

Foundation Degree in Veterinary Nursing Science (University Centre Sparsholt)

Programme Specification

Primary Purpose

Course management and quality assurance.

Secondary Purpose

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavor to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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Course Details

1. Named Awards

FdSc Veterinary Nursing Science

2. Course Code (and UCAS Code if applicable)

R0326F

UCAS code D311

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University Centre Sparsholt at Sparsholt College, Hampshire

5. Accrediting Body

PSRB - Royal College of Veterinary Surgeons

6. QAA Benchmark Groups

QAA Benchmark Statement for Veterinary Nursing (2015)

QAA Foundation Degree qualification benchmark statement (2010)

7. Document Control Information

July 2018

8. Effective Session

2018-2019

9. Author

Jo Bond

10. Faculty

Faculty of Science

11. Department

School of Biological Sciences

Curriculum

12. Educational Aims

The Mission Statement of the College is "to inspire learners to recognise and achieve their full potential"

The aims of the Higher Education provision for the land-based industries are to:

- Provide, in consultation with the land-based industries, course programmes which will meet current and anticipated education and training needs;
- Provide a systematic, coherent and balanced education through study within the course programmes on offer;
- Create an environment within which each student may fully realise his or her academic potential and within which the student's achievements are recognised;
- Develop, test and assess at appropriate level, each student's intellectual capabilities;
- Equip each student with the necessary transferable skills and applied knowledge to enable them to make an immediate contribution in employment or to progress to further study;
- Provide course programmes that ensure equality of opportunity and encourage access and participation.

The aims of the Foundation Degree in Veterinary Nursing Science:

- To provide education to Foundation Degree level for students who wish to expand their knowledge in veterinary nursing science and who are interested in developing their skills and research techniques in aspects of animal nursing.
- To provide a challenging and stimulating study environment.
- To provide a framework allowing students to follow a flexible coherent programme of study. The course is based on a firm science foundation with specialist nursing related units which develop skills and understanding of the sector. This will allow students to progress into the world of work in/ or related to veterinary nursing or onto the final year of an appropriate BSc (Hons) programme.
- To develop full knowledge and understanding of subjects underpinning veterinary nursing.
- To provide a high level of work-based and work-related learning.
- To develop safe and sensitive care through the use of practical skills and knowledge of current best practice underpinned by academic learning.
- To equip graduates with the necessary transferable skills for lifelong learning, employability and flexibility in the context of changing labour markets.
- To provide students with the skills and knowledge required to maximise career opportunities.

13. Reference Points

Those cross-referencing to QAA Subject Benchmark Statements are shown with (V) for Veterinary Nursing.

- University of Portsmouth Curriculum Framework (2016)
- The scholarship and research expertise of academic members of staff
- UK Quality Code for Higher Education, chapters A, B and C
- QAA Foundation Degree qualifications benchmark statement (2010)
- University of Portsmouth Code of Practice for Work-based and Placement Learning (2015)
- Requirements of Professional and/or Statutory Regulatory Bodies (RCVS)
- Occupational Standard Veterinary Nursing and Auxiliary Services National Occupational Standards, July 2010
- RCVS Day One Skills
- QAA Benchmark Statement for Veterinary Nursing (2015)

Please note the benchmark statements have been used as a guide and are not necessarily quoted verbatim.

14. General Learning Outcomes

Level 4

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

Level 5

Foundation Degrees are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

15. Learning Outcomes

A. Knowledge and Understanding of:

- Demonstrate knowledge and understanding of the subjects underpinning nursing and the skills required of a veterinary nurse, including performance to current Occupational Standards (V).
- Provide safe and sensitive care through the use of practical skills and knowledge of current best practice (V)
- Demonstrate knowledge and understanding of policy and legal framework as applied to veterinary practice and its employees, as well as legislation relating to animal welfare (V)
- Demonstrate knowledge and understanding of the values that underpin anti-discriminatory working practices commensurate with a professional ethos (V)

- A.5 Use effective interpersonal skills to engage in and disengage from, therapeutic relationships with the client and veterinary patient (V)
- A.6 Demonstrate knowledge and understanding of the range of media used to provide effective communication with colleagues and clients as well as carers and other professionals (V)
- A.7 Interpret and use data with the aid of technology to enhance the management of veterinary care (V)
- A.8 Use self-reflection to enhance professional practice (V)
- A.9 Demonstrate knowledge of the principles of disciplined research and scientific method
- A.10 Demonstrate knowledge and understanding of experimental design and ethics

B. Cognitive (Intellectual or Thinking) Skills, able to:

- B.1 Recognise the moral and ethical issues relating to veterinary patient care (V)
- B.2 Recognise and apply appropriate theories, concepts and principles to deliver holistic veterinary healthcare (V)
- B.3 Recognise potential risk as intervene as appropriate (V)
- B.4 Collect and evaluate information from a variety of sources.
- B.5 Use appropriate research and other evidence to underpin decisions that can be justified even when made on the basis of limited information (V)
- B.6 Analyses and interpret relevant education/ promotion information and use this knowledge to promote health and well-being (V)
- B.7 Undertake and document a comprehensive, systematic and accurate assessment of the needs of clients and their pets (V)
- B.8 Accurately document and evaluate outcomes of professional interventions and adjust veterinary care accordingly (V)
- B.9 Exercise personal responsibility and decision making across a range of situations (V).
- B.10 Apply knowledge and logic to address familiar and novel problems.
- B.11 Design an experiment, investigation, survey or other means to test a hypothesis or proposition

C. Practical (Professional or Subject) Skills, able to:

- C.1 Conduct themselves, their professional practice and that of others, in accordance with the Code of Professional Conduct for Veterinary Nurses, recognising their own abilities and limitations (V)
- C.2 Practice in accordance with the ethical and legal framework (V)
- C.3 Work in collaboration with patients, clients and colleagues to identify and provide the veterinary healthcare requirements of patients (V)
- C.4 Contribute to public protection by creating and maintaining a safe clinical environment (V)
- C.5 Handle and restrain a variety of animal species in a safe and humane way.
- C.6 Assess priorities in practice and deliver care competently to meet identified need (V)
- C.7 Formulate and document a plan of care in collaboration with and the consent of clients in the best interest of the patient (V)
- C.8 Transfer knowledge and skills to a variety of clinical settings and unexpected situations (V)
- C.9 Participate in the development of evidence base in clinical practice and understand the importance of such work (V)
- C.10 Demonstrate accountability for care delivered, taking into account social, cultural, spiritual, economic and welfare factors (V)
- C.11 Participate in team work at an appropriate level in the veterinary team, and recognise when to seek advice and when delegation is appropriate, whilst ensuring the provision of effective supervision and monitoring (V)
- C.12 Provide empathetic support in potentially stressful situations, and demonstrate empathy with patients and clients, acting as an advocate for them when appropriate (V)
- C.13 Demonstrate environmental, social, cultural and economic awareness and adopt a sustainable approach to all aspects of veterinary nursing practice (V)

D. Transferable (Graduate and Employability) Skills, able to:

- D.1 Articulate opinions and formulate arguments effectively in speech and writing (V)
- D.2 Learn independently and utilise problem solving skills (V)
- D.3 Collaborate and plan as a team member and contribute to the work of a team (V)

- D.4 Use information and computer technology (ICT) competently and effectively (V)
- D.5 Demonstrate self-awareness and confidence in skills transferable to the workplace (V)
- D.6 Reflect and evaluate professional practice as an individual and team member (V)
- D.7 Manage confidential information appropriately (V)
- D.8 Be aware of and respect different cultures, values, views and beliefs, and maintain a non-judgmental position in all aspects of work (V)
- D.9 Develop and manage a flexible and adaptable approach to study and work
- D.10 Cite and reference work in an appropriate manner
- D.11 Receive, evaluate and respond to a variety of information sources
- D.12 Use the internet critically as a means of communication and a source of information
- D.13 Prepare, process, interpret and present data using appropriate qualitative and quantitative, computer based and non-computer based technique and packages.
- D.14 Recognise the need to develop existing skills and acquire new competencies (V)
- D.15 Understand the principles of evidence based practice (V)

16. Learning and Teaching Strategies and Methods

Core knowledge and understanding is conveyed through a combination of lectures, visits, seminars, practical workshops and guided independent study (A1 – A8). Students engage in guided, but independent and/ or specific group projects in order to pursue more advanced knowledge and understanding (A9). A10 underpins all the above to ensure the relevant and appropriateness of the teaching strategy.

Cognitive Skills (B1-B11) will be delivered using a combination of guided and independent work, practical exercises and case studies (seminars, lectures and tutorials).

Subject-specific practical skills are developed through a combination of lectures, laboratory practicals, practical work in veterinary practice, guided and independent work, case study workshops, tutorials and group work, (C1-C13). Work based learning at level 4 and 5 also contributes to the development of professional practical skills.

Transferable skills are developed through computer-based and non-computer based workshops, veterinary practice and laboratory practicals, group work, independent guided learning and individual tutorial support. At level 5 the learner will analyse data collected for projects.

17. Assessment Strategy

Knowledge and understanding (A1-A9) will be assessed using a combination of seminar presentations, vocationally relevant case studies, personal development portfolios and written assignments. Level 4 and 5 work is assessed through coursework, including assignments, presentations and seminars (A1-A8). Level 5 students can demonstrate their knowledge and capabilities through independent researched assignments and projects (A9). Exam papers will prepare students to progress to level 6 BSc (Hons). All units that map to the National Occupational Standards (NOS) will have an element assessed by an unseen examination. A10 is primarily assessed through Applied Industrial Research.

Cognitive skills (B1-B11) will be assessed using a combination of seminar presentations, vocationally relevant case studies, practical exercises and written assignments.

Cognitive skills at level 4 and 5 are assessed primarily through coursework, including laboratory investigations, assignments, presentations and seminars (B1-B11). Exam papers will prepare students to progress to level 6 BSc (Hons). Elements of the National Occupational Standards will be assessed through closed book examinations.

Practical and professional skills at Levels 4 and 5 are assessed primarily through coursework, including assignments, practical studies, presentations and seminars (C1-C13). At level 5 students are assessed on various practical and professional skills as per their individual interests.

Transferable skills (D1-D15) will be assessed using a combination of seminar presentations, vocationally relevant case studies, personal development portfolios and written assignments,

laboratory and practical investigations. All elements of the National Occupational Standards will be assessed through closed book examinations.

18. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)¹ for full details on the course structure and units

Overview

FdSc Veterinary Nursing Science is offered a 3 year full time programme incorporating the 'Veterinary Nursing Occupational Standards (NOS). The programme has two levels of study divided across the 3 years. Each level has 120 credits (one credit = 10 hours learning). The programme includes a minimum of 20 credits of work based learning at each level.

To obtain a foundation degree 240 credits must be achieved; standard university rules apply, EXCEPT that the PSRB requirements of the RCVS require ALL assessment artefacts to be achieved at a PASS (40%) grade, in those units which are referenced to the NOS. The regulations must be consulted for a full description of exit awards.

There is a provision for successful learners to top up onto a BSc (Hons) course to extend their award to full honours status: Progression to Level 6 of the BSc (Hons) Applied Animal Behaviour, BSc (Hons) Zoo Biology or BSc (Hons) Animal Management at Sparsholt College is available to students who have achieved 240 credits.

Students withdrawing from the course with at least 120 credits at Level 4 will be awarded a Certificate of Higher Education in Animal Health Studies.

There are two exit awards:

- Certificate of Higher Education in Animal Health Studies requiring 120 credits
- FdSc Veterinary Nursing Science requiring 240 credits

Induction

Initial assessment during induction includes an array of tests including an on entry skills assessment, learning styles and emotional intelligence via Daniel Goldman's Emotional Intelligence questionnaire. The results of these are used to produce a profile of each student for the personal tutor, and a group profile for the course team.

Where appropriate, students are referred to the Learning Support Advisors for diagnostic testing and support. Each student and tutor sets aims and objectives as part of an individual Personal Development Plan (PDP), which is developed and monitored through the individual tutorial system during the course and a portfolio developed through work placement. Study skills, employability skills and career management skills are developed through the curricula, especially through the Work Practice units and the Applied Industrial Research and through individual and group tutorials.

Sparsholt College operates a 'flying start' programme for students to insure developmental formative assessment, with feedback, occurs within the first two weeks of the academic year. The college recognises formative assessment as an integral and required element of the learning process. Penalties for non-completion of formative assessment may range from grade penalties on summative assessments to withdrawal of services. See Sparsholt Policy on Higher Education Student Performance and Conduct.

Work Placement

The RCVS Byelaw requirement is that students complete a total of 94 weeks in training which includes a minimum of 52 weeks 1800 hours in an approved training practice in order to demonstrate sufficient practical skills in veterinary nursing. Students will complete all level 4 units in the first year of the course. Year 2 will run from September until January, when students will be examined on relevant level 5 subjects. From February onwards, students will undertake a 52 week

¹ www.port.ac.uk/unitwebsearch

work placement (as required by the Royal College of Veterinary Surgeons) for their professional title. The timetable allows flexibility for sickness and holiday days to be taken and provides opportunities to make up the time at several points in the course if necessary.

It is the duty of the college to ensure that all students on the programme undertake a suitable period of work placement at an approved centre. The first year work placement unit is a cross college unit requiring a three-week work placement. Support will be provided for continuing placements. The College holds a database of placements willing to offer placements to students. In addition, the college will endeavour to approve placements sourced independently and work with veterinary practices to achieve 'Training Practice (TP)' or 'associate Training Practice status (a TP)' status. The college has procedures that ensure that all potential industry placements undergo vigorous risk assessment procedures.

Clinical Tool and Work Experience

All students are required to complete the clinical tool (The RCVS Nursing Progress Log- NPL) to record their progress of the RCVS Day One Skills. The NPL is mapped to the LANTRA National Occupational Standards and is undertaken while on work placement. The Veterinary Nursing Bye-Laws require students to have completed 1800 hours of practical work experience and produce evidence which is assessed against the National Occupational Standards. Completion of the NPL is a requirement of the awarding institution, and an essential element of the FdSc. Students will be introduced to the NPL during their first block in University and support will be provided throughout the programme by personal tutors and internal verifiers. The assessment for NPL will predominantly take place while in the veterinary practice though some elements will be assessed at college. Assessment will take place under the supervision of an appropriately qualified clinical coach or tutor who must be a Registered Veterinary Nurse (RVN) or Veterinary Surgeon (MRCVS).

Progress will be monitored by a Clinical Coach whilst in practice. Regular monitoring will also be undertaken by the internal verifiers and personal tutors.

PSRB Requirements: The Royal College of Veterinary Surgeons

The Royal College of Veterinary Surgeons (RCVS) is the regulatory body for veterinary nurses and veterinary surgeons. The RCVS is responsible for protecting the public interests and maintaining welfare standards. They are also responsible for the registration of qualified veterinary surgeons and nurses. The University of Portsmouth FdSc Veterinary Nursing Science (FdSc VNS) course is an RCVS accredited programme. On successful completion of the FdSc VNS, graduates can apply to the RCVS for entry onto the register for Veterinary Nurses. Applicants for registration must demonstrate their fitness to practice through their conduct, health and performance. (See Paragraph

Students enrolled with the RCVS as a student Veterinary Nurse may, under the supervision of qualified veterinary staff, provide medical treatments (for example administering medicines) and undertake minor surgical procedures (such as suturing of a minor wound) on animals. This special privilege is given to veterinary nurses under Schedule 3 of the Veterinary Surgeons Act 1966 (commonly known as 'Schedule 3 work'). Students may only undertake schedule 3 work in their allocated training practice.

19. Employability Statement

University Centre Sparsholt benefits from a high profile locally, regionally and nationally in the land based industries.

The college maintains close links with lead industry bodies, including the RCVS. The RCVS ensures that the university meets RCVS approval criteria and therefore ensures the course incorporates the skills and understanding required by employers. A key strength of the provision at University Centre Sparsholt is the link to employers in developing higher level vocational curriculum. Throughout their time at University Centre Sparsholt the students will benefit from links with employers which occur through the work placements and through a range of structured industrial visits. Specialist guest lecturers also provide students with insight into areas of work and employability. The department staff regularly meets with employers to discuss the usefulness and validity of the provision.

Employability skills will be developed across the curriculum and specifically through the work placement units. The work placement units will develop student's personal development portfolios and career management skills along with the professional development and learning contract unit. This may, for example, be through seminars and tutorials to develop career decision making strategies and strategies for self-presentation at application stages and at interview. Employability skills linked to communication, numeracy and information technology will be embedded across the curriculum through the identification of key skills opportunities.

The students are likely to be gaining employability skills through work-place learning opportunities and all students will directly benefit from the on-site physical resources at the College. On site facilities provide real work environments that students can begin to develop their applied knowledge and understanding of veterinary nursing.

Specialist units will make use of realistic simulations and case studies associated with the real-work environments provided by the facilities at the College. Students will be aware of the importance of voluntary work and extra curricula activities to develop the skills need by employers and the industry. Employers will be involved in specialist units as guest speakers and where possible, visits will relate directly to the employers/ the industry.

Registered Veterinary Nurse status together with the excellent links within the industry results in a very high number of graduates gaining employment in their chosen profession. Many are employed in small animal practice, equine practice and referral hospitals. In addition to work in clinical veterinary practice, a degree in veterinary nursing can lead to career opportunities in, for example, research, the pharmaceutical industry, laboratories, zoological/wildlife parks and in education. Generally veterinary nursing is a low paid job, but it has great job satisfaction. There is a demand for qualified veterinary nurses and opportunity to work in many parts of the country and overseas.

Fitness to practice

The Royal College of Veterinary Surgeons' Code of Professional Conduct for Veterinary Nurses details the 'fitness to practice' requirements for Veterinary Nurses. Applicants for registration must demonstrate their fitness to practice through their conduct, health and performance.

Course Management

20. Support for Student Learning

- The Course is managed by a Course Tutor
- Collaborative programmes are managed on a day-to-day basis by the Partner Contact who may or may not be the Course Tutor
- Extensive induction programme introduces the student to the University of Portsmouth, University Centre Sparsholt and their course
- Each student has a personal tutor, responsible for pastoral support and guidance
- College support services include careers, financial advice, housing, counselling etc.
- Sparsholt Learning Support and Disability Advisors
- Excellent library facilities at both University of Portsmouth and University Centre Sparsholt
- A well-equipped teaching block, the Sainsbury Building, with a lecture theatre, laboratories and other teaching facilities is available.
- Student course and unit handbooks provide information about the course structure and University/College regulations etc.
- Feedback is provided for all assessments, both summative and formative
- Personal Development Planning (PDP) for all awards
- Group and individual briefings are given prior to all placements with employers and students receiving handbooks to support the learning whilst on placement

Work Placement Support

- The College will ensure that training practices have adequate numbers of assessors (clinical coaches) in place in order to provide training and support for FdSc students, including supporting completion of the clinical tool (NPL).
- Sparsholt Veterinary Nursing Primary Centre (VNPC) Internal Verifiers will undertake quality assurance of clinical coaches within training practices to ensure that assessments are reliable, valid, sufficient and authentic. The internal verifiers will observe the clinical coaches performance in practice and carry out student tutorials to monitor the training and support provided by the TP.
- University Centre Sparsholt VNPC will also ensure that clinical coaches are competent to current standards by maintaining records of their CPD. Clinical coaches are also required to attend at least one clinical coach standardisation meeting each year.
- As the practice coaches will be trained clinical coaches, the students will be supported to the correct standard and level. Where practice coaches are undergoing training additional procedures will be put in place to ensure the quality of assessment. This would include coach inductions and more frequent direct observation as deemed necessary.

21. Admissions Criteria

A. Academic Admissions Criteria

Entry requirements are:

Academic judgement that the student will benefit from the programme and successfully complete the course.

This may be evidenced by:

	A Level	BTEC Extended Diploma	City & Guilds Ext. Diploma	BTEC Diploma)	City & Guilds Diploma	Access to HE	International Baccalaureate
FdSc Vet Nursing Science	5 GCSEs at C or above, including maths, English and science. 3 A level passes, including 2 at Grade C or above. One A level Grade C should be in a Life Science. 2 weeks work exp. in a Veterinary Surgery.	DMM 5 GCSEs at C or above, including maths, English and science. 2 weeks work exp. in a Veterinary Surgery.	Merit with 6 units at distinction including three in science subjects 5 GCSEs at C or above, including maths, English and science. 2 weeks work exp. in a Veterinary Surgery.	N/A	N/A	A merit profile in a relevant Access course with 45 credits At level 3. 5 GCSEs at C or above, including maths, English and science. 2 weeks work exp. In a Veterinary Surgery.	24 pts with HL Biology at 5 Good grades in MYP English, Mathematics, and Science 2 weeks work exp. In a Veterinary Surgery.

We welcome applications from mature students (over 21 years) with experience or interest in all aspects of land based industries and we consider each application on an individual basis. If appropriate, prior learning may be assessed and accredited through the University of Portsmouth Recognition of Prior Experience and Learning (RP(E)L) process.

International students will normally be expected to demonstrate an IELTS score of 6.0 in proficiency in English language.

All applicants will be made aware of both the 'Guidance on the Recruitment of work-based veterinary nursing students and the admission of veterinary nursing students to full-time vocational

and degree courses' and to the 'Fitness to Practice' requirements of the RCVS. The College will not accept students for the FdSc Veterinary Nursing course if they are unable to meet these criteria.

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Tutor's 'Annual Standards and Quality Evaluative Review' (ASQER).
- Curriculum Area Annual Standards and Quality Evaluative Review' (ASQER), forming the basis for the Annual College Self-Assessment Report (SAR)
- Annual Standards and Quality Evaluative Review for Collaborative Programmes including consideration of Subject and Award External Examiner Reports
- Unit and Course Level student feedback considered at Exam Boards
- Unit Assessment Board for consideration of student performance for each unit
- Periodic Programme Review
- Student Representatives / Learner Voice / HE Student Council
- National Student Survey
- Staff Appraisals and Performance and Development Review
- Peer Review including annual Teaching and Learning Observations
- Ethics and Research Standards Group's Annual Report

B. Responsibilities for Monitoring and Evaluation

- Unit tutors for unit content and delivery
- Course Tutor for day-to-day running of course
- Partner Institution Academic Contact
- Head of Faculty for Higher Education
- University Contact
- Board of Studies with overall responsibilities for operation and content of course
- Head of Faculty
- Assistant Principal of Higher Education, University Centre Sparsholt
- Associate Dean (Academic)
- Associate Dean (Students)
- Unit Assessment Board, Award and Progression Board of Examiners
- Ethics and Research Standards Group for ethical review and project approval

C. Mechanisms for Gaining Student Feedback

- Student Representation on Governing Board
- Unit, Course and College level student feedback questionnaires
- University participates in external student surveys, e.g. National Student Survey (NSS), Destination of Leavers from Higher Education (DHLE) Survey
- Cross College Learner Voice and the HE Student Council

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support, guidance and professional certification

- Annual teaching observations inform CPD requirements
- Annual staff appraisal reviews match development to needs
- Managers undertake a variety of management development programmes
- New academic staff required to undertake PTTLS, or equivalent, initially (Staff teaching in both FE and HE are required to undertake PGCE-PCET equivalent)
- All academic staff are required to seek Higher Education Academy Fellowship and/or participate in the University of Portsmouth APEX programme
- Academic staff new to teaching required to undertake New Teaching Staff Induction
- Support Staff are encouraged to attend short courses in areas such as specific IT packages

23. Assessment Regulations

The current University of Portsmouth academic regulations for Collaborative Partners will apply to this programme (see [Regulations and Handbooks](#)²).

24. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

25. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

Upon successful completion of the FdSc VNS graduates can apply to the RCVS for entry onto the register for Veterinary Nurses. The Royal College of Veterinary Surgeons' Code of Professional Conduct for Veterinary Nurses details the 'fitness to practice' requirements for Veterinary Nurses.

B. Periodic Programme Review (or equivalent)

This course specification will be reviewed and re-issued annually.

The outcomes from the University of Portsmouth Periodic Review in January 2014 confirmed fitness of purpose of curriculum, it also found the annual monitoring and review processes effective.

For Animal Management, Applied Animal Behaviour, Veterinary Nursing and Equine Programmes, the key strengths of provision were as follows;

- Employability skill development which is integrated and evidenced throughout the programmes.
- The balance and quality of academic and industrial experience of staff and commitment to professional development.
- Students value the role of staff in supporting their learning and development.
- Excellent engagement in the use of Moodle as a learning resource.

²

www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/CollaborativePartnerships/documentat ion/RegulationsandHandbooks/filetownload,188676,en.pdf

- Extensive, effective and proactive student engagement in enhancing quality

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015](#)*³).

D. Teaching Excellence Framework

The Teaching Excellence Framework (TEF) is the UK Government's first assessment of teaching excellence in higher education. University Centre Sparsholt has been awarded a 'Gold' TEF rating.

26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth](#)⁴ and [School of Biological Sciences](#)⁵ websites

³ www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

⁴ www.port.ac.uk/

⁵ www.port.ac.uk/school-of-biological-sciences/