

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

**Programme of Study:
New Zealand Diploma in
Rural Animal Veterinary Technology (Level 6)
Leading to the award of:
[4391] New Zealand Diploma in
Rural Animal Veterinary Technology (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	Te Poari Akoranga			New programme

1. Te Tūhono Kawenga Hōtaka | A Unified Portfolio of Programmes

The Unified New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)

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).

1.1 Te Huanui Whakawhanake i te Hōtaka | Development Approach

The New Zealand Diploma in Rural Animal Veterinary Technology (Level 6), qualification was created, with Version 1 published in May 2021. This qualification replaces the existing NZ2490 New Zealand Certificate in Animal Technology (Level 5), Rural Animal Technician Assistant strand. The last date for assessments to take place for Version 1 of this qualification is April 2026. The changes to the qualification 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.

There are now two separate qualifications for those seeking employment in rural animal healthcare - the New Zealand Diploma in Rural Animal Veterinary Technology - Level 6 (NZDRAVT) and the New Zealand Certificate in Animal Healthcare Assisting Level 4 (NZCAHA). The NZCAHA programme has been developed in response to the new qualification listed by NZQA. This is designed to lead to employment in a veterinary clinic under the direction of a veterinarian or rural animal veterinary technician. The NZCAHA is a 120 credit (one-year full time) qualification, requiring 240 hours of practicum, contains 10 GPOs and has the species range of dairy cattle and two other rural animal species.

The NZDRAVT programme is a significant change from the expiring qualification, the New Zealand Certificate in Animal Technology, Rural Animal Technician. The key changes in the new NZDRAVT qualification are:

1. This is now a 240 credit (two years full time) qualification, as opposed to the 120 credits (one-year full time) New Zealand Certificate in Animal Technology, Rural Animal Technician Level 5.

2. The new qualification requires increased veterinary clinic practicum hours (up from 40 hours on farms and 200 hours in a veterinary clinic within the one year, to a minimum of 750 hours with a veterinary clinic 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 dairy cattle and two other rural species. The credit value of each GPO is established in the qualification.

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 / selected and revised] to become the unified programme of study.

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 of the Te Pūkenga programmes started with workshops with reference groups – including kaimahi, ākonga, employers, and industry bodies. Representatives from eight different Te Pūkenga subsidiaries, and two private training establishments that currently provide rural animal technician 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, so 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 NZDRAVT consultation document, you can find the:

- Qualification details on pages 4-5
- A map of the programme learning outcomes against the qualification GPOs on pages 17-19
- Course summaries on pages 20-47
- Recommended delivery structure on page 48-50

Finally, thank you for your time in reviewing this programme. 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 and consider the credits associated with each outcome, to determine whether the structure of courses reflects the weighting of the outcomes in the qualification.

1.2 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 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 programmes and contribute to the development of professional identity.

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

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

- use the insights gained through partnerships to
 - o align education and training delivery to support the unique social and economic goals of local communities, and
 - o work towards equity for ākonga and staff of different genders, ethnicities, cultures and abilities
- hold inclusivity and equity as core principles, recognising and valuing the diversity of all of its ākonga, and providing the unique types of support different ākonga need to succeed
- meet the needs of all of its ākonga, in particular those who are under-served by the education system, including 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
New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)	XXXXXX	1	240	6

which leads to the award of the following qualification

	NZQA Reference No.	Version No.	Credits	Level
New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)	2491	1	240	6
NZSCED	061103 Health>Veterinary Studies>Veterinary Assisting			
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 rural animals in society, and who have the technical knowledge and skills to work in clinical veterinary/animal healthcare settings such as rural animal or mixed-animal veterinary clinics, or alongside veterinarians providing rural animal healthcare services in a variety of settings.

Graduates will have a high level of responsibility and discretion within their scope of practice, in a wide range of dynamic and often unpredictable situations while following protocols in all aspects of clinical veterinary practice or animal healthcare settings.

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

Graduate profile outcomes

Graduates of this qualification will be able to:

1. Apply principles of clinical governance to lead and support the safe, effective, and sustainable care of rural animal patients in an animal healthcare setting.
2. Evaluate professionalism, professional development, and future-focused animal healthcare industries to lead and support the safe and effective care of rural animal patients in an animal healthcare setting.
3. Apply knowledge of animal functional anatomy and physiology to rural animal management.
4. Apply knowledge of veterinary microbiology and infection control to provide effective sterilisation, sanitisation, disinfection, hygiene, and isolation procedures to rural animal patients.
5. Apply knowledge of animal learning and communication, and factors that influence behaviour and welfare to manage the safe and effective care of rural animal patients.
6. Apply knowledge of pharmacology to provide and support clinical pharmacological interventions to rural animal patients and manage clinic pharmacy processes.
7. Apply knowledge of rural animals to manage animal husbandry.
8. Apply knowledge of animal behaviour to manage effective rural animal handling techniques that minimise stress to the rural animal patient.

9. Apply first aid, and emergency processes for rural animal patients requiring basic and advanced life support in emergency or simulated emergency situations.
10. Apply knowledge of animal endemic, exotic and emerging diseases; parasitology, and immunology to support the provision of rural animal patient healthcare and disease prevention.
11. Apply knowledge of animal nutrition to provide support to clients and rural animal patients.
12. Apply the nursing process and care planning to manage a range of medical and surgical interventions for rural 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 rural animal patients.
14. Apply knowledge of wound physiology and bandaging to apply and maintain bandages for rural animal patients.
15. Apply knowledge of anaesthesia and analgesia to support the provision of anaesthesia and pain management to rural animal patients.
16. Apply surgical nursing skills to carry out preoperative, intraoperative, post-operative procedures and management of rural animal patients undergoing surgery.
17. Apply knowledge of rural animal reproduction to support reproductive interventions and manage neonatal 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 rural animal patients.
19. Apply knowledge of modes of diagnostic imaging to produce diagnostic quality imaging for rural animal patients.
20. Apply knowledge of dental pathology, oral anatomy, preventative and therapeutic dental treatments, including the maintenance of dental equipment to support rural animal 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

1. At least 750 hours of Practicum must be completed during the programme.
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 outcomes.
3. Practicum must be completed in a minimum of two different veterinary clinics or healthcare environments, 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 rural animals 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. Theory assessment of dairy cattle plus at least two other rural animal species.
3. Practical assessment must include dairy cattle plus at least one other rural animal species.
4. Rural animal species include cattle, sheep, deer, alpaca, llama, pigs, goats, or poultry.

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

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 rural animal technology. Graduates of the programme will have the skills and knowledge required to work in a rural 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](#).

4. Te Kawenga o te Hōtaka | Programme Delivery

NZQA Approval Criterion 3: Delivery modes and methods

4.1 Ngā Momo Kawenga | Delivery Modes

An individual ākonga's 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.
Work-based	Ākonga study mainly in the workplace with supported self-directed learning. Ākonga are supported in their training by both the provider and employer. Providers are responsible for ākonga health and wellbeing support but this may be provided in conjunction with the employer.
Work-based: pathway to work	Ākonga have completed some study in the provider-based mode. Providers assist ākonga to find jobs with training agreements and support them to establish their learning in the workplace. All other work-based responsibilities are the same as the work-based mode. This rate will be limited to the transition period between study and work.

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

- face to face (on campus or in a proximate manner)
- 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">• Case-studies• Scenario-based learning• Collaborative learning	<ul style="list-style-type: none">• Laboratory sessions• Practical learning• Noho marae
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<ul style="list-style-type: none"> • Flipped classroom • Engagement with technical and professional standards • Group critiques • Guest speakers/Industry professionals • HyFlex models • Individual learning and career planning • Interactive lectures/Large-group teaching • Investigative/Field trips • Kanohi ki te kanohi and other culturally responsive options 	<ul style="list-style-type: none"> • Online learning • Project-based/Activity-based learning • Research project • Role play • Mahi-ā-ipurangi Self-directed learning • Studio/Workshop • Team/Peer-based learning • Tuākana – Teina • Tutorials/Small-group learning • Wānanga • Work-integrated learning
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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 may include:

- practical placements in the workplace
- practical workshop
- 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](#).

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 Maiorooro | 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 ākongā 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

<p>General admission</p>	<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"> • 20 credits from relevant science (of which 14 credits should be biology) • 12 Literacy credits at Level 2 or above including 5 credits in reading and 5 credits in writing • 12 Mathematics credits at Level 2 or above, including achievement standards from the following range of subjects or unit standards: 26623; 26626; 26627, Or: Literacy and Numeracy LNAAT Step 5 <p>OR Equivalent</p>
<p>Special admission</p>	<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>
<p>Discretionary admission</p>	<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>
<p>Additional requirements</p>	<p>All applicants must complete a criminal convictions and health declaration.</p>
<p>English language requirements</p>	<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 NZQA Rules.</p>

Domestic applicants are required to provide acceptable evidence of English language proficiency through an approved proficiency test or an equivalent described in [NZQA Rules](#).

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 Maiorooro | Educational Regulatory Framework](#).

5.3 Tohu o te Hōtaka | Award of Qualification

<p>Credit requirements</p>	<p>To be awarded the New Zealand Diploma in Rural Animal Veterinary Technology (Level 6), 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> <p>Table 1: Credit Requirements</p> <table border="1" data-bbox="448 714 1294 875"> <thead> <tr> <th>Level</th> <th>Compulsory Credits</th> <th>Elective Credits</th> <th>Total Credits</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>120</td> <td></td> <td>120</td> </tr> <tr> <td>6</td> <td>120</td> <td></td> <td>120</td> </tr> <tr> <td></td> <td></td> <td></td> <td>240</td> </tr> </tbody> </table> <p>Table 2: Schedule of Courses</p> <table border="1" data-bbox="448 965 1385 1850"> <thead> <tr> <th>Course code</th> <th>Course title</th> <th>Credits</th> <th>Pre-requisites</th> </tr> </thead> <tbody> <tr> <td colspan="4">Level 5</td> </tr> <tr> <td>AN5301</td> <td>Veterinary Technician Practice</td> <td>15</td> <td></td> </tr> <tr> <td>AN5302</td> <td>Anatomy and Physiology</td> <td>15</td> <td></td> </tr> <tr> <td>AN5303</td> <td>Animal Husbandry and Behaviour</td> <td>15</td> <td></td> </tr> <tr> <td>AN5304</td> <td>Rural Animal Health</td> <td>15</td> <td></td> </tr> <tr> <td>AN5305</td> <td>Reproduction and Obstetrics</td> <td>15</td> <td></td> </tr> <tr> <td>AN5306</td> <td>Clinical Skills 1</td> <td>15</td> <td></td> </tr> <tr> <td>AN5307</td> <td>Clinical Skills 2A</td> <td>15</td> <td></td> </tr> <tr> <td>AN5308</td> <td>Clinical Skills 2B</td> <td>15</td> <td></td> </tr> <tr> <td colspan="2">Total compulsory credits @ Level 5</td> <td>120</td> <td></td> </tr> <tr> <td colspan="4">Level 6</td> </tr> <tr> <td>AN6301</td> <td>Anaesthesia and Surgery</td> <td>15</td> <td></td> </tr> <tr> <td>AN6302</td> <td>Rural Animal Disease Management</td> <td>15</td> <td></td> </tr> <tr> <td>AN6303</td> <td>First Aid, Imaging and Oral Care</td> <td>15</td> <td></td> </tr> <tr> <td>AN6304</td> <td>Professional Practice</td> <td>15</td> <td></td> </tr> <tr> <td>AN6305</td> <td>Clinical Skills 3A</td> <td>15</td> <td></td> </tr> <tr> <td>AN6306</td> <td>Clinical Skills 3B</td> <td>15</td> <td></td> </tr> <tr> <td>AN6307</td> <td>Clinical Skills 4A</td> <td>15</td> <td></td> </tr> <tr> <td>AN6308</td> <td>Clinical Skills 4B</td> <td>15</td> <td></td> </tr> <tr> <td colspan="2">Total compulsory credits Level 6</td> <td>120</td> <td></td> </tr> <tr> <td colspan="2">TOTAL CREDITS</td> <td>240</td> <td></td> </tr> </tbody> </table>	Level	Compulsory Credits	Elective Credits	Total Credits	5	120		120	6	120		120				240	Course code	Course title	Credits	Pre-requisites	Level 5				AN5301	Veterinary Technician Practice	15		AN5302	Anatomy and Physiology	15		AN5303	Animal Husbandry and Behaviour	15		AN5304	Rural Animal Health	15		AN5305	Reproduction and Obstetrics	15		AN5306	Clinical Skills 1	15		AN5307	Clinical Skills 2A	15		AN5308	Clinical Skills 2B	15		Total compulsory credits @ Level 5		120		Level 6				AN6301	Anaesthesia and Surgery	15		AN6302	Rural Animal Disease Management	15		AN6303	First Aid, Imaging and Oral Care	15		AN6304	Professional Practice	15		AN6305	Clinical Skills 3A	15		AN6306	Clinical Skills 3B	15		AN6307	Clinical Skills 4A	15		AN6308	Clinical Skills 4B	15		Total compulsory credits Level 6		120		TOTAL CREDITS		240	
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<p>Programme completion</p>	<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>																																																																																																								

	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.
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5.4 Waeture Aromatawai | Assessment Regulations

Grading	Assessment in this programme is achievement-based for theory courses and a mixture of achievement-based and competency-based for practicum courses. Grading follows the guidelines in Te Kawa Maiororo Educational Regulatory Framework . Specific assessment and/or course pass requirements are detailed in course outlines.
Additional assessment opportunities	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.
Assessment submission	Dates and processes for assessment submission are outlined in the Programme Handbook and/or course outlines. Regulations regarding late submission of assessments are outlined in the Programme Handbook and/or course outlines.

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

Course assessment	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.
Assessment in te reo Māori	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 Te Kawa Maiororo Educational Regulatory Framework .
Affected performance	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 Te Kawa Maiororo Educational Regulatory Framework .

6.1.2 Principles of assessment

The key principles below underpin assessment in this programme.

Validity	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.
Authenticity	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.
Reliability	Assessment should consistently and accurately measure ākonga performance. Differing kaiako or moderators should come to the same conclusions when marking the assessment.
Fairness and inclusivity	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.
Manageability	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.
Transparency	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.
Sustainability	Assessment should be designed in a way that meets the needs of the present along with preparing ākonga to meet their own future learning needs. Sustainable assessment considers the contribution the assessment makes to the learning beyond the timeframe of the course.

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">• Assignments• Case-studies• Examinations• Exhibition presentations• Group/Collaborative assessments• Practical demonstrations• Presentations | <ul style="list-style-type: none">• Projects• Research projects• Tests/Quizzes• Visual development records• Written reports, summaries, contextual documents• Work-based/Work-integrated assessment |
|---|--|

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
Local	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.
National	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.

7. Te Whakaaetanga me te Uiuitanga | 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

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			
<p>Apply principles of clinical governance to lead and support the safe, effective, and sustainable care of rural animal patients in an animal healthcare setting.</p> <p>Evaluate professionalism, professional development, and future-focused animal healthcare industries to lead and support the safe and effective care of rural animal patients in an animal healthcare setting.</p> <p>Apply knowledge of animal functional anatomy and physiology to rural animal management.</p> <p>Apply knowledge of veterinary microbiology and infection control to provide effective sterilisation, sanitisation, disinfection, hygiene, and isolation procedures to rural animal patients.</p> <p>Apply knowledge of animal learning and communication, and factors that influence behaviour and welfare to manage the safe and effective care of rural animal patients.</p> <p>Apply knowledge of pharmacology to provide and support clinical pharmacological interventions to rural animal patients and manage clinic pharmacy processes.</p> <p>Apply knowledge of rural animals to manage animal husbandry.</p> <p>Apply knowledge of animal behaviour to manage effective rural animal handling techniques that minimise stress to the rural animal patient.</p> <p>Apply first aid, and emergency processes for rural animal patients requiring basic and advanced life support in emergency or simulated emergency situations.</p> <p>Apply knowledge of animal endemic, exotic and emerging diseases; parasitology, and immunology to support the provision of rural animal patient healthcare and disease prevention.</p> <p>Apply knowledge of animal nutrition to provide support to clients and rural animal patients.</p> <p>Apply the nursing process and care planning to manage a range of medical and surgical interventions for rural 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 rural animal patients.</p> <p>Apply knowledge of wound physiology and bandaging to apply and maintain bandages for rural animal patients.</p> <p>Apply knowledge of anaesthesia and analgesia to support the provision of anaesthesia and pain management to rural animal patients.</p> <p>Apply surgical nursing skills to carry out preoperative, intraoperative, post-operative procedures and management of rural animal patients undergoing surgery.</p> <p>Apply knowledge of rural animal reproduction to support reproductive interventions and manage 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 rural animal patients.</p> <p>Apply knowledge of modes of diagnostic imaging to produce diagnostic quality imaging for rural animal patients.</p> <p>Apply knowledge of dental pathology, oral anatomy, preventative and therapeutic dental treatments, including the maintenance of dental equipment to support rural animal patients undergoing oral health assessments, and preventative dental treatments.</p>																										
				AN5301	Veterinary Technician 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.	All LOs: Portfolio (100%)	√																		
		LO1 Describe requirements for professional and culturally informed conduct in veterinary technician practice.			√																					
		LO2 Discuss legislation, ethics, and welfare relevant to rural animal technician practice.				√																				
		LO3 Explain the application of health, safety, and infection control principles in an animal healthcare setting.					√																			
<p>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>Describe the normal structure and function of body systems.</p> <p>Examine the role of homeostasis in maintaining health and welfare.</p>				All LOs: Portfolio (100%)				√																		
										√																
<p>The aim of this course is to develop the knowledge, skills, and competencies to provide safe and appropriate husbandry and handling to support rural animal health and welfare.</p> <p>Explain animal husbandry requirements for rural animal species.</p> <p>Analyse animal communication, learning, and behaviour to inform safe and effective care.</p> <p>Describe safe and effective low-stress handling and restraint methods for rural animals.</p>				All LOs: Portfolio (100%)								√														
											√				√											
																√										
AN5304	Rural Animal Health	Aim: The aim of this course is to develop the knowledge, skills, and competencies relevant to reproduction, preventative healthcare, diagnostics, and medication for rural animal healthcare.																								

Unified Programme Socialisation Document



	LO1	Discuss holistic rural animal management in relation to health and reproduction.	All LOs: Portfolio (100%)								√		√						√				
	LO2	Examine preventative veterinary healthcare for rural animals.											√										
	LO3	Explain the principles of laboratory diagnostic sample collection, handling and processing.																		√			
	LO4	Examine the safe and legal dispensing and administering of medications.							√														
AN5305	Reproduction and Obstetrics	Aim: The aim of this course is to develop the knowledge, skills, and competencies relevant to reproductive and obstetrical procedures and neonatal care.																					
	LO1	Examine reproductive and metabolic interventions for rural animals.	All LOs: Portfolio (100%)						√						√				√	√			
	LO2	Discuss obstetric and neonatal care for rural animals.							√										√	√			
	LO3	Explain fluid dynamics and the application of fluid therapy in patient care.													√								
AN5306	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%)				√	√		√	√									√			
AN5307	Clinical Skills 2A	Aim: The aim of this course is to develop the knowledge, skills, and competencies to assist with healthcare in rural animals.																					
	LO1	Analyse the technician's role in reproduction, neonatal procedures, diagnostics, medicating practices, and preventative healthcare.	All LOs: Portfolio (100%)				√	√	√	√	√				√	√				√	√	√	√
	LO2	Reflect on own development of interpersonal relationships within a team.			√	√																	
AN5308	Clinical Skills 2B	Aim: The aim of this course is to develop the knowledge, skills, and competencies to assist with healthcare in rural animals.																					
	LO1	Demonstrate skills relevant to reproduction, neonatal procedures, diagnostics, medicating practices, and preventative healthcare.	All LOs: Portfolio (100%)				√	√	√	√	√				√	√				√	√	√	√
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
AN6301	Anaesthesia and Surgery	Aim: The aim of this course is to develop the knowledge, skills, and competencies to manage rural animal patients undergoing anaesthesia and surgery.																					
	LO1	Discuss patient assessment and technician responses during anaesthesia and sedation of rural animals.	All LOs: Portfolio (100%)							√										√			
	LO2	Discuss the role of the technician during surgical procedures on rural animals.																			√		
	LO3	Evaluate pain management, including the use of multi-modal balanced analgesia, in rural animals.													√				√				
AN6302	Rural Animal Disease Management	Aim: The aim of this course is to develop knowledge, skills, and competencies relevant to pathophysiology and diagnostic procedures to support rural animal disease management.																					
	LO1	Examine pathophysiology in relation to medical conditions in rural animals.	All LOs: Portfolio (100%)											√		√							
	LO2	Explain safe and effective laboratory diagnostic procedures for rural animals.																				√	
	LO3	Discuss integrative approaches to rural animal health.												√	√	√							
AN6303	First Aid, Imaging and Oral Care	Aim: The aim of this course is to develop the knowledge, skills, and competencies relevant to first aid, wound management, imaging, and dentistry.																					
	LO1	Describe triage and first aid for a range of rural animal scenarios.	All LOs: Portfolio (100%)										√	√									
	LO2	Examine wound types and their management for rural animals.																√					
	LO3	Explain the principles of safe and effective diagnostic imaging.																					√
	LO4	Describe oral health assessment and dental treatments.																					√
AN6304	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 rural animal customer services.														√					√		
AN6305	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 technician's role in surgery, anaesthesia, diagnostics and medical procedures.	All LOs: Portfolio (100%)				√		√		√			√				√	√	√	√		

			Portfolio (100%)																					
AN6306	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 surgery, anaesthesia, diagnostics and medical procedures.	All LOs: Portfolio (100%)			√		√		√				√		√	√	√	√				
AN6307	Clinical Skills 4A	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to provide technician led services and care for animals as part of a multidisciplinary team.																					
		LO1	Analyse the technician’s role in technician led services, imaging, first aid and oral care.	All LOs: Portfolio (100%)						√	√					√			√		√		√	√
		LO2	Reflect on own development of professionalism within an animal healthcare setting.		√	√																		
AN6308	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 technician led services, imaging, first aid and oral care.	All LOs: Portfolio (100%)							√	√					√			√		√		√

Appendix 2: Akoranga | Courses

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

VETERINARY TECHNICIAN PRACTICE						
Course code:	AN5301	Level:	5	Credits:	15	
Main programme:	New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)			Compulsory		
Pathway:						
Requisites:						
Other Programmes:					Compulsory/Elective	
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: pathway to work <input checked="" type="checkbox"/> Work-based	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150	

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 requirements for professional and culturally informed conduct in veterinary technician practice.	GPO 1
2.	Discuss legislation, ethics, and welfare relevant to rural animal technician 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 technician practice Professional identity & Professional practice Reflective and evidence-based practice
LO2	Legislation as it applies to the rural animal technician 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 Knowledge and application of infection control in an animal husbandry, animal management, or animal healthcare setting Knowledge and application of indications and use of disinfectants

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

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

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 DD-MM-YYYY	Description of change
1				New Course

ANATOMY AND PHYSIOLOGY

Course code:	AN5302	Level:	5	Credits:	15
Main programme:	New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)			Compulsory	
Pathway:					
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: pathway to work <input checked="" type="checkbox"/> 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 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	<ul style="list-style-type: none"> Biology of animal cells Structure and function of organs and organ systems Body organisation Directional terms
LO2	<ul style="list-style-type: none"> 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
Portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of 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

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ANIMAL HUSBANDRY AND BEHAVIOUR

Course code:	AN5303	Level:	5	Credits:	15
Main programme:	New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)			Compulsory	
Pathway:					
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: pathway to work <input checked="" type="checkbox"/> 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 provide safe and appropriate husbandry and handling to support rural 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 rural 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 rural animals.	GPO 8

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> Methods of identifying animals Fundamentals of animal husbandry, nutrition, feeding and welfare
LO2	<ul style="list-style-type: none"> Interpretation of body language and demeanour Animal communication, learning and training Factors affecting behaviour
LO3	<ul style="list-style-type: none"> 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
Portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

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.

Unified Programme Socialisation Document



Version Tracking:

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

RURAL ANIMAL HEALTH						
Course code:	AN5304	Level:	5	Credits:	15	
Main programme:	New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)			Compulsory		
Pathway:						
Requisites:						
Other Programmes:					Compulsory/Elective	
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: pathway to work <input checked="" type="checkbox"/> 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 reproduction, preventative healthcare, diagnostics, and medication for rural animal healthcare.

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 holistic rural animal management in relation to health and reproduction.	GPO 8, 10, 17
2.	Examine preventative veterinary healthcare for rural animals.	GPO 10
3.	Explain the principles of laboratory diagnostic sample collection, handling and processing.	GPO 18
4.	Examine the safe and legal dispensing and administering of medications.	GPO 6

Ngā Tūtohu o te Kiko | Indicative Content

LO1	Reproductive and lactation physiology and management Herd health and production monitoring Data management and reporting Control programmes for specific diseases Biosecurity Euthanasia and disposal
LO2	Immunology and infectious disease management Parasitology and related management techniques Mastitis and related management techniques Client communication in relation to preventative veterinary healthcare Pharmacology in relation to preventative healthcare
LO3	Principles of laboratory diagnostic procedures Sample collection and processing Diagnostic equipment selection and use for various samples 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 dispensing 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 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
<p>Portfolio</p> <p>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.</p>	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

REPRODUCTION AND OBSTETRICS

Course code:	AN5305	Level:	5	Credits:	15
Main programme:	New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)			Compulsory	
Pathway:					
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: pathway to work <input checked="" type="checkbox"/> 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 reproductive and obstetrical procedures and neonatal 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 reproductive and metabolic interventions for rural animals.	GPO 6, 12, 16, 17
2.	Discuss obstetric and neonatal care for rural animals.	GPO 6, 16, 17
3.	Explain fluid dynamics and the application of fluid therapy in patient care.	GPO 13

Ngā Tūtohu o te Kiko | Indicative Content

LO1	Physiology of mating Management for herd performance improvement Metabolic diseases
LO2	Obstetrics Routine procedures for neonates Common problems and solutions in neonatal management
LO3	Fluid dynamic physiology Fluid replacement therapy Care for animals receiving fluid therapy

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 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 1

Course code:	AN5306	Level:	5	Credits:	15
Main programme:	New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)			Compulsory	
Pathway:					
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: pathway to work <input checked="" type="checkbox"/> 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.

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 an interprofessional 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.	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	<ul style="list-style-type: none"> 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
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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
Portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

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

CLINICAL SKILLS 2A

Course code:	AN5307	Level:	5	Credits:	15
Main programme:	New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)			Compulsory	
Pathway:					
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: pathway to work <input checked="" type="checkbox"/> 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 healthcare in rural animals.

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 technician's role in reproduction, neonatal procedures, diagnostics, medicating practices, and preventative healthcare.	GPO 4, 5, 6, 7, 8, 10, 11, 15, 16, 17, 18
2.	Reflect on own development of interpersonal relationships within a team.	GPO 1, 2

Ngā Tūtohu o te Kiko | Indicative Content

LO1 & LO2	<ul style="list-style-type: none"> 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
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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 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 2B

Course code:	AN5308	Level:	5	Credits:	15	
Main programme:	New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)			Compulsory		
Pathway:						
Requisites:						
Other Programmes:					Compulsory/Elective	
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: pathway to work <input checked="" type="checkbox"/> 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 healthcare in rural animals.

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 reproduction, neonatal procedures, diagnostics, medicating practices, and preventative healthcare.	GPO 4, 5, 6, 7, 8, 10, 11, 15, 16, 17, 18
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Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> 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
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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
Portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

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

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ANAESTHESIA AND SURGERY

Course code:	AN6301	Level:	6	Credits:	15
Main programme:	New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)			Compulsory	
Pathway:					
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: pathway to work <input checked="" type="checkbox"/> 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 rural animal patients undergoing anaesthesia and surgery.

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 technician responses during anaesthesia and sedation of rural animals.	GPO 6, 15
2.	Discuss the role of the technician during surgical procedures on rural animals.	GPO 16
3.	Evaluate pain management, including the use of multi-modal analgesia, in rural animals.	GPO 12, 15

Ngā Tūtohu o te Kiko | Indicative Content

LO1	Anaesthetic agents Patient monitoring, evaluation and care Legal requirements for handling and management of anesthetic and analgesic drugs Calculation of drug doses Anaesthetic emergency theory
LO2	Pre and post procedure client communication Patient positioning and restraint Aseptic practice in an animal healthcare setting Maintenance of the sterile field, and non-sterile surrounds Basic surgical patient management
LO3	Physiology of pain Principles of analgesic use Pharmacology and use of analgesics The veterinary technician's role in pain management Pain scoring

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 ākonga.		
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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

RURAL ANIMAL DISEASE MANAGEMENT

Course code:	AN6302	Level:	6	Credits:	15
Main programme:	New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)			Compulsory	
Pathway:					
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: pathway to work <input checked="" type="checkbox"/> 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 and diagnostic procedures to support rural animal disease management.

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 conditions in rural animals.	GPO 10, 12
2.	Explain safe and effective laboratory diagnostic procedures for rural animals.	GPO 18
3.	Discuss integrative approaches to rural animal health	GPO 10, 11, 12

Ngā Tūtohu o te Kiko | Indicative Content

LO1	Pathophysiology of disease Clinical examination Immunology
LO2	Sample collection, processing, and recording results Culture and sensitivity Quality control, including maintenance of equipment
LO3	Pharmacology and rural animal care Herd health Nutrition in relation to disease Antimicrobial stewardship Non-pharmacological interventions Isolation

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 ākonga.		
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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

FIRST AID, IMAGING AND ORAL CARE

Course code:	AN6303	Level:	6	Credits:	15
Main programme:	New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)			Compulsory	
Pathway:					
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: pathway to work <input checked="" type="checkbox"/> 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 first aid, wound management, imaging, 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.	Describe triage and first aid for a range of rural animal scenarios.	GPO 9, 10
2.	Examine wound types and their management for rural animals.	GPO 14
3.	Explain the principles of safe and effective diagnostic imaging.	GPO 19
4.	Describe oral health assessment and dental treatments.	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 rural animal emergencies Rural animal technicians' role when evaluating emergency patients Techniques of blood collection and transfusion
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	Equipment, procedures and radiography safety Radiography, diagnostic ultrasonography and endoscopy Physical principles of imaging Preparing for and assisting with imaging Faults in radiography
LO4	Professional, legal, and ethical responsibilities involved in dentistry Oral anatomy and physiology Dental pathology in rural animals Oral assessment of rural animals Preventative and therapeutic dental treatments Instrumentation care 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 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
Portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of 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

PROFESSIONAL PRACTICE

Course code:	AN6304	Level:	6	Credits:	15
Main programme:	New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)			Compulsory	
Pathway:					
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: pathway to work <input checked="" type="checkbox"/> 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 an 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 an multidisciplinary veterinary team.	GPO 1, 2
2.	Evaluate the provision of effective rural animal customer services.	GPO 12, 17

Ngā Tūtohu o te Kiko | Indicative Content

LO1	Professional identity, conduct, standards and success in the workplace. Maintaining currency Self-care, compassion fatigue Sustainable veterinary communities, interconnectedness, teamwork Clinic wellbeing including auditing, quality improvement, career advancement RAVT philosophy, reflective practice
LO2	Communication with clients and members of the veterinary team Ethical sales and advice Legal implications of sales and reception services Technician led services

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 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.

Unified Programme Socialisation Document



Version Tracking:

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

CLINICAL SKILLS 3A

Course code:	AN6305	Level:	6	Credits:	15	
Main programme:	New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)			Compulsory		
Pathway:						
Requisites:						
Other Programmes:					Compulsory/Elective	
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: pathway to work <input checked="" type="checkbox"/> 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 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 technician's role in surgery, anaesthesia, diagnostics and medical procedures.	GPO 4, 6, 8, 10, 13, 15, 16, 17, 18
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Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> 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
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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 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

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CLINICAL SKILLS 3B					
Course code:	AN6306	Level:	6	Credits:	15
Main programme:	New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)			Compulsory	
Pathway:					
Requisites:					
Other Programmes:				Compulsory/Elective	
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: pathway to work <input checked="" type="checkbox"/> 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 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.	Demonstrate skills relevant to surgery, anaesthesia, diagnostics and medical procedures.	GPO 4, 6, 8, 10, 13, 15, 16, 17, 18
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Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> 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
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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
Portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

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

CLINICAL SKILLS 4A

<i>Course code:</i>	AN6307	<i>Level:</i>	6	<i>Credits:</i>	15
<i>Main programme:</i>	New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)			Compulsory	
<i>Pathway:</i>					
<i>Requisites:</i>					
<i>Other Programmes:</i>	Compulsory/Elective				
<i>Delivery modes:</i>	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: pathway to work <input checked="" type="checkbox"/> Work-based	<i>Total learning hours:</i>			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 provide technician led services and care for animals as part of an interprofessional 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 technician's role in technician led services, imaging, first aid and oral care.	GPO 8, 9, 14, 17, 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
Portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of 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

Unified Programme Socialisation Document



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:	AN6308	Level:	6	Credits:	15
Main programme:	New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)			Compulsory	
Pathway:					
Requisites:					
Other Programmes:					Compulsory/Elective
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: pathway to work <input checked="" type="checkbox"/> 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 provide veterinary nursing services and care for animals as part of an interprofessional 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.	Demonstrate skills related to technician led services, imaging, first aid and oral care.	GPO 8, 9, 14, 17, 19, 20
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Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> 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
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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
Portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

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

Recommended delivery for NZRAVT

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 rural animal veterinary technician. Other delivery orders and timeframes may be utilised.

Full Time			Part time (double timeframes)
Year 1, Semester 1, Week 1	Veterinary technician 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	Rural animal health	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	Reproduction and obstetrics	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	Anaesthesia and surgery	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	Rural animal disease management	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			Year 4, Weeks 1,2
2	First aid, imaging and oral care	Clinical skills 4A	3,4
3			5,6
4			7,8
5			9,10
6			11,12
7			13,14
8			15,16
9			Professional practice
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

Feedback for NZ Diploma in Rural Animal Veterinary Technician (Level 6)] – Socialisation Phase – Compiled on 8.08.2022

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
August 2022	Programme Socialisation	Network kaiako	<p>"A and P paper - growth and development is missing (it's in AnHCA but not the Dips) - seems to me it's just as important here - anatomy of neonates stomachs in ruminants for one example? Consider that same LO from AnHC in all the Dips A and P papers</p> <p>Formal reflection doesn't appear until one of the last papers. How does this ensure provision to develop the skill over the 2 years? "</p>	<p>1.Changes will be made after consultation to address this comment.</p> <p>2.Yes, reflection will be throughout and is able to be completed under current LOs.</p>
			<p>1. "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>2. Reproduction and obstetrics: This seems like an odd place to discuss fluid therapy. It is also the only time fluid therapy is discussed in the qualification it seems. Is this appropriate?</p> <p>3. AN5002 Anatomy and Physiology: Teaching such an intense course is going to be challenging over 8 weeks if this is the intended structure. This past year we felt we did not give it enough time for our RAT students. A 2-hour lab and 2-hours lecture each week over the 18 weeks we felt was not enough time. It almost should be Anatomy I and Anatomy II over two 8-week blocks. Over 8 weeks the information we can expect our students to absorb and remember is going to be limited. Anatomy and Physiology is one of the most important subjects in veterinary medicine (in my opinion). "</p>	<p>1.This information will be available in the delivery document to allow flexibility as skill requirements change over time.</p> <p>2.Fluid therapy was considered appropriate to fit with obstetric and neonatal care by the subject matter experts involved. Delivery will include extension to other scenarios.</p> <p>3.Noticed. Anatomy and physiology content will be matched with time available for learning, and will be revisited as applied throughout the remainder of the programme.</p>

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
August 2022	Programme Socialisation	Network kaiako	<p>List of providers is incorrect in terms of the rural qual devel</p> <p>The practicum details needs to state in a specific appropriate clinic/with strand appropriate species - currently technically a learner could do the hours in an irrelevant species.</p> <p>Also as already being consulted on just for the formal record here - doing all 750 in a vet clinic will make it unachievable due to availability. The solutions have already been discussed.</p>	Thank you. Edits have been made.
			<p>There are quite a few "s"s in the learning outcomes for the program. This would require more than two animals and more than two conditions or etc. for certain assessments (e.g. LO 1 in rural animal disease management). This is a rather large assessment for one learning outcome in the long run. I would also suggest removing "range of scenarios", as this is a similar issue.</p>	<p>Qualification requires dairy cattle plus two other rural species in theory assessment.</p> <p>'Range of scenarios' is considered essential in first aid to ensure adequate coverage of emergency situations.</p>
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
August 2022	Programme Socialisation	Network kaiako	Yes. Overall looks great. Fab work	Thanks.
			<p>"GPOs 1-6 should not be theoretical assessed for all species for each strand as a requirement</p> <p>Keep ruminants to their strand for student focus, engagement, and likelihood to complete</p> <p>Why would dogs, cats, and equine need to be required for GPOs 1-6 when they specifically state rural animals in the GPO? This seems unnecessary. "</p>	Unable to alter GPOs
Date	Mode of consultation	Who was consulted	Does the proposed programme provide scope for regionalisation?	Development response to feedback
August 2022	Programme Socialisation	Network kaiako	I don't believe this is relevant in these quals. Industry consistency is what is key.	Noted
			<p>1. "Training with facilities/leaders in industry that are not in clinic should be accepted (e.g. zoo, Dairy Training Limited)</p> <p>Does the required number of practicum hours meet the likelihood of success for</p>	1. Practicum requirements are dictated by the NZQA qualification document.

		<p>students throughout the program? The seasonality of skills and placement needs to be taken into consideration (especially with regionalisation, seasonality, and pre-requisites). Some clinics may be able to take multiple students during teat-sealing season for example but have no capacity to take them outside of these times.</p> <p>2. There is concern with the possible structure of the schedule for the program (i.e. providing over 8 weeks vs. 16 weeks in a semester for each course). If there are large gaps in between placement attendance, will this annoy industry and/or prevent students from retaining knowledge/attaining competence in skills? It will be interesting to hear industry's feedback on placement structure. When trying to think about it from their point of view, if they are accepting students for placement and need the help, then the students leave for 8-10 weeks (with breaks) due to course structure, and they spend intense periods of time with them expecting to train them only to have them disappear again, industry might be a bit bothered. It might be seen as more hassle than it is worth.</p> <p>3. 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>2.Theory and practicum courses are designed to be delivered concurrently to allow for practical placement throughout the length of the programme or block placements. Each subsidiary will have some flexibility in how they structure the programme in terms of course order and length of delivery.</p> <p>3.This will be reviewed after consultation feedback.</p>
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Appendix 4: Learning and Teaching Methods

<p>Case-studies / Scenario-based learning</p>	<p>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.</p>
<p>Collaborative learning</p>	<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>
<p>Engagement with technical and professional standards</p>	<p>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</p>
<p>Flipped classroom</p>	<p>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.</p>
<p>Group critiques</p>	<p>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.</p>
<p>Guest speakers / Industry professionals</p>	<p>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.</p>
<p>HyFlex models</p>	<p>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>

	<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).

<p>Online learning</p>	<p>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.</p>
<p>Project-based/Activity-based learning</p>	<p>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.</p>
<p>Research projects</p>	<p>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.</p>
<p>Role play</p>	<p>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.</p>
<p>Mahi-ā-ipurangi Self-directed learning</p>	<p>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.</p>
<p>Team/Peer-based learning</p>	<p>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.</p>
<p>Tuākana-Teina</p>	<p>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.</p>

<p>Tutorials/Small-group learning</p>	<p>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.</p>
<p>Wānanga</p>	<p>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.</p>
<p>Work-integrated learning</p>	<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>
<p>Clinical/Practice placements / Practicum</p>	<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>
<p>Collaborative/Co-operative industry/community projects</p>	<p>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</p>

	<p>creativity and to put their knowledge and skills to work in real-world situations within external organisations.</p>
<p>Internships / Industry Placements</p>	<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 ākonga the opportunity to hone their research, critical analysis and evaluation, and communication skills. Ākonga 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 ākonga learning, in which they demonstrate their ability to apply theory to practice. Typically, ākonga 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 ākonga breadth of knowledge in specific curriculum areas. Ākonga 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 ākonga with disabilities, and completed under supervised conditions.
Exhibition presentations	Exhibition presentations allow ākonga 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 ākonga 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 ākonga 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 ākonga the opportunity to demonstrate their ability to complete a range of practical tasks. Ākonga demonstrate practical skills which are then assessed by kaiako.
Presentations	Presentations give ākonga 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 ākonga an opportunity to demonstrate a range of skills. This assessment approach may involve ākonga 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>
<p>Tests/Quizzes</p>	<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>
<p>Visual development records</p>	<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>
<p>Written reports, summaries, contextual documents</p>	<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>
<p>Work-integrated assessment</p>	<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>