensure the proposed programme aligns with the qualification requirements?	Development response to feedback
Aug 2022	Programme Socialisation	Network kaiako	<p>Interesting combination of preventative health with anaesthesia, analgesia and pharmacology in Medical and Surgical Nursing 1. May be worth considering switching the preventative health with surgical nursing (medical and surgical nursing 2) for better flow of courses.</p> <p>Radiation safety and theory should be addressed in level 5 courses - students need to be aware of health and safety with radiation in their first year while on placement. Massive concern for students to not have any radiation safety knowledge while on placement (some clinics will not be gold standard with radiation safety and students need to have knowledge to protect themselves). I would expect it to be covered in the first half of year 1 at a basic level.</p>	<p>The programme is designed with the courses this way so students are getting information about medical and surgical nursing concurrently, even if they are part-time. However, with current packaging of this course, individual providers can organize the material in the way suggested here.</p> <p>This will be part of Health and Safety in course 1.</p>
			<p>Gap around Mātauranga Māori. Te Tiriti o Waitangi/the Treaty of Waitangi, and Capabilities supporting cultural sensitivity and responsiveness in animal care only covered as indicative content in one course.</p> <p>Education pathway: Is the Level 4 AHCA and CAM considered an entry requirement?</p> <p>Unclear/open to interpretation : "Ākonga are required . to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course" will this be clarified within the delivery document.</p> <p>Difficult to provide feedback due to level of detail within this document.</p> <p>AN5001 should be listed as a pre requisite for all practicum courses.</p> <p>Has the transition been looked at for previous CAT (L5) students in to this programme. This will reduce industry using CAT students as VN in industry.</p>	<p>It is not apparent in the course summaries, but we are working on how it is embedded across all courses.</p> <p>No.</p> <p>Noted. Clarification will be made. no response</p> <p>Not in place due to consequences on enrolment. However, a safe to practice certificate or something similar will be in place before students start work placement.</p> <p>Will be done in the future.</p> <p>Entry requirements to be confirmed by Te Pūkenga</p>

			Are the entry requirements aligned with other Level 6 qualifications? Seems to be some discrepancy between NCEA Level 2 numeracy and unit standards at level 1. Higher entry requirements than current Bachelor of Nursing programme. Does AHCA and NZCAM need to be listed as an entry requirement?	
			<p>Growth and Development in the A and P course - its explicit in AnHCA but not in any of the diplomas. I would have thought that it would be more important for the dips than the AnHCA's.</p> <p>My understanding was the development of reflection skills was supposed to be key throughout but there are only a couple of LO's - If there are only a couple of LO's; with the word reflect how do we ensure the reflection skill is developed throughout - I assume through the delivery plans but also aware students need carrots to do things like this :)</p>	<p>1. Changes will be made after consultation to address this comment.</p> <p>Yes, reflection will be throughout and is able to be completed under current LOs.</p>
			<p>Medical and surgical nursing 1: LO 2 needs to be refined. "used in practice" needs to be specified to a vet nurse's role perhaps, otherwise this LO asks beyond the GPO.</p> <p>All "indicative content" under clinical/practical skills courses is not, in fact, indicative content. This needs to be specified to a point like the other courses have done (e.g. includes 150 hours of placement, daily husbandry of animals staying in clinic, diagnostics including blood/urine/faecal sampling).</p> <p>Is antimicrobial resistance included in any of the courses for indicative content?</p> <p>Is wound care being covered in year 2/semester 2 only sufficient to meet the needs of the GPO and for industry to be comfortable with their knowledge?</p> <p>Is reproduction covered in anatomy and physiology to a point? Or is it only covered in year 2/semester 2? This may be needed to be described sooner, to ensure they can explain why de-sexing is important to owners for example.</p> <p>Large discrepancies in amount of indicative content across L/Os.</p>	<p>All content is targeted to the vet nurse role.</p> <p>2. This information will be available in the delivery document to allow flexibility as skill requirements change over time.</p> <p>Sustainable practice will be threaded throughout the programme. This will come up in that context.</p> <p>Industry will provide feedback in the consultation phase, and we will act accordingly.</p> <p>Yes. And will be revisited in preventative healthcare.</p> <p>More information will be provided in the delivery documents.</p>
			Missing from the programme is clinical effectiveness (evidence-based practice) and reflective practice. This diploma will produce graduates that will soon have	Clinical effectiveness will be embedded throughout the



			legal regulation (possibly as early as 2024). These graduates will be a liability if they aren't able to start staircasing these skills. These must be assessed learning outcomes.	programme. Content will be reviewed after consultation to make this clearer.
			We raised concerns about the one term delivery of practicums - while the getting through one before assessing the second is a good idea, the practicalities of altered term dates, extensions, progression with them as pre requisites is a concern. They need to run over the whole semester - but extensions to complete Prac B requirements could then be extended over semester breaks if needed when there is a potential shortage of placements. I don't know how number capping in regions is going to work - but I can see that needing clinics for more than 100 students in an area (across Level 4 and two years of level 6 ) plus the Off campus Blended students, is going to be harder than ever with the increased hours being needed.  If we are forced to fail students due to lack of placements this is an issue.	Agreed. Prerequisites will be removed to allow flexibility in the delivery of the practicum courses. This does generate some concern within the subworking group about managing student achievement and progression, but it is accepted that the prerequisites will be removed at this time.
			The qualification states "apply knowledge" and is intended to require application of critical thinking skills. The learning outcomes need to reflect this. Also, there needs to be learning outcomes associated with evidence-based practice.  Medical and surgical nursing 4: learning outcomes are set too low. Explaining, discussing, and examining are narrow perspectives. Instead, they should apply clinical reasoning as an assessed outcome as it implies integration of knowledge from many different areas and is at a level of a nurse who will be making clinical decisions all day. They need to know about how to apply clinical reasoning, to think about the case, and make clinical decisions. If they learn nothing else from this course, they need to learn that. It's a foundational skill for all nursing courses.	Critical thinking is embedded throughout the programme. Content will be reviewed after consultation to make this clearer.
			No comment	n/a
<b>Date</b>	<b>Mode of consultation</b>	<b>Who was consulted</b>	<b>Is there any unnecessary duplication that needs to be addressed in the proposed programme?</b>	<b>Development response to feedback</b>
Aug 2022	Programme Socialisation	Network kaiako	Lots of coverage of medical nursing, surgical nursing and anaesthesia which I think is good duplication and I like the depth covered in these subjects.	Noted
			no	n/a

			The list of providers involved in incorrect	Thank you. Edits have been made.
			<p>Clinical nursing: LO 2 needs to state “in regard to veterinary nursing scope of practice” or similar, as this would be asking them to go beyond their scope and look at management such as surgical intervention, which is beyond the GPO (i.e. apply and maintain wound care).</p> <p>Clinical nursing: LO 3 needs to remove “for a range of scenarios” as this makes the assessment much too large. This would require at least three to four scenarios to be described by the student in the assessment, which is a very large and detailed assessment that does not need to be this large to meet the GPO.</p> <p>Pre-requisites should be removed (courses run concurrently) for practicum. Resulting and administration would become very complicated with running short terms like this just for a one course pre-requisite and could pose immense challenges to learners to complete practicums if they are held back due to Hold grades/resits/etc. from 2A to get into 2B for example. Students should be able to actively reflect upon their learning, rather than separate it. This enables them a full range of reflection that they can take and move forward with. This is especially helpful for kinaesthetic learners.</p> <p>Having clinical skills 2A and 2B as co-requisites may be a better way to ensure this if you want them to be taught together.</p>	<p>All programme content is to be delivered within the scope of veterinary nursing.</p> <p>2. Range of scenarios will be defined in assessment to ensure coverage of all of the required situations e.g. life support, bleeding, choking. Assessment will be carefully constructed to ensure appropriate size.</p> <p>Understood. Pre-requisites will be removed.</p>
			This consultation period was very short. I didn't have time to look into this aspect within the allotted timeframe. It would be great if this process wasn't rushed. We are hoping for a programme that is future focused, building a better community and a better VN profession. Please take care to allocate sufficient time.	Noted
			no comment	n/a
			This consultation was under short notice. I couldn't find time to look at the rest of the programme.	Noted
			No comment	n/a
<b>Date</b>	<b>Mode of consultation</b>	<b>Who was consulted</b>	<b>How well do the course learning outcomes in the proposed programme align with the graduate profile outcomes?</b>	<b>Development response to feedback</b>
Aug 2022	Programme Socialisation	Network kaiako	I think it aligns well and I'm excited to see this course and the level of knowledge and practical skills graduates will have.	Noted

		very well	n/a
		Loots pretty good. I know how much work has gone into this and I feel like we need to just go for it - it won't be until we deliver it we discover meaningfully what tweaks are needed.	Noted
		GPOs 1-6 should not be theoretical assessed for all species for each strand as a requirement Keep companion animals to companion animals for student focus, engagement, and likelihood to complete Keep equines/ruminants to their strand for student focus, engagement, and likelihood to complete Even if students may go out to work in mixed practices later on, this is not the end goal of the GPO/qualification. Over assessing and over-teaching for a range of species when they are being divided into strands also makes it more complicated for the student to effectively learn and retain this much information.	This is a qualification requirement and is not able to be changed at programme document level.
		Veterinary Nursing Practice course - the blooms action verbs do not align with the GPO. The action verbs in the GPOs for this qualification are "Apply Knowledge" which clearly align to Bloom's "apply" action verbs. Two of the verbs chosen for this course, "Describe and Discuss" do not extend to application of knowledge to problem solve or build critical thinking, both of which were key aims for the GPO wording throughout this qualification. These Learning Outcomes are aiming too low and won't ensure that courses are delivered with a perspective to problem solving. There is extensive evidence in other healthcare fields about how critical thinking skills must be embedded into educational programmes. This has been a significant area lacking in veterinary nursing programmes around the world and there is significant evidence linking this to the current professional crisis we are in. We simply must raise the level of critical thinking in this programme to help create a sustainable profession. To develop thinking skills the learners must apply knowledge that they learn to scenarios, problems, and real-world situations.  Professional Practice course - it might be better to have GPO 8 and 17 assessed individually rather than trying to meld them with VN services. As we've seen with the recent media case, there are serious issues in the veterinary sector with lack of ability to apply fear free handling and advice about this to clients	Noted. This will be reviewed across the programme after consultation. Fundamentals of low stress handling are covered early in the programme and embedded throughout. VN services includes advice to clients and services wider than consults. Noted

			(e.g. safe use of muzzles, proper socialisation - not poorly run puppy classes, seeking professional help for life skills). This is a serious welfare/health & safety issue in our sector. Also, VN consults are arguably easy to achieve for senior nurses with interpersonal skills and theoretical knowledge so perhaps this shouldn't be an area where a lot of time is dedicated in DVN.  I didn't have time to look at most of the other courses.	
			no comment	n/a
			This consultation was under short notice. I couldn't find time to look at the rest of the programme.	Noted
			Clinical Skills 1: Should the skills be linked to clinical? e.g Demonstrate "clinical skills" relevant to animal behaviour, husbandry, hygiene and handling or be in a clinical setting. Or is it general husbandry skills?	General application at this point in the programme to allow for flexibility.
	Mode of consultation	Who was consulted	Does the proposed programme provide scope for regionalisation?	Development response to feedback
Aug 2022	Programme Socialisation	Network kaiako	Yes, lots of scope for the courses. My concern is about the placement requires as above due to lack of work placement opportunities. I think support and training need to be provided to work placements (clinical coaching workshops) to ensure learners are getting the level of work experience that is required to meet learning outcomes. With the current set up there will be drastic variation in skills between graduates depending on their work placement.	Practicum requirements are dictated by the NZQA qualification document.
			MAJOR concerns re: work experience hours and pressure on regional industry/vet clinics. Petition to have some of the 750hrs replaced with simulation hours in a realistic simulation environment.	Practicum requirements are dictated by the NZQA qualification document.
			I don't think this is relevant for this sector. Yes there is delivery flexibility but in a small and connected industry (with about half or more practices connected to large national or international groups) demanding consistency we must keep any variations to the absolute minimum and have excellent rationale behind them.	Noted
			Level of hours required will be very difficult for industry to meet in all regions  Have the different models of delivery at different providers been taken into account, or is it assumed all will deliver following the same model? Eg with	Practicum requirements are dictated by the

		<p>Wintec’s surgery, theory and practical are taught in a staged way, a little at a time as students can absorb it and learn over time, not all theory front-loaded then all practical after.</p> <p>Two clinics are recommended for practicum with hours allocated, but there is no note about how many hours animal care facilities may be allowed. Should this be restricted, given the level of skills and learning that should be developed by the end of the qualification?</p> <p>Labs/simulations should be allowed for practicum purposes to a point. This ensures safety, a starting confidence, and best practice to be taught before attempting in a real-life setting for students.</p> <p>Do subsidiaries have the ability to change to 16-week course delivery rather than 8 weeks (pre-requisites would need to be removed for this to happen)? In fact Wintec would have to teach 8 week modules as ‘part-time’ over 16 weeks but running parallel, thus resulting in a full time enrolment. This suits our learner cohorts who are all face to face and who may fail a module and need to still progress in that semester.</p> <p>How are the learning hours split? ie what is the ratio between student directed and tutor directed learning?</p> <p>Entry requirement concerns:</p> <p>Would some form of entry interview to ensure the students we take are ones that industry is likely to be able to support? To ask industry to support students for one to two years is a big ask in the current industry situation (short-staffing, COVID, etc.) so we should be sure that our students are motivated and willing to work with industry with the high chance of success in the program.</p> <p>Would it also be beneficial to do an entry requirement of having to do a week placement prior to admission into the course so they are aware of the demands? Or is a reference going to be sufficient enough?</p>	<p>NZQA qualification document.</p> <p>Theory and practicum courses are designed to be delivered concurrently. Each subsidiary will have some flexibility in how they structure the programme in terms of course order and length of delivery.</p> <p>Note, two clinics is a qualification requirement.</p> <p>Practicum requirements are dictated by the NZQA qualification document. Animal care facilities are not currently listed as a suitable facility for practicum.</p> <p>Practicum requirements are dictated by the NZQA qualification document.</p> <p>Each subsidiary will have some flexibility in how they structure the programme in terms</p>
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				<p>of course order and length of delivery. Pre-requisites will be removed.</p> <p>This will not be defined in the programme document. Each subsidiary can structure their delivery of learning hours.</p> <p>Entry criteria will be confirmed by Te Pukenga.</p>
			I didn't have time to consider this.	Noted
			no comment	n/a
			This consultation was under short notice. I couldn't find time to look at the rest of the programme.	Noted
			<p>It does but it is a complex and challenging programme with the amount of GPOs and first day skills. General concerns with how many practical hours are required for each student. Consider adding the sim clinic as part of the practical hours.</p> <p>Unclear instructions for the practical assessment: Could a graduate only have practical skills in one species? E.g Dog</p> <p>Example statement in the document: "across all outcomes with only one species required for each individual outcome".</p>	<p>GPOs and practicum requirements are dictated by the NZQA qualification document.</p> <p>No. The qualification requires a range of species but does not require every species for every GPO.</p>
Date	Mode of consultation	Who was consulted	Any other feedback	Development response to feedback

Aug 2022	Programme Socialisation	Network kaiako	<p>I have concerns about the volume of work placement required for this course. 750 hours across 2 years is an increase of 135 hours per year for placement. The clinics in our region (Wellington) are already struggling to accommodate the current placement requirements. With the addition of the healthcare assistant qualification that needs 240 hours (80 in a clinic) we won't be able to find enough placement hours for students. The requirement of a secondary placement for a min 40 hours is a massive barrier for students who are working in a clinic while studying (especially part time students). These students may be required to take leave to attend a secondary placement which doesn't make much sense if they are already working in a clinic.</p> <p>The suggestion of covering health and safety, basic handling, ethics, professional behaviour prior to attending placement is valid but unrealistic. With the increase in placement hours students would need to start placements as soon as the course starts, otherwise they won't be able to attend enough placement hours to meet the course requirements.</p>	<p>Practicum requirements are dictated by the NZQA qualification document. Feedback from industry and kaiako is clear that fundamental skills are required prior to placement in order to keep students, employees, clients and animals safe.</p>
			<p>Practicum Hours: Current: 750 hours in a veterinary clinic/ hospital only during Semesters- 30 weeks</p> <p>Issue/ Problems: Currently, ākongā are having difficulty completing hours due to isolation/ quarantine when they have cold and flu symptoms. This is likely to continue for the next couple of years as COVID wanes.</p> <p>Clinics are suffering from understaffing. Therefore, some clinics have not taken on ākongā as they don't have the resourcing. If ākongā are in a clinic, it is possible that there is limited time for teaching. Stress also impacts interpersonal relationships and could affect the work environment ākongā encounter. There is a wide range of standards within clinical practice- including gold standard clinics within Auckland that do not do routine procedures. Although ākongā will get an excellent experience within these clinics, they may not be taught the routine and elective tasks that are performed in first opinion practice. There are concerns that there won't be consistency of learning across diverse clinics and there won't be staff capability to provide support and moderation to ensure ākongā are meeting a consistently high standard. Auckland is large and therefore having the ability for staff to regularly visit practice is limited.</p>	<p>Practicum requirements are dictated by the NZQA qualification document. Delivery will likely allow for some hours to be completed outside of Semester. Teaching staff have the responsibility for student learning opportunities and assessment. Clinics are not expected to specifically teach and assess clinical skills. Subsidiaries can structure the programme to suit</p>

		<p>Part time ākongā will have a year of practicum with no onsite teaching. Poor visibility and connection with ākongā may impact their sense of belonging and the ability to identify issues early and provide pastoral care required.</p> <p>Only 30 weeks of the year will be available to use for placement.</p> <p>Ākongā are also struggling financially and are working during the semester in order to pay rent and buy groceries.</p> <p>Solution: 450 hours required in a veterinary clinic  70 hours in a suitable animal facility (learn about husbandry and handling)  200 hours simulation clinic  Full year courses and the ability to complete hours over the summer and between semesters.</p> <p>Justification:  Reducing the hours in a veterinary clinic reduces pressure on the ākongā and clinics. Husbandry and handling can be taught with healthy animals in other facilities and doesn't necessarily need to be taught in a veterinary clinic but can be if ākongā can secure one. Use of a simulation clinic will allow consistency of teaching and assessment to ensure this is fair for the ākongā and that they are being taught gold standard. Time spent with kaimahi will help to forge positive relationships and help to identify issues early and to provide support when required. Simulation clinics can allow ākongā to gain confidence and competence in a calm, positive environment with reduced pressure which will help with their learning. This in addition will free up nurses within clinics to teach ākongā skills in a clinical environment not easily taught in a simulation environment. Allowing ākongā to use hours completed in semester breaks will give them another 20 weeks to complete hours. These times can also be helpful for clinics that often take ākongā on during these times. It will also allow ākongā the flexibility to be employed in order to meet the cost of living.</p>	<p>their needs. The recommended programme structure is theory courses concurrent with practicum. Practicum teaching will need to occur within subsidiaries. See point 1 above.</p> <p>Noted</p> <p>6. Practicum requirements are dictated by the NZQA qualification document.</p>
		<p><b>Names of Courses:</b>  <i>Current:</i> Medical and Surgical Nursing (4 courses), Clinical Skills (7 courses)  <i>Issue:</i> ākongā get confused with which course they are completing. This means they contact the wrong lecturer with questions- frustrating for the ākongā and kaimahi as this takes up unnecessary time.  Ākongā do not complete feedback for correct courses.  <i>Solution:</i> Clinical skills: 30 credit courses (semesterised)</p>	<p>Noted, naming of courses will be reviewed after consultation.</p>



		Rename medical and surgical as below (some of these courses are anaesthesia or diagnostic imaging etc.) <i>Justification:</i> Ensure efficacy of communication between kaimahi and ākonga Ensure feedback is completed for relevant course. Feedback is fundamental to the delivery of courses and the continual reflection and improvement of our teaching.	
		<b>Part time vs Full time ākonga (Unitec):</b> Theory courses will not be taught alongside practicum courses, and therefore teaching opportunities will be lost. For example, the theory of animal handling will be taught in “Animal husbandry and behaviour”, but for the part-time ākonga, the practicum will be completed the following year.	This is a decision of the subsidiary. Recommended programme structure is for concurrent theory and practicum courses.

### Specific course feedback

<i>Course</i>	<i>Issue</i>	<i>Solution/Justification</i>	<b>Development response to feedback</b>
Veterinary Nursing Practice	<i>Issue:</i> LO 3: “health <i>and</i> safety”	Include <i>and</i> : to ensure correct meaning	Change made.
Anatomy and Physiology	<i>Issue:</i> LO 2: “Role of homeostasis”	Change this learning outcome to “physiology” This will be easier to teach to and less open to interpretation  <i>Query:</i> What range of species will be taught? Cats and dogs and one other? Keeping in mind there are not many teaching hours and this needs to be kept relevant for our ākonga.	All anatomy and physiology courses across the suite of programmes will be reviewed after consultation to improve consistency. As this is a core GPO, the qualification document requires all species to be included. Cats, dogs, equine and ruminants.
Animal Husbandry and Behaviour	<i>Issue:</i> Welfare is not mentioned in the LOs or indicative content yet is included in the aim.  <i>Aim:</i> “support companion animal health and welfare.”	Revise LO to include reference to Welfare	Updated indicative content
Medical and Surgical Nursing 1	Rename course ‘ <i>Anaesthesia and Surgical Nursing</i> ’	Although the aim of the qualification is to have it as integrative learning, in reality these learning outcomes will be taught in isolation and in essence as modules.	Recommended programme structure is for this course to be run prior to Medical and surgical nursing

	<p>Swap LO1 of this course with LO1 of Medical and Surgical Nursing 2</p> <p>LO 1: “Discuss nursing practice and its application to animals undergoing surgery.”</p> <p>LO 3 (remove clinical signs from receiving meds- no foundational knowledge to build on- need to understand disease processes first. Where is clinical exam taught?)</p>	<p>Rename course for ākonga understanding. Group like topics together for better flow and scaffolding of knowledge and the ability to teach integratively.</p>	<p>2, so fundamentals across medicine and surgery are included. Naming will be reviewed after consultation.</p> <p>Clinical examination added to indicative content of preventative healthcare.</p>
Our suggestion for MSN1	<p><b>Course 4: Anaesthesia and Surgical Nursing (previously named: Medical and surgical nursing 1)</b></p> <p>1. Discuss nursing practice and its application to animals undergoing surgery. GPO 16</p> <p>2. Describe general anaesthesia, anaesthetic and analgesic agents, and equipment used in practice. GPO 15</p> <p>3. Examine safe and legal dispensing, administering and storage of medications. GPO 6</p>		
Medical and Surgical Nursing 2	<p>Rename course ‘Medical Nursing and Diagnostic/Laboratory Procedures’</p> <p>Swap LO1 of this course with LO1 of Medical and Surgical Nursing 1</p> <p>LO 1: “Examine the principles of preventative veterinary healthcare.”</p>	<p>Although the aim of the qualification is to have it as integrative learning in reality these learning outcomes will be taught in isolation and in essence as modules.</p> <p>Rename course for ākonga understanding. Group like topics together for better flow and scaffolding of knowledge.</p>	<p>See above comment for explanation of LO grouping. Naming will be reviewed after consultation.</p>
Our suggestion for MSN2	<p><b>Course 5: Medical Nursing and Diagnostic/Laboratory Procedures (Year 1)(previously named: Medical and surgical nursing 2)</b></p> <p>1. Examine the principles of preventative veterinary healthcare. GPO 10</p> <p>2. Discuss effective medical veterinary nursing to aid patient health and well-being. GPO 10, 12</p> <p>3. Explain the principles of laboratory diagnostic sample collection, handling and processing. GPO 18</p>		
Clinical Skills 1	<p><i>Issue:</i> 110 hours of the practicum is really not realistic. With the initial planned delivery over 8 weeks, this requires students to complete two days a week (every week) to be able to achieve their clinical hours. This</p>	<p>This course is husbandry and handling and could be completed in an animal handling facility, veterinary clinic and simulation clinic.</p> <p>ākonga find great difficulty gaining clinics at this stage of the course and lack confidence in clinics in the first semester. Anecdotal evidence showed that ākonga prefer simulation-based training before heading into placements. This flexibility allows for increased hours to be completed</p>	<p>Practicum requirements are dictated by the NZQA qualification document.</p>

	doesn't allow time for student illness or clinics variable schedules.		
Clinical Skills 2A	<p>LO 1 "Analyse" Theory rather than practicum verb</p> <p>Analyse coming before the practical doing.</p> <p>Having two practicums in one semester creates confusion for ākongā and completion of assessments</p> <p>Increased kaimahi workload: online setup, course pre-moderation and post moderation</p>	Combine learning outcomes, and create one 30 credit course	Te Pūkenga philosophy based on learner progression has led to development of 15 credit courses. Assessment would be similar in terms of monitoring student development and then competence, so pre and post moderation requirements would be expected to be similar overall. Accepted that there is some increased kaimahi workload in course management, but learner centred programme focus supports this format.
Clinical Skills 2B	Combine with 2A to create one, 30 credit course for the semester.	As above	As above
Medical and Surgical Nursing 3	Four courses have the same name and are confusing for ākongā	<p>Rename course to 'Anaesthesia and Analgesia'</p> <p>The 3 LO are related to anaesthesia and analgesia. Therefore, rename as such.</p>	Noted, this will be reviewed after consultation.
Our suggestion for MSN3	<p><b>Course 1: Anaesthesia and Analgesia (previously named: Medical and surgical nursing 3)</b></p> <p>1. Discuss patient assessment and nursing responses during surgery and anaesthesia. GPO 6, 15, 16</p> <p>2. Evaluate pain management in animals including the use of multi-modal balanced analgesia in relation to surgical patients. GPO 6, 15, 16</p> <p>3. Explain fluid dynamics and the application of fluid therapy in patient care. GPO 13</p>		
Medical and Surgical Nursing 4	<p>Rename "Medical Nursing and diagnostic procedures"</p> <p>Four courses have the same name and are confusing for ākongā</p>	<p>Rename</p> <p>LO1: Make pathophysiology relevant. Therefore: Pathophysiology- how does this relate to clinical signs, how do clinical signs relate to holistic nursing care and tailoring nursing to patient- patient evaluation and care. Indicative content doesn't current explicitly cover the various aspect of pathophysiology.</p>	<p>Noted, this will be reviewed after consultation.</p> <p>This will be expanded on in the delivery document.</p>

	<p>LO2: “Discuss integrative nursing care of medical patients.”</p> <p>This does not relate to what is described in “LO 2 content” which is “Pharmacology”. There also seems to be repetition with Medical/ Surgical Nursing 3. Teach pharmacodynamics and pharmacokinetics in one course.</p>	<p><i>New LO 2: Apply pharmacology to medical and surgical patients.</i></p> <p>Content: applied pharmacology to medical patients, patient monitoring, side effects, desired effects.</p>	<p>Intent of this learning outcome is to link pharmacological interventions and non-pharmacological interventions.</p> <p>Pharmacology of pain and analgesia is in medical and surgical nursing 3. Pharmacology is then extended to other drug types in this course.</p>
	<p>LO 3: “Explain safe and effective laboratory diagnostic procedures.”</p> <p>Ākonga are likely to be packaging samples in year 1</p>	<p>More advanced diagnostic procedures and processing required. This is integrated into the diseases and therefore relevant to ākonga understanding of why something is done in the context of patient care. Incorporate endoscopy here (this is not diagnostic imaging)</p> <p><i>New LO 3: “Demonstrate safe and effective laboratory diagnostic procedures as they relate to the patient”</i></p>	<p>Yes, the more advanced diagnostics (LO3) is to be integrated with patient care (LO1) . The basics (including packaging) are in Medical and surgical nursing 5 (year 1).</p> <p>Endoscopy may be included here as appropriate. This detail, of what specific procedures/equipment will be included will be available in the delivery document.</p> <p>Demonstrate is a practical verb. Practical aspects will be covered in the clinical skills courses.</p>
Our suggestion for MSN4	<p><b>Course 2: Medical Nursing and Laboratory Diagnostic Procedures 2 (Year 2) (previously named: Medical and surgical nursing 4)</b></p> <p>1. Examine pathophysiology in relation to medical nursing care. GPO 10, 12</p> <p>2. Discuss integrative nursing care of medical patients. GPO 6</p> <p>3. Explain safe and effective laboratory diagnostic procedures. GPO 18</p>		
Clinical Nursing	<p>This seems to be a course of what is left over. Relook at the combination of learning outcomes of “Clinical Nursing” and “Professional Practice”</p>	<p>Make this course diagnostic imaging and dentals (can integrate through dental radiographs)</p> <p>LO1: Explain the principles of safe and effective diagnostic imaging.</p>	<p>There is insufficient credits available in the qualification to create a course of only imaging and dentistry without severely limiting the</p>

			<p>practical application of these topics.</p> <p>The desired focus on the professional aspects as available in the professional practice course was a clear directive from the co-design process for this programme.</p>
	<p>Concern that diagnostic imaging is such a small component of one course. Diagnostic imaging is a huge part of veterinary nursing and a role that the veterinary nurse should be doing in entirety. Veterinary nurses should be taking the radiographs not vets. This is a technical skill which does not require veterinarian input apart from the area requiring the radiograph. Good quality radiographs are fundamental to diagnosis. If poorly done, radiographs will be non-diagnostic, increase unnecessary exposure to radiation for the patient, prolonged procedure and added costs to owners.</p> <p>LO 2: Wound types and management (surgical) LO 3: Triage and first aid: either in medicine or anaesthesia</p>	<p>1. <i>Issue (Content):</i> “preparing for and <i>assisting</i> in Radiographic procedures” VNs should be doing these procedures not just assisting.</p> <p>Endoscopy is not considered diagnostic imaging. It is not part of the veterinary diagnostic imaging specialty but rather internal medicine/surgery. See medical course above.</p> <p><i>Solution:</i> Diagnostic imaging one course. Or a substantial practical component within the clinical skills delivered in a simulation setting (region dependent). Include diagnostic imaging for dental procedures.</p>	<p>Updated in course summary</p> <p>2. This content can be altered to suit in the delivery document. Noted but credit value and practicum site is determined in the qualification document and cannot be altered through a programme document.</p>
			<p>See note above re credit value. Some aspects of wounds and first aid/triage will be covered in prior courses. This course will look at more complicated wound management and triage/first aid protocols.</p>
<p>Our suggestion for Clinical Nursing</p>	<p><b>Course 3: Diagnostic Imaging + Dentistry (previously named: Clinical Nursing)</b></p> <p>1. Explain the principles of safe and effective diagnostic imaging. GPO 19 2. Examine the role of the veterinary nurse during dental procedures. GPO 20</p>		<p>See note above re credit value.</p>

Professional Practice	/Issue: Theory course of a practical skill	<p>LO1 of this course can be incorporated into a practicum course where they can apply skills and reflect on performance over their two years. Professional Practice to be combined into a practicum</p> <p>This is a practical skill and ākongā need to apply these soft skills, reflect and analyse their performance and their colleagues</p> <p>Make this course an advanced clinical nursing course  LO 2: Wound types and management (surgical) (from clinical nursing)  LO 3: Triage and first aid (from clinical nursing)  LO 2: Evaluate the provision of effective veterinary nursing services. (From this course)</p>	The desired focus on the professional aspects as available in this course was a clear directive from the co-design process for this programme. This requires further development and assessment than there is space for in the practicum courses.
Our suggestion for Professional Practice	<p><b>Course 4: Applied Clinical Nursing (previously named: Professional Practice)</b></p> <ol style="list-style-type: none"> <li>1. Examine wound types and their management. GPO 14</li> <li>2. Describe triage and first aid for a range of scenarios. GPO 9, 13</li> <li>3. Evaluate the provision of effective veterinary nursing services. GPO 8, 17</li> <li>4. Analyse the application of professional practice within a multidisciplinary veterinary team. GPO 1, 2 (some parts of this learning outcome should be in the practicum)</li> </ol>		
Clinical Skills 3A	<p>Having two practicums in one semester creates confusion for ākongā and completion of assessments</p> <p>Increased kaimahi workload: online setup, course pre moderation and post moderation</p>	Combine learning outcomes with 3B to create one, 30 credit course for the semester.	Te Pūkenga philosophy based on learner progression has led to development of 15 credit courses. Assessment would be similar in terms of monitoring student development and then competence, so pre and post moderation requirements would be expected to be similar overall. Accepted that there is some increased kaimahi workload in course management, but learner centred programme focus supports this format.

Clinical Skills 3B	Having two practicums in one semester creates confusion for ākonga and completion of assessments  Increased kaimahi workload: online setup, course pre moderation and post moderation	Combine learning outcomes, create 1 30 credit course Combine with 3A to create one, 30 credit course for the semester.	<i>As above</i>
Clinical Skills 4A	Having two practicums in one semester creates confusion for ākonga and completion of assessments  Increased kaimahi workload: online setup, course pre moderation and post moderation	Combine with 4B to create one, 30 credit course for the semester.	<i>As above</i>
Clinical Skills 4B	Having two practicums in one semester creates confusion for ākonga and completion of assessments  Increased kaimahi workload: online setup, course pre moderation and post moderation	Combine with 4A to create one, 30 credit course for the semester	<i>As above</i>

### Consultation Log for New Zealand Diploma in Veterinary Nursing (Level 6 – Equine) – Socialisation Phase – Compiled on 8<sup>th</sup> August 2022

Date	Mode of consultation	Who was consulted	Are there any gaps/omissions that need to be addressed to ensure the proposed programme aligns with the qualification requirements?	Development response to feedback
Aug 22	Programme Socialisation	Network Kaiako	Growth and Development in the A and P course - its explicit in AnHCA but not in any of the diplomas. I would have thought that it would be more important for the dips than the AnHCA's  My understanding was the development of reflection skills was supposed to be key throughout but there are only a couple of LO's - If there are only a couple of LO's; with the word reflect how do we ensure the reflection skill is developed throughout - I assume through the delivery plans but also aware students need carrots to do things like this :)	Changes will be made after consultation to address this comment.  Yes, reflection will be throughout and is able to be completed under current LOs.

Date	Mode of consultation	Who was consulted	Is there any unnecessary duplication that needs to be addressed in the proposed programme?	Development response to feedback
Aug 22	Programme Socialisation	Network Kaiako	The list of providers involved in incorrect	Thank you. Edits have been made.
Date	Mode of consultation	Who was consulted	How well do the course learning outcomes in the proposed programme align with the graduate profile outcomes?	Development response to feedback
Aug 22	Programme Socialisation	Network Kaiako	Loots pretty good. I know how much work has gone into this and I feel like we need to just go for it - it won't be until we deliver it we discover meaningfully what tweaks are needed.	Noted
Date	Mode of consultation	Who was consulted	Does the proposed programme provide scope for regionalisation?	Development response to feedback
Aug 22	Programme Socialisation	Network Kaiako	I don't think this is relevant for this sector. Yes there is delivery flexibility but in a small and connected industry (with about half or more practices connected to large national or international groups) demanding consistency we must keep any variations to the absolute minimum and have excellent rationale behind them.	Noted



#### Appendix 4: Learning and Teaching Methods

Case-studies / Scenario-based learning	Case-studies and/or scenario-based learning approaches are used to reinforce ākonga application of theory to practice. These methods are used in face-to-face, practical, and online contexts. These methods are used to support development of evaluation, analysis, problem-solving and critical-thinking skills. Their application also provides opportunities for developing soft skills related to practice.
Collaborative learning	<p>Collaborative learning requires working together toward a common goal and is often conducted using real world contexts. Ākonga are responsible for one another's learning as well as their own, and reaching their goal implies that ākonga have helped each other to understand and learn. The use of collaborative learning activities promotes interpersonal skills, respect and cultural awareness, which are fundamental to knowledge and skills in the functions that ākonga will be expected to demonstrate on the job as a graduate. Ethical behaviour, attitude, aptitude, personal accountability and the need to uphold industry standards are strong learning themes. Collaborative learning provides opportunities for kanohi ki te kanohi (face to face) activity and the development of intercultural understanding.</p> <p>Collaborative learning activities include brainstorming, discussion and debate. These enable ākonga to draw on existing and newly acquired knowledge and skills to collaboratively build and explore new ideas, concepts and solutions. These methods are used to build expertise, stimulate ideas, determine level of understanding, validate knowledge and consolidate learning.</p>
Engagement with technical and professional standards	Ākonga access technical and professional standards online and apply them to practical examples and case studies. Delivery methods focus on engaging ākonga with technical aspects of standards, enhancing their literacy capabilities and interpretation skills
Flipped classroom	Using the Learning Management System, ākonga are able to access resources that allow them to start to become familiar with and understand discipline-specific content. There is an expectation that ākonga will engage with such material before a related classroom session. In this way, classroom sessions will maximise face-to-face opportunities for discursive and interactive learning activities.
Group critiques	Either small or large group learning that may involve more than one kaiako and possibly a guest participant from within or external to the teaching team. Typically, it is a forum where individual participants state their response to work presented for review and where the group discusses issues arising from such responses in a structured way. Creative practice is an activity which calls for a considerable degree of ongoing reflective self-critique as practical work proceeds, and group critiques are an excellent method for developing ākonga critical self-awareness.
Guest speakers / Industry professionals	Opportunities for a recognised leader in a specific field to share personal insight based on experiences obtained through a career of real-life engagement in a given field, or to provide specific knowledge about a specialised subject that is not normally part of the curriculum. These sessions may include a focus on career opportunities and development.
HyFlex models	The Hyflex model utilises an online supported delivery, which provides flexibility for ākonga to fit learning into their individual schedules. Ākonga will be able to navigate and be supported within the programme both online and onsite equally. Content resource materials will primarily be delivered through

	<p>structured yet self-directed learning activities to develop competency and graduate capabilities. Onsite kaiako-led activities will be developed to ensure equivalence with online delivery methods. A Learning Management System will be utilised to fully support facilitation of this learning.</p> <p>The HyFlex model will be structured to equally enable ākonga in employment as well as those seeking employment to complete their programme of choice. For those already in employment the flexibility to study courses in the order that best suits their individual learning plans.</p>
Individual learning & career planning	Individual learning and career development plans are created with ākonga to support their future focus on career aspirations and to plan milestones (markers) for successful achievement of their programme goals. This activity supports self-directed learning activities.
Interactive lectures / Large-group teaching	Lectures are used to present course- and/or topic-specific principles, theories and concepts. These sessions include a high-level of class interaction and participation; this supports the flipped-learning approach, while promoting independence, communication skills and attributes related to life-long learning skills. Interactive lectures provide a forum for supporting practice-based learning, via the use of case-studies. The use of guest kaiako from industry offers further opportunities to make theoretical content more meaningful for ākonga.
Investigative/Field trips	Field trips to various discipline specific and or content related locations will provide ākonga with opportunities to explore real environments for the purposes of investigation, research and experience of real-life contexts. Video capture and virtual field trips may be employed in simulated and online teaching environments.
Kanohi ki te kanohi and other culturally responsive options	Kanohi ki te kanohi or face-to-face communication is a facet of human behaviour. It is indeed a key principal of being and doing as Māori. It allows one not only to see who or what one is communicating with, but also to hear, feel and smell the relationship. Methods that acknowledge such culturally responsive approaches to learning and teaching are employed where and when appropriate throughout the programme.
Laboratory sessions	Laboratory sessions create the environment for ākonga to be physically engaged with concepts from the course through active experimentation or exploration related to real-world applications. Laboratory sessions can provide ākonga opportunities for exposition, inquiry and/or discovery, and may support their deeper understanding of concepts and their development of critical thinking and data analysis skills. Laboratory sessions also develop ākonga understanding of group work and research in the field.
Practical learning	Practical learning opportunities provide ākonga the chance to apply learning to practice in a supported environment. This approach teaches relevant practical skills, while facilitating development of communication, leadership, and team skills and competencies. Practical learning opportunities may involve handling skills, equipment manipulation, experimentation, observation, problem-solving, measurement and monitoring, and analysis and evaluation.
Noho marae	Noho marae literally means to stay/sleep on a marae. The phrase typically refers to a stay on a marae, with an educational/developmental purpose. Māori cultural concepts are a central element in the content and/or purpose of learning, e.g., experiencing how physical, spiritual and emotional aspects of culture can be applied to learning (process and purpose) as well as te reo Māori (content).

Online learning	Online or e-learning tools are an important resource, particularly in terms of supporting other modes of praxis. Our Learning Management Systems give ākongā access to relevant readings, multi-media resources, simulations (where appropriate) and supporting materials, such as assessment and course information. These resources are a key component of the flipped-learning approach, as ākongā are expected to access and use these before face-to-face learning experiences. Online forums facilitate ākongā (online) engagement with peers and staff, offering the opportunity to develop teamwork, communication and independent study skills.
Project-based/Activity-based learning	Project-based learning is used to highlight theory-to-practice, and to develop ākongā's skills in problem-solving, research, independent study, leadership, teamwork and communication skills. Projects give ākongā the opportunity to explore relevant areas of practice that may be of special interest to them, further strengthening their engagement with course material, while fostering an appreciation for life-long learning.
Research projects	A research project is an original investigation into a clearly specified problem individually formulated by ākongā. The research is driven by a hypothesis, idea or intellectual position, underpinned by a theoretical framework and capable of rigorous assessment depending on the level of the programme and research course.
Role play	Role play learning utilises a hands-on approach where real world scenarios are simulated, whilst kaiako maintain the safety, integrity and wellbeing of all involved at all times. Learning is situational and depending on the topic at the time, it is designed to simulate ākongā understanding, representing and solving complex interdependent situations. The process requires ākongā to integrate theory and practice, apply skills learnt and then under the direction of their teacher, reflect on the interactions, the decisions made and their impact on the participants. Role play enables ākongā to practice and experience verbal and non-verbal communication techniques. Role plays are used to simulate real world scenarios that involve working with clients and fellow employees. Role plays also provide opportunity to develop interview techniques.
Mahi-ā-ipurangi   Self-directed learning	Primarily, ākongā engage in self-directed learning via review of course readings and other resources, research as preparation for assessments, projects, flipped-learning contexts, and participation in peer discussions. This learning fosters ākongā research skills, as well as competencies needed for life-long learning, critical-thinking and analysis, and communication/collaboration skills.
Team/Peer-based learning	This involves a structured approach to small-group work that goes much further than tutorials (see below), wherein ākongā prepare in advance of face-to-face interactions (e.g., by reading). In a typical class session, ākongā may complete a test individually, then repeat the same test in their groups where collaborative discussion among group members promotes a consensus answer. Team-based learning promotes reflection and teamwork, and taps into group strengths, as well as motivating team members to learn in competition with other groups.
Tuākana-Teina	This relationship provides a model for buddy systems. A more expert tuākana helps and guides a less expert teina. In a learning environment that recognises the value of ako, the Tuākana-Teina roles may be reversed at any time. Kaitiaki give ākongā the benefit of their knowledge and skills. This contributes to a culture of collaborative learning and teaching with the roles of ākongā and kaitiaki both valued and acknowledged. Tuākana-Teina contributes to the development of collaborative capabilities and the skills needed to work effectively as part of a team.

Tutorials/Small-group learning	Tutorials and/or small-group sessions allow ākonga to engage in activities designed to support learning completed in other modes (e.g., interactive lectures). These groups may be peer- or staff-led or -initiated; they provide a forum for in-depth discussion and exploration of theories, principles, and concepts introduced in other sessions. Tutorials and small-group learning provide a platform for development of skills around collaboration, leadership and communication, as well as further opportunities for applying theory to practice and for critical-thinking and analysis. Tutorials can support participation in simulated work-based scenarios and may take place in a face-to-face setting, or online.
Wānanga	Meaning to meet and discuss/deliberate something of importance, wānanga is the process of acquiring or arriving at highly evolved knowledge, and refers to the institution, forum and/or gathering; the content of tribal knowledge or learning; and finally, the expert that facilitates and oversees the process of acquiring highly evolved knowledge. Often taking place in the setting of a marae, wānanga is typically intensive and always reflective of a Māori cultural context, both in practice and in content. Principles of wānanga are also adopted for non-Māori content/context.
Work-integrated learning	<p>Work-integrated learning provides ākonga the chance to apply learning to practice in a supported environment. Work-integrated learning may include placements and co-operative projects; practicums/clinical placements; internships; projects and consultancy; simulations and case studies; practicums and new venture start-ups. Any engagement in the workplace will be governed by an agreement between ākonga, Te Pūkenga and the external organisation to agree the learning objectives and workplace requirements.</p> <p>Work-integrated learning acknowledges that learning arises through engagement in work, where learning outcomes are achieved through activities that are based on, or derived from, the context of work or the workplace. Ākonga engage in practical or work-integrated learning which offer a ‘real-life’ opportunity for them to apply their learning, while also providing opportunities for observation by qualified practitioners</p>
Clinical/Practice placements / Practicum	<p>Often required by professional bodies to meet a professional standard requirement that is seen to only be able to be met in a workplace environment, this types of placement/practicum generally involves a set number of hours in a workplace distributed over a specific period of time within the structure of a programme. The purpose of the placement/practicum is to enable ākonga to integrate and consolidate learning experiences into professional individuality within the context of a real-world learning environment. Ākonga are able to engage in clinical/practical duties as professional members of the work environment in which they are placed. This experience is designed to prepare them fully for formal registration and independent practice.</p> <p>Placement/practicums may take place within the total programme hours (as set by the credit value) or may be in addition to those hours. Some may involve paid work for hours served.</p>
Collaborative/Co-operative industry/community projects	These enable opportunities for active industry/community contribution to and participation in the learning experience for ākonga through externally generated industry/community projects. Ākonga collaborate with discipline professionals on projects designed to provide opportunities to build connections and professional networks. Ākonga are exposed to expertise, skills and practices that are contextualised in a variety of (authentic) professional industry/community contexts. Such projects provide opportunities for ākonga to contribute to external organisations in transformative ways through their adaptability and

	creativity and to put their knowledge and skills to work in real-world situations within external organisations.
Internships / Industry Placements	<p>Ākonga integrate their learning across their programme of study and apply theoretical and practical discipline skills to an approved project and work objectives in a workplace setting. Emphasis is placed on the identification and negotiation of learning objectives, activities and outcomes in an external professional workplace environment. Ākonga are able to assess the quality of their experience and performance in relation to their agreed learning objectives. They can then critically reflect upon the processes undertaken in completing the project and work objectives so as to inform their future personal and professional development.</p>

## Appendix 5: Assessment Activities

Assignments	Assignments (including essays, reports and presentations) may be used across the programme to give ākongā the opportunity to hone their research, critical analysis and evaluation, and communication skills. Ākongā may be given different topic options to choose from, allowing them to learn about specific areas of interest in-depth.
Case-studies	This assessment approach is used to provide a real-world context for ākongā learning, in which they demonstrate their ability to apply theory to practice. Typically, ākongā are required to investigate, analyse and report on a specific real-world scenario. Case-studies may be used as individual assessment items or may also be included as part of a larger assessment (e.g., learning portfolios).
Examinations	Examinations are used as a method for assessing ākongā breadth of knowledge in specific curriculum areas. Ākongā will be required to demonstrate an ability to evaluate and apply their knowledge in increasingly complex scenarios. Examinations are typically written, although support resources are available for ākongā with disabilities, and completed under supervised conditions.
Exhibition presentations	Exhibition presentations allow ākongā the opportunity to demonstrate their ability to communicate and contextualise their creative artefacts in an environment and format appropriate to the practice.
Group/Collaborative assessments	<p>Group/Collaborative assessment activities provide an opportunity for ākongā to develop interpersonal skills and participate in a collaborative learning experience. Well planned group activities can foster competencies like problem solving, communication, creativity and social skills. They encourage listening, discussion, negotiation, questioning, debate and evaluation.</p> <p>Group assessment is recommended where the learning outcome requires evidence of collaboration, when the activity is too large or complex for one person or when there are resourcing implications.</p> <p>Group assessment activities require clear instructions, marking criteria and documentation to ensure that all group members participate and meet the identified learning outcomes. There must be evidence that each ākongā has met the learning outcomes and contributed to the group process and outputs, and that there was opportunity for individuals to demonstrate achievement if the group activity fails to do so.</p>
Practical demonstrations	These assessments give ākongā the opportunity to demonstrate their ability to complete a range of practical tasks. Ākongā demonstrate practical skills which are then assessed by kaiako.
Presentations	Presentations give ākongā an opportunity to demonstrate the depth of their understanding of specific material, and their ability to respond to critique by peers/supervisors. Presentations may also assess communication or writing skills, and a range of research skills. Presentation types include formal verbal presentations, poster presentations and multi-media presentations. Presentations may be aligned with other assessments, such as field reports, case-studies or group projects.
Projects	Projects are used to explore concepts and/or topics in detail, giving ākongā an opportunity to demonstrate a range of skills. This assessment approach may involve ākongā undertaking a research project, investigating a topic related to an area of interest and/or practice.
Research project	Research projects employ assessment that is designed to verify outcomes gained using research methodologies and tools. The findings must be open to scrutiny, and their academic rigour and integrity assessed through formal evaluation. This may be obtained through external examination and public

	<p>presentation. The outcomes will be assessed on the basis of whether the result of the research answers the initial research question in an authoritative, logical and compelling way, and whether the accompanying written documentation critically appraises both the findings produced and the theoretical framework used to inform it.</p>
Tests/Quizzes	<p>Tests are used to assess ākongā development of specific areas of knowledge; consequently, they are designed to motivate ākongā to engage with theoretical material. While tests are typically summative in nature, they may also act as formative assessments as part of ākongā progress towards a larger piece of assessment. Tests may be in a short-answer, multiple-choice or short essay form, and may be delivered in class or online.</p>
Visual development records	<p>Visual development records are used to assess ākongā ability to conduct research and analysis in the generation of creative work, and to evidence investigation and development through practical exploration.</p>
Written reports, summaries, contextual documents	<p>Written reports, summaries and contextual documents give ākongā the opportunity to demonstrate development of and reflection on course-specific knowledge, skills and learning achievements. These may include summaries of the knowledge and/or skills developed, the process and research undertaken in developing practical artefacts, and reflective exercises. These may include an investigative report, a manifesto and/or statement of purpose, a critical review, a feasibility study, a seminar presentation, an interview and/or case study, a literature survey/review, an annotated bibliography, a glossary of critical terms, and a conceptual timeline.</p>
Work-integrated assessment	<p>Work-integrated assessment is designed to verify outcomes gained in a practical environment that is outside of a classroom. This usually employs elements of practical demonstration, written elements, presentations and project work. Ākongā may be required to create portfolios of evidence that include visual records of their achievement.</p>