



CENTRAL QUALIFICATIONS

## **Assignment Guide**

# **Diploma in Veterinary Nursing Small Animal Practice**



**CONTENTS**

Assignment guidance.....	4
Marking guide .....	4
Assignment delivery .....	5
Number of assessment attempts.....	6
Assignments .....	6
Option 1 tasks.....	7
<b>VNSA1</b> Operational requirements in small animal practice .....	8
<b>VNSA2</b> Professional relationships and communication in small animal practice .....	24
<b>VNSA6</b> Veterinary nursing care for hospitalised small animals .....	33
<b>VNSA13</b> Principles of small animal veterinary nursing support .....	41
<b>VNSA15</b> Principles of small animal peri-operative veterinary nursing support.....	49
<b>VNSA18</b> Professionalism and ethics for small animal veterinary nurses .....	56
Option 2 tasks.....	69
<b>VNSA1</b> Operational requirements in small animal practice .....	70
<b>VNSA2</b> Professional relationships and communication in small animal practice .....	85
<b>VNSA6</b> Veterinary nursing care for hospitalised small animals .....	94
<b>VNSA13</b> Principles of small animal veterinary nursing support .....	102
<b>VNSA15</b> Principles of small animal peri-operative veterinary nursing support.....	110
<b>VNSA18</b> Professionalism and ethics for small animal veterinary nurses .....	117

<b>Amendment details</b>	<b>Page number</b>	<b>Date</b>
Unit VNSA15 Task A Option 1 Addition to marking criteria	53	February 2019
Unit VNSA15 Task A Option 2 Amendment to marking criteria – Neonates removed and replaced with Special considerations	114	February 2019

## Assignment guidance

### Completing assignments

- Tutors can use assignments from Option 1 or Option 2 or a mixture of both providing all learning outcomes are covered
- Learners are required to address all criteria within an assignment – maximum of four attempts (see guidance on number of assessment attempts)
- Each task has marking criteria and a feedback form
- All marks must be recorded and authenticated by the learner and the assessor
- Centres must ensure that all required evidence is available for verification visits and upon request
- It is good practice to encourage learners to reference their work to prepare for the L4 VN18 assignment, but not a marking criteria for level 3 units
- Word limits must be within plus or minus 10%

### Supporting evidence

- Some of the assignments require the learners to produce posters, leaflets, charts etc. and therefore it is very important that learners record their name and Centre name on all pieces of evidence and ensure that it is fastened together

### Time limits

- Measurable time limits for completion of assignments are set by Centres

### Safe working

- It is important that learners are aware of safe working practices and that they have responsibilities for the safety of others as well as themselves

### Verification

- All work of assessors must be monitored by Internal Quality Assurers, using the quality assurance procedures within the Centre, to ensure that consistent standards are being applied throughout all assessment activities
- An External Quality Assurer, or other representatives of Central Qualifications, will visit the Centre at least once a year. If a learner's work has been selected for verification you must ensure that these samples of work and feedback are available for the External Quality Assurer to see
- The External Quality Assurer will check to see that quality assurance procedures are adequate and 'fit for purpose', assess the programme delivery, look at learner support available, the quality of the facilities, act as a source of advice and support to Centres and tutors and will provide prompt, accurate and constructive feedback

## Marking guide

It is expected that learners will approach these assignments in line with the appropriate level descriptors as shown on the next page.

For each assignment there is a set of detailed marking criteria and it is the responsibility of the assessor to ensure the evidence is provided at the corresponding level and meets the criteria.

Level	Intellectual skills and attributes	Processes	Accountability
3	<p>Apply knowledge and skills in a range of complex activities, demonstrating comprehension of relevant theories</p> <p>Access and evaluate information independently</p> <p>Analyse information and make reasoned judgements</p> <p>Employ a range of responses to well defined but often unfamiliar or unpredictable problems</p>	<p>Operate in a variety of familiar and unfamiliar contexts using a range of technical or learning skills</p> <p>Select from a considerable choice of procedures</p> <p>Give presentations to an audience</p>	<p>Engage in self-directed activity with guidance/evaluation</p> <p>Accept responsibility for quantity and quality of output</p> <p>Accept limited responsibility for the quantity of the output of others</p>
4	<p>Develop a rigorous approach to the acquisition of a broad knowledge base</p> <p>Employ a range of specialised skills</p> <p>Determine solutions to a variety of unpredictable problems</p> <p>Generate a range of responses, a limited number of which are innovative, to well defined but often unfamiliar problems</p> <p>Evaluate information, using it to plan and develop investigative strategies</p>	<p>Operate in a range of varied and specific contexts involving creative and non-routine activities</p> <p>Exercise appropriate judgement in planning, selecting or presenting information, methods or resources</p>	<p>Undertake self-directed and a limited amount of directive activity</p> <p>Operate within broad general guidelines or functions</p> <p>Take responsibility for the nature and quantity of outputs</p> <p>Meet specified quality standards</p>

### Assignment delivery

Centres may wish to discuss assignments with class groups to ensure they understand the assignment brief and marking criteria, and to clarify any part of the assignment. Centres may also consider that some of the assignments may benefit from group discussions before they are attempted. However, the assignments are all summative assessments within the Diploma of Veterinary Nursing award and as such, learners must complete each assignment themselves.

### Number of assessment attempts

Learners will be entitled to a maximum of four attempts to re-sit any failed assessments. Learners who fail on three occasions will be required to carry out a programme of study, considered acceptable by Central Qualifications, of no less than four months under the supervision of their approved Centre before undertaking the assessment for a final attempt.

Any learner who should fail an assessment on four occasions will have their enrolment on the award (or unit) terminated. These learners may enrol again but will need to provide satisfactory evidence to Central Qualifications that they have taken active steps to address their former difficulties and are in a reasonable position to achieve the qualification or unit.

### Assignments

Unit	Title
VNSA1	Operational requirements in small animal practice
VNSA2	Professional relationships and communication in small animal practice
VNSA6	Veterinary nursing care for hospitalised small animals
VNSA13	Principles of small animal veterinary nursing support
VNSA15	Principles of small animal peri-operative veterinary nursing support
VNSA18	Professionalism and ethics for small animal veterinary nurses

# OPTION 2

<b>Unit title</b>	VNSA1 OPERATIONAL REQUIRMENTS IN SMALL ANIMAL PRACTICE
-------------------	--

**Assignment composition and mark sheet**

<b>Learner name</b>	
<b>Enrolment number</b>	
<b>Centre name</b>	
<b>Centre number</b>	

<b>Outcome</b>	<b>Task</b>	<b>Pass</b>
1. Understand the roles of members of the veterinary team	A	
2. Understand the aims of effective health and safety within a veterinary practice	B	
3. Understand how to use and maintain equipment in a veterinary practice		
4. Understand how to maintain stocks of veterinary consumables and pharmaceuticals	C	
5. Know the principles of record-keeping		

<b>Learner signature:</b>	<b>Date:</b>
<b>Assessor signature:</b>	<b>Date:</b>
<b>Internal Verifier signature (where applicable):</b>	<b>Date:</b>
<b>External Verifier signature (where applicable):</b>	<b>Date:</b>



<b>Task</b>	Unit VNSA1 Task A – Option 2
<b>Task title</b>	Understand the roles of members of the veterinary team

## ASSESSMENT CRITERIA

### The learner can:

- 1.1 Compare and contrast the roles of a veterinary surgeon and a veterinary nurse
- 1.2 Explain the role and functions of lay staff within a veterinary practice
- 1.3 Outline the significance of the Veterinary Surgeons Act 1966

## ASSESSMENT GUIDANCE

To complete Task A, the learner is required to produce a poster that details the roles and responsibilities of all members of the veterinary team in various work areas that can be used in the veterinary practice for new staff members.

Work areas to include:

- Medical
- Surgical
- Pharmacy
- Client care
- Nursing care

The poster must include:

- Details of the role and responsibility of a veterinary surgeon:
  - Defining acts of veterinary surgery, treatment and diagnosis
  - Protection of animals' interests
  - The Veterinary Surgeons Act 1966
  - The RCVS Code of Professional Conduct for Veterinary Surgeons
- Details of the role and responsibility of the registered veterinary nurse and student veterinary nurse
  - Nursing assessment and care
  - Working within professional competence
  - The RCVS Code of Professional Conduct for Veterinary Nurses
  - The Veterinary Surgeons Act 1966, including Schedule 3
  - Public image and professionalism
  - Definitions of 'direction', 'supervision' and 'direct, continuous and personal supervision'
- Details of the role and responsibility of lay staff: receptionists, kennel staff, volunteers and work experience students

- Limitations in relation to current legislation
- Limitations regarding the treatment of animals under the Veterinary Surgeons Act 1966

*The evidence must be presented as a poster.*

*The work must be word processed.*

*The poster must be a maximum size of one side of A3 paper.*

<p style="text-align: center;"><b>MARKING CRITERIA</b></p> <p style="text-align: center;"><b><i>Unit VNSA1 Task A – Understand the roles of members of the veterinary team</i></b></p>	<p style="text-align: center;"><b>Achieved</b></p> <p style="text-align: center;">✓</p>
<p>The poster includes aspects of all the following work areas:</p> <ul style="list-style-type: none"> <li>• Medical cases</li> <li>• Surgical cases</li> <li>• Pharmacy</li> <li>• Client care</li> <li>• Nursing care</li> </ul>	
<p>The poster details the role and responsibility of a veterinary surgeon, to include:</p> <ul style="list-style-type: none"> <li>• Defining acts of veterinary surgery, treatment and diagnosis</li> <li>• Protection of animals' interests</li> <li>• The Veterinary Surgeons Act 1966</li> <li>• The RCVS Code of Professional Conduct for Veterinary Surgeons</li> </ul>	
<p>The poster includes details of the role and responsibility of the registered veterinary nurse and student veterinary nurse, to include:</p> <ul style="list-style-type: none"> <li>• Nursing assessment and care</li> <li>• Working within professional competence</li> <li>• The RCVS Code of Professional Conduct for Veterinary Nurses</li> <li>• The Veterinary Surgeons Act 1966, including Schedule 3</li> <li>• Public image and professionalism</li> <li>• Definitions of 'direction', 'supervision' and 'direct, continuous and personal supervision'</li> </ul>	
<p>The poster includes details of the role and responsibility of lay staff: receptionists, kennel staff, volunteers and work experience students, to include:</p> <ul style="list-style-type: none"> <li>• Limitations in relation to current legislation</li> <li>• Limitations regarding the treatment of animals under the Veterinary Surgeons Act 1966</li> </ul>	
<p>The evidence is:</p> <p>Presented as a poster</p> <p>Word processed and well presented</p> <p>A maximum size of one side of A3 paper</p>	

<b>Assessor feedback for task</b>	Unit VNSA1 Task A – Option 2. Understand the roles of members of the veterinary team
<b>Learner name:</b>	<b>Assessor name:</b>
<b>Strengths:</b> (How the criteria have been achieved, good aspects of the work)	<b>Areas for improvement:</b>
<b>Task achieved: Yes/No</b>	

<b>Assessor signature:</b>	<b>Date:</b>
<b>Internal Verifier signature (if applicable):</b>	<b>Date:</b>
<b>Learner signature:</b>	<b>Date:</b>

<b>Task</b>	Unit VNSA1 Task B – Option 2
<b>Task title</b>	Maintaining health and safety in a veterinary practice

## ASSESSMENT CRITERIA

### The learner can:

- 2.1 Explain the aims of effective health and safety within a veterinary practice
- 2.2 Explain the principal risks in a veterinary practice, mentioning the environment, working hours, chemical and biological hazards
- 3.1 Describe the use of veterinary practice equipment, to include clinical furniture, powered and manual instrumentation, diagnostic imaging, laboratory and anaesthetic equipment
- 3.2 Explain the protocols for routine checking and maintenance of equipment by both internal practice staff and external agencies, to include frequency
- 3.3 Explain how to identify equipment faults, to include action that should be taken in the event of malfunction

## ASSESSMENT GUIDANCE

To complete Task B, the learner must produce:

- Three risk assessments for three clinical areas and explain the aims of health and safety and the legal requirements applicable for each
- and**
- Three standard operating procedures for three different pieces of equipment, each from a different category.

## RISK ASSESSMENTS

The learner must complete a risk assessment for each area, to include:

- A consultation room
- An operating theatre
- A radiography area

The evidence must be presented as a risk assessment that can be used to train and inform new members of staff.

Within each risk assessment the learner will:

- Identify the hazard
- Identify who might be harmed and who may be at special risk to include:
  - Asthma
  - Visual or hearing impediments
  - Impaired literacy
  - Pregnancy

- Age
- Disabilities
- Evaluate the risks and decide whether existing precautions are adequate and meet practice and legislative requirements
- Explain legislation to include:
  - RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations)
  - COSHH (Control of Substances Hazardous to Health Regulations)
  - IRR (Ionising Radiation Regulations)
  - HASAWA (Health and Safety at Work Act)
  - An outline of the risk of working hours

### **STANDARD OPERATING PROCEDURES**

The learner must write standard operating procedures for three pieces of equipment, each from one of the following five categories.

<b>Category</b>	<b>Equipment</b>
Equipment found in consultation rooms	Ophthalmoscope Thermometer Stethoscope Electrical equipment Stocks Consumables to include: syringes, needles, catheters and glass slides
Powered and manual equipment	Diathermy Drill Suction equipment Clippers
Laboratory diagnostic equipment	Laboratory diagnostic machines
Imaging	X-Ray machine Endoscope Ultrasound
Theatre suite	Lighting Heating aids Anaesthetic machine and scavenging Monitoring equipment Adjustable table Trolley Stool Autoclave Dental kit Lifting equipment

The standard operating procedure must include:

- How the equipment is used
- The checks that are performed on a daily, weekly and monthly basis, and the parameters to check

- Checks that are performed periodically to maintain equipment functioning, to include frequency
- How to identify faults and must include the action that should be taken in the event of malfunction, to include:
  - Chemical and biological spills
  - Glass breakage
  - Infection and infestation
  - Electrical and equipment faults
  - Fire, gaseous leak

*The evidence must be presented as three risk assessments and three standard operating procedures.*

*The work must be word processed.*

*Word limit of 2500 words (+/- 10%).*

<p align="center"><b>MARKING CRITERIA</b> <i>Unit VNSA1 Task B – Maintaining health and safety in a veterinary practice</i></p>	<p align="center"><b>Achieved</b> ✓</p>
<p>The risk assessments discusses three clinical areas and fixtures and fittings contained within them, to include:</p> <ul style="list-style-type: none"> <li>• Consultation room</li> <li>• Operating theatre</li> <li>• Radiography room</li> </ul>	
<p>The evidence must be presented as a risk assessment that can be used to train and inform new members of staff</p>	
<p>Each risk assessment includes the hazards in each area and the risks are correctly identified</p>	
<p>Each risk assessment takes into account those at special risk, to include:</p> <ul style="list-style-type: none"> <li>• Asthma</li> <li>• Visual or hearing impediment</li> <li>• Impaired literacy</li> <li>• Pregnancy</li> <li>• Age</li> <li>• Disabilities</li> </ul>	
<p>Each risk assessment evaluates the risk and decides whether existing precautions are adequate and meet practice protocols</p>	
<p>Each risk assessment evaluates the risk and decides whether existing precautions meet legislative requirements, to include:</p> <ul style="list-style-type: none"> <li>• RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations)</li> <li>• COSHH (Control of Substances Hazardous to Health Regulations)</li> <li>• IRR (Ionising Radiation Regulations)</li> <li>• HASAWA (Health and Safety at Work Act)</li> <li>• An outline of the risk of working hours</li> </ul>	
<p>The standard operating procedures (SOP) discuss three pieces of equipment, from different categories, to include:</p> <ul style="list-style-type: none"> <li>• Consultation room</li> <li>• Powered and manual equipment</li> <li>• Laboratory diagnostic equipment</li> <li>• Imaging</li> <li>• Theatre suite</li> </ul>	
<p>Each SOP includes the checks that are performed on a daily, weekly and monthly basis, and the parameters to check</p>	
<p>Each SOP includes the checks that are performed periodically to maintain equipment functioning, to include frequency</p>	



<p style="text-align: center;"><b>MARKING CRITERIA</b> <i>Unit VNSA1 Task B – Maintaining health and safety in a veterinary practice</i></p>	<p style="text-align: center;"><b>Achieved</b> ✓</p>
<p>Each SOP includes service contracts with external agencies to maintain equipment</p>	
<p>Each SOP includes how to identify faults and the action that should be taken in the event of malfunction, to include:</p> <ul style="list-style-type: none"> <li>• Chemical or biological spills</li> <li>• Glass breakage</li> <li>• Infection and infestation</li> <li>• Electrical and equipment faults</li> <li>• Fire, gaseous leaks</li> </ul>	
<p>The evidence is: Presented as three risk assessments and three standard operating procedures. Word processed and well presented Within word limit of 2500 words (+/- 10%)</p>	

<b>Assessor feedback for task</b>	Unit VNSA1 Task B – Option 2. Maintaining health and safety in a veterinary practice
<b>Learner name:</b>	<b>Assessor name:</b>
<b>Strengths:</b> (How the criteria have been achieved, good aspects of the work)	<b>Areas for improvement:</b>
<b>Task achieved: Yes/No</b>	

<b>Assessor signature:</b>	<b>Date:</b>
<b>Internal Verifier signature (if applicable):</b>	<b>Date:</b>
<b>Learner signature:</b>	<b>Date:</b>

<b>Task</b>	Unit VNSA1 Task C - Option 2
<b>Task title</b>	Understand how to maintain stocks of veterinary consumables and pharmaceuticals

### ASSESSMENT CRITERIA

#### The learner can:

- 4.2 Identify the range of materials needed to support a veterinary practice, to include consumables, sterile supplies, pharmaceuticals, food
- 4.3 Explain how to safely dispose of surplus and outdated materials, mentioning relevant legal requirements
- 5.1 Explain the principles of veterinary record-keeping, mentioning client and patients records, to include confidentiality, data protection, RCVS Codes of Professional Conduct

### ASSESSMENT GUIDANCE

To complete Task C, the learner is required to produce a leaflet that could be used to inform new members of staff in the practice on how to maintain stocks of veterinary consumables and pharmaceuticals, how to dispose of materials correctly and how to keep records.

The leaflet must include:

- The method employed in your practice for identifying the range of materials required and placing a pharmaceutical order, to include:
  - Consumables
  - Sterile supplies
  - Pharmaceuticals
  - Food
- Legal requirements for record-keeping, to include:
  - Sale
  - Supply
  - Use
  - Batch numbers
  - Quantity
- How to dispose of surplus and out-of-date materials in accordance with current legislation guidelines, to include:
  - Hazardous Waste Regulations
  - Misuse of Drugs Act
  - COSHH
- How to maintain client and patient records, to include:
  - Confidentiality
  - Data protection requirements

- RCVS Codes of Professional Conduct
- Sharing of information
- History taking and recording
- Receiving records from and supplying records to another veterinary professional
- Principles of certification e.g. pet passports
- Maintaining basic records of financial transactions

*The evidence must be presented as a leaflet.*

*The work must be word processed.*

*Word limit of 1200 words (+/- 10%).*

<p align="center"><b>MARKING CRITERIA</b></p> <p><b><i>Unit VNSA1 Task C - Understand how to maintain stocks of veterinary consumables and pharmaceuticals</i></b></p>	<p align="center"><b>Achieved</b></p> <p align="center">✓</p>
<p>The leaflet includes:</p> <ul style="list-style-type: none"> <li>• The method employed in your practice for identifying the range of materials required and placing a pharmaceutical order to include:                             <ul style="list-style-type: none"> <li>○ Consumables</li> <li>○ Sterile supplies</li> <li>○ Pharmaceuticals</li> <li>○ Food</li> </ul> </li> </ul>	
<p>The leaflet includes:</p> <ul style="list-style-type: none"> <li>• Legal requirements for record-keeping, to include:                             <ul style="list-style-type: none"> <li>○ Sale</li> <li>○ Supply</li> <li>○ Use</li> <li>○ Batch numbers</li> <li>○ Quantity</li> </ul> </li> </ul>	
<p>The leaflet includes:</p> <ul style="list-style-type: none"> <li>• How to dispose of surplus and out-of-date materials in accordance with current legislation guidelines, to include:                             <ul style="list-style-type: none"> <li>○ Hazardous Waste Regulations</li> <li>○ Misuse of Drugs Act</li> <li>○ COSHH</li> </ul> </li> </ul>	
<p>The leaflet includes:</p> <ul style="list-style-type: none"> <li>• How to maintain client and patient records, to include:                             <ul style="list-style-type: none"> <li>○ Confidentiality</li> <li>○ Data protection requirements</li> <li>○ RCVS Codes of Professional Conduct</li> <li>○ Sharing of information</li> <li>○ History taking and recording</li> <li>○ Receiving records from and supplying records to another veterinary professional</li> <li>○ Principles of certification e.g. pet passports</li> <li>○ Maintaining basic records of financial transactions</li> </ul> </li> </ul>	
<p>The leaflet is:</p> <p>Word processed and well presented</p> <p>Within word count 1200 words (+/- 10%)</p>	

<b>Assessor feedback for task</b>	Unit VN SA1 Task C – Option 2 Understand how to maintain stocks of veterinary consumables and pharmaceuticals
<b>Learner name:</b>	<b>Assessor name:</b>
<b>Strengths:</b> (How the criteria have been achieved, good aspects of the work)	<b>Areas for improvement:</b>
<b>Task achieved: Yes/No</b>	

<b>Assessor signature:</b>	<b>Date:</b>
<b>Internal Verifier signature (if applicable):</b>	<b>Date:</b>
<b>Learner signature:</b>	<b>Date:</b>

<b>Unit title</b>	VNSA2 PROFESSIONAL RELATIONSHIPS AND COMMUNICATION IN SMALL ANIMAL PRACTICE
-------------------	---

**Assignment composition and mark sheet**

<b>Learner name</b>	
<b>Enrolment number</b>	
<b>Centre name</b>	
<b>Centre number</b>	

<b>Outcome</b>	<b>Task</b>	<b>Pass</b>
1. Understand the dynamics of communication	A	
3. Understand factors affecting working relationships with clients and within the veterinary team		
4. Understand the principles of customer service	B	

<b>Learner signature:</b>	<b>Date:</b>
<b>Assessor signature:</b>	<b>Date:</b>
<b>Internal Verifier signature (where applicable):</b>	<b>Date:</b>
<b>External Verifier signature (where applicable):</b>	<b>Date:</b>

<b>Task</b>	Unit VNSA2 Task A – Option 2
<b>Task title</b>	Understand the dynamics of communication

### ASSESSMENT CRITERIA

#### The learner can:

- 1.1 Identify modes of communication encountered in veterinary practice
- 1.2 Differentiate between communication styles, to include recognition of own style of communication
- 1.3 Explain the dynamics of effective face-to-face interaction, mentioning social and environmental factors, body language and feedback mechanisms
- 1.4 Explain the specific demands and adaptations required in telephone communication with a focus on excellence in customer service and client care
- 3.1 Explore factors that may affect communication and influence human/animal relationships, to include culture, age, grief, use of language and sensory impairment
- 3.2 Recognise how emotions affect communication, to include manifestations of grief and loss
- 3.3 Outline the influences on relationships between members of an inter-professional team, to include perceptions, roles, expertise and responsibilities

### ASSESSMENT GUIDANCE

To complete Task A, the learner is required to produce a presentation which explains the importance of communication within a veterinary practice, focussing on the importance of communication during animal euthanasia. The presentation must detail the procedures for pet euthanasia within their veterinary practice.

The presentation must explain the different modes of communication used between a practice and a client, identifying the key factors to ensure the mode used is successful and appropriate to the needs of the client.

The presentation must also explain factors that may affect communication, to include:

- Cultural and religious beliefs
- Use of animals, for example pets and working animals
- Grief
- Time constraints



- Limitations of staff

The presentation must:

- Explain the importance of communication
- Identify a preferred personal style of communication, giving suggestions for why this method is preferred
- Explain why other members of an inter-professional team may have differing views to communication depending on their role, expertise and responsibilities, and how this may affect working relationships, to include:
  - Veterinary surgeon
  - Veterinary nurse
  - Non-clinical staff
  - New and long serving staff members

Using a pet euthanasia as a scenario, the presentation must detail the following:

- Booking a euthanasia appointment, including adaptations required for telephone communication
- Providing information about the euthanasia procedure
- Providing information about cremation options
- Providing information about bereavement support/counselling
- Billing the client following pet euthanasia
- Informing the client that the ashes are available for collection

*The evidence must be presented as a presentation, which must include all of the content listed under the guidance. This should be evident in the material submitted for verification.*

*The work must be word processed (for example, using slide presentation software) and may contain images, diagrams or charts as appropriate.*

*Within time limit of 20 minutes (+/- 10%).*

<b>MARKING CRITERIA</b> <b><i>Unit VNSA2 Task A – Understand the dynamics of communication</i></b>	<b>Achieved</b> ✓
The presentation identifies different modes of communication and those used more commonly in veterinary practice	
The presentation includes factors that may affect communication, to include: <ul style="list-style-type: none"> <li>• Cultural and religious beliefs</li> <li>• Use of animals, for example pets and working animals</li> <li>• Grief</li> <li>• Time constraints</li> <li>• Limitations of staff</li> </ul>	
The presentation explains the importance of communication during pet euthanasia	
The presentation includes the learner's preferred style of communication giving suggestions why this method is preferred	
The presentation describes why other members of an inter-professional team may have differing views to communication, and how this may affect working relationships, to include: <ul style="list-style-type: none"> <li>• Veterinary surgeon</li> <li>• Veterinary nurse</li> <li>• Non-clinical staff</li> </ul>	
The presentation details the information for booking an appointment for pet euthanasia, including adaptations for telephone communication	
The presentation details the information to be provided to the client regarding the euthanasia procedure	
The presentation details the information to be provided to the client regarding cremation options	
The presentation details the information to be provided to the client regarding bereavement support/counselling	
The presentation details the procedure for billing the client following pet euthanasia	
The presentation details the procedure for informing the client when the ashes are ready for collection	
The evidence is: A presentation which includes all of the content listed under the guidance Word processed and well presented Within time limit of 20 minutes (+/-10%)	

<b>Assessor feedback for task</b>	Unit VN2A2 Task A – Option 2. Understand the dynamics of communication
<b>Learner name:</b>	<b>Assessor name:</b>
<b>Strengths:</b> (How the criteria have been achieved, good aspects of the work)	<b>Areas for improvement:</b>
<b>Task achieved: Yes/No</b>	

<b>Assessor signature:</b>	<b>Date:</b>
<b>Internal Verifier signature (if applicable):</b>	<b>Date:</b>
<b>Learner signature:</b>	<b>Date:</b>

<b>Task</b>	Unit VNSA2 Task B – Option 2
<b>Task title</b>	Understand the principles of customer care

### ASSESSMENT CRITERIA

#### The learner can:

- 4.1 Summarise the value of clients to a veterinary practice
- 4.2 Explain the important customer service factors for veterinary clients, to include information, courtesy, responsiveness, presentation of the practice
- 4.3 Summarise the principles of handling a complaint

### ASSESSMENT GUIDANCE

To complete Task B, the learner is required to write an essay discussing customer service and the importance of clients to the practice.

The essay must highlight the importance of the following points:

- The value of clients to a veterinary practice, including factors that are critical to business growth:
  - Profit
  - Sustainability
  - Effective sales and marketing
  - Pricing structure
  - Local practices
  - Loyalty of clients
  - Word of mouth recommendations
  - Attracting new clients
- The importance of veterinary customer service factors for information, courtesy, responsiveness and presentation of the practice, to include:
  - Presentation and attitude of staff
  - Practice facilities
  - Location
  - Client care standards
  - Ability to meet clients' needs
  - Open surgery or appointment system
  - Hours open
  - Welcoming and caring atmosphere
  - RCVS Practice Standards Scheme
  - Trained staff
  - Attitude to animal or client
  - Consideration of client feedback

- The principles of handling a complaint, to include:
  - Records to be kept
  - Responses given by whom, when and what action taken, including referral to the appropriate person where required
  - Addressing the subject of a complaint
  - Resolution
  - Timescale
  - Courtesy and objectivity
  - Confidentiality

*The evidence must be presented as an essay.*

*The work must be word processed and may contain drawings, images or diagrams where appropriate.*

*Word limit of 1500 words (+/-10%)*

<p style="text-align: center;"><b>MARKING CRITERIA</b></p> <p><b><i>Unit VNSA2 Task B – Understand the principles of customer service</i></b></p>	<p style="text-align: center;"><b>Achieved</b> ✓</p>
<p>The essay discusses the value of clients to a veterinary practice, including factors that are critical to business growth:</p> <ul style="list-style-type: none"> <li>• Profit</li> <li>• Sustainability</li> <li>• Effective sales and marketing</li> <li>• Pricing structure</li> <li>• Local practices</li> <li>• Loyalty of clients</li> <li>• Word of mouth recommendations</li> <li>• Attracting new clients</li> </ul>	
<p>The essay explains the importance of veterinary customer service factors for information, courtesy, responsiveness and presentation of the practice, to include:</p> <ul style="list-style-type: none"> <li>• Presentation and attitude of staff</li> <li>• Practice facilities</li> <li>• Location</li> <li>• Client care standards</li> <li>• Ability to meet clients' needs</li> <li>• Open surgery or appointment system</li> <li>• Hours open</li> <li>• Welcoming and caring atmosphere</li> <li>• RCVS Practice Standards Scheme</li> <li>• Trained staff</li> <li>• Attitude to animal or client</li> <li>• Consideration of client feedback</li> </ul>	
<p>The essay discusses the principles of handling a complaint, to include:</p> <ul style="list-style-type: none"> <li>• Records to be kept</li> <li>• Responses given by whom, when and what action taken, including referral to the appropriate person where required</li> <li>• Addressing the subject of a complaint</li> <li>• Resolution</li> <li>• Timescale</li> <li>• Courtesy and objectivity</li> <li>• Confidentiality</li> </ul>	
<p>The evidence is: Presented as an essay Word processed and well presented Within word count 1500 words (+/-10%)</p>	

<b>Assessor feedback for task</b>	Unit VNSA2 Task B – Option 2 Understand the principles of customer service
<b>Learner name:</b>	<b>Assessor name:</b>
<b>Strengths:</b> (How the criteria have been achieved, good aspects of the work)	<b>Areas for improvement:</b>
<b>Task achieved: Yes/No</b>	

<b>Assessor signature:</b>	<b>Date:</b>
<b>Internal Verifier signature (if applicable):</b>	<b>Date:</b>
<b>Learner signature:</b>	<b>Date:</b>

<b>Unit title</b>	VNSA6 VETERINARY NURSING CARE FOR HOSPITALISED SMALL ANIMALS
-------------------	--

**Assignment composition and mark sheet**

<b>Learner name</b>	
<b>Enrolment number</b>	
<b>Centre name</b>	
<b>Centre number</b>	

<b>Outcome</b>	<b>Task</b>	<b>Pass</b>
1. Understand the principles of a systematic approach to the provision of nursing care	A	
2. Understand how to assess the condition of patients	B	

<b>Learner signature:</b>	<b>Date:</b>
<b>Assessor signature:</b>	<b>Date:</b>
<b>Internal Verifier signature (where applicable):</b>	<b>Date:</b>
<b>External Verifier signature (where applicable):</b>	<b>Date:</b>



<b>Task</b>	Unit VNSA6 Task A – Option 2
<b>Task title</b>	Understand the principles of a systematic approach to the provision of nursing care

### ASSESSMENT CRITERIA

#### The learner can:

- 1.1 Differentiate between the ‘medical’ model of nursing – based on diagnosis and treatment of disease and the nursing-focused model – based on the supportive care of individual patient needs
- 1.2 Explain the ‘nursing process’, mentioning a logical cycle of assessment, planning, implementation and evaluation
- 1.3 Compare models of nursing, to include Roper, Logan and Tierney, and Orem
- 1.4 Use a reflective approach to support nursing problem solving

### ASSESSMENT GUIDANCE

To complete Task A, the learner is required to:

- a) Produce two different models of nursing care plans for the following scenario:

*“An 8 year old Border Collie 20kg male dog has been admitted to the practice following a road traffic accident. The dog has to undergo spinal surgery. The dog will be in the care of the practice for 7 days post-surgery and requires complex nursing care.”*

The nursing care plans must compare a ‘medical’ model of nursing to a nursing-focused model and nursing process, to include:

- Veterinary surgeon and veterinary nurse roles, to include:
  - Medical diagnosis
  - Nursing assessment
  - Nursing care from admission to discharge
  - Veterinary treatment
  - Responsibilities and limitations of each role
- The nursing care plans must demonstrate the nursing process, to include:
  - A logical process: assessment, planning, implementation, evaluation
  - Practical applications and limitations of the nursing process
  - Integration into models of nursing

- b) The learner must present a written report.

The written report must:

- Discuss origins and aims of nursing models
- Discuss advantages of using a systematically constructed framework
- Evaluate nursing care provided for each nursing care plan using a reflective approach to support nursing problem solving, to include:
  - Process of reflection
  - Value of reflection in learning and improving practice
- Explain the use of a reflective model, such as:
  - Gibbs' reflective cycle
  - Johns' reflective cycle
  - Kolb's learning cycle
- Explain the use of reflection within a veterinary practice team, to include:
  - Practice meetings
  - Group reflection
  - Diaries

*The evidence must be presented as a written report and two care plans.*

*The work must be word processed*

*Each nursing care plan must be a maximum size of one side of A4*

*Word limit of 1500 words for the report (+/- 10%)*

<p align="center"><b>MARKING CRITERIA</b></p> <p><b><i>Unit VNSA6 Task A – Understand the principles of a systematic approach to the provision of nursing care</i></b></p>	<p align="center"><b>Achieved</b></p> <p align="center">✓</p>
<p>The learner has produced two different models of nursing care plans</p>	
<p>The nursing care plans compare a ‘medical’ model of nursing to a nursing-focused model and nursing process, to include:</p> <ul style="list-style-type: none"> <li>● Veterinary surgeon and veterinary nurse roles, to include:                             <ul style="list-style-type: none"> <li>○ Medical diagnosis</li> <li>○ Nursing assessment</li> <li>○ Nursing care from admission to discharge</li> <li>○ Veterinary treatment</li> <li>○ Responsibilities and limitations of each role</li> </ul> </li> </ul>	
<p>The nursing care plans demonstrate the nursing process, to include:</p> <ul style="list-style-type: none"> <li>● A logical process: assessment, planning, implementation, evaluation</li> <li>● Practical applications and limitations of the nursing process</li> <li>● Integration into models of nursing</li> </ul>	
<p>The written report discusses origins and aims of nursing models</p>	
<p>The written report discusses advantages of using a systematically constructed framework</p>	
<p>The written report evaluates nursing care provided for each nursing care plan using a reflective approach to support nursing problem solving, to include:</p> <ul style="list-style-type: none"> <li>● Process of reflection</li> <li>● Value of reflection in learning and improving practice</li> </ul>	
<p>The written report explains the use of a reflective model, such as:</p> <ul style="list-style-type: none"> <li>● Gibbs’ reflective cycle</li> <li>● Johns’ reflective cycle</li> <li>● Kolb’s learning cycle</li> </ul>	
<p>The written report explains the use of reflection within veterinary practice team, to include:</p> <ul style="list-style-type: none"> <li>● Practice meetings</li> <li>● Group reflection</li> <li>● Diaries</li> </ul>	
<p>The evidence is:                      Presented as a report and two care plans                      Word processed and well presented                      Care plans on a maximum of one side of A4 paper each                      Report within word count 1500 words (+/- 10%)</p>	

<b>Assessor feedback for task</b>	Unit VNSA6 Task A – Option 2. Understand the principles of a systematic approach to the provision of nursing care
<b>Learner name:</b>	<b>Assessor name:</b>
<b>Strengths:</b> (How the criteria have been achieved, good aspects of the work)	<b>Areas for improvement:</b>
<b>Task achieved: Yes/No</b>	

<b>Assessor signature:</b>	<b>Date:</b>
<b>Internal Verifier signature (if applicable):</b>	<b>Date:</b>
<b>Learner signature:</b>	<b>Date:</b>

<b>Task</b>	VNSA6 Task B – Option 2
<b>Task title</b>	Understand how to assess the condition of patients

## ASSESSMENT CRITERIA

### The learner can:

2.1 Explain how a nursing model is used to inform patient assessment, to include physical, behavioural and owner-related factors

## ASSESSMENT GUIDANCE

To complete Task B, the learner must write a report to explain how a nursing model is used to inform patient assessment, based on a case they have dealt with in practice.

The report must include the following factors:

- Physical
- Behavioural
- Owner-related

The report must use a:

- Logical methodology for in-patient assessment
- Holistic approach

*The evidence must be presented as a report.*

*The work must be word processed.*

*Word limit of 1000 words (+/- 10%).*

<p style="text-align: center;"><b>MARKING CRITERIA</b></p> <p><b>Unit VNSA6 Task B – Understand how to assess the condition of patients</b></p>	<p style="text-align: center;"><b>Achieved</b> ✓</p>
<p>The learner has written a report to explain how a nursing model is used to inform patient assessment, based on a case they have dealt with in practice</p>	
<p>The report includes the following factors:</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Behavioural</li> <li>• Owner-related</li> </ul>	
<p>The report uses a:</p> <ul style="list-style-type: none"> <li>• Logical methodology for in-patient assessment</li> <li>• Holistic approach</li> </ul>	
<p>The evidence is: Presented as a report. Word processed and well presented. Within the word count of 1000 words (+/- 10%)</p>	

<b>Assessor feedback for task</b>	VNSA6 Task B – Option 2. Understand how to assess the condition of patients
<b>Learner name:</b>	<b>Assessor name:</b>
<b>Strengths:</b> (How the criteria have been achieved, good aspects of the work)	<b>Areas for improvement:</b>
<b>Task achieved: Yes/No</b>	

<b>Assessor signature:</b>	<b>Date:</b>
<b>Internal Verifier signature (if applicable):</b>	<b>Date:</b>
<b>Learner signature:</b>	<b>Date:</b>

<b>Unit title</b>	VNSA13 PRINCIPLES OF SMALL ANIMAL VETERINARY NURSING SUPPORT
-------------------	--

**Assignment composition and mark sheet**

<b>Learner name</b>	
<b>Enrolment number</b>	
<b>Centre name</b>	
<b>Centre number</b>	

<b>Outcome</b>	<b>Task</b>	<b>Pass</b>
4. Understand how to facilitate effective home and follow-up care for animals with long-term illness	A	
5. Understand how to support a client through grief and loss	B	

<b>Learner signature:</b>	<b>Date:</b>
<b>Assessor signature:</b>	<b>Date:</b>
<b>Internal Verifier signature (where applicable):</b>	<b>Date:</b>
<b>External Verifier signature (where applicable):</b>	<b>Date:</b>



<b>Task</b>	Unit VNSA13 Task A – Option 2
<b>Task title</b>	Understand how to facilitate effective home and follow-up care for animals with long-term illness

### ASSESSMENT CRITERIA

#### The learner can:

- 4.1 Explain the importance of client concordance in the home management of a patient and identify factors that may inhibit this
- 4.2 Evaluate strategies for maintaining and improving client concordance with home care plans
- 4.3 Explain the value of nursing follow-up clinics in support of chronic animal health problems, to include role of the veterinary team in long-term care, requirements for an effective nursing clinic, role and remit of the veterinary nurse in consultations

### ASSESSMENT GUIDANCE

To complete Task A, the learner is required to produce a case study for a case that has a long-term illness whose care they were involved in.

The case study should identify key factors that are important for client concordance with pets suffering from a long-term illness, to include:

- Expectations in relation to terminal illness, to include:
  - Understanding of illness and engagement with treatment aims
  - Expectations in relation to terminal illness: old age, malignancy
  - Achievable goals, compromises, negotiating and setting goals with client
- Financial concerns
- Time commitment
- Environmental adaptations required
- Follow-up clinics, to include:
  - Points of contact: named veterinary surgeon and/or veterinary nurse
  - Nursing clinics: clinic aims and costs
  - Role of the veterinary team in long-term care
  - Effective communication, providing clear recommendations to the client about the pet's treatment

*The evidence must be presented as a case study.*

*The work must be word processed and may contain relevant case identifiers, documents, records or care plans, in compliance with the Data Protection Act to support evidence where appropriate.*

*Word limit of 1200 words (+/-10%).*

<p style="text-align: center;"><b>MARKING CRITERIA</b></p> <p><b><i>Unit VNSA13 Task A – Understand how to facilitate effective home and follow-up care for animals with long-term illness</i></b></p>	<p style="text-align: center;"><b>Achieved</b> ✓</p>
<p>The work is presented as a case study relating to a case with a long-term illness whose care the learner was directly involved in</p>	
<p>The case study identifies key factors that are important for client concordance with pets suffering from a long-term illness, to include:</p> <ul style="list-style-type: none"> <li>• Expectations in relation to terminal illness, to include:                             <ul style="list-style-type: none"> <li>○ Understanding of illness and engagement with treatment aims</li> <li>○ Expectations in relation to terminal illness: old age, malignancy</li> <li>○ Achievable goals, compromises, negotiating and setting goals with client</li> </ul> </li> </ul>	
<p>The case study identifies key factors that are important for client concordance with pets suffering from a long-term illness, to include:</p> <ul style="list-style-type: none"> <li>• Financial concerns</li> </ul>	
<p>The case study identifies key factors that are important for client concordance with pets suffering from a long-term illness, to include:</p> <ul style="list-style-type: none"> <li>• Time commitment</li> </ul>	
<p>The case study identifies key factors that are important for client concordance with pets suffering from a long-term illness to include:</p> <ul style="list-style-type: none"> <li>• Environmental adaptations required</li> </ul>	
<p>The case study identifies key factors that are important for client concordance with pets suffering from a long-term illness, to include:</p> <ul style="list-style-type: none"> <li>• Follow-up clinics, to include:                             <ul style="list-style-type: none"> <li>○ Points of contact: named veterinary surgeon and/or veterinary nurse</li> <li>○ Nursing clinics: clinic aims and costs</li> <li>○ Role of the veterinary team in long-term care</li> <li>○ Effective communication, providing clear recommendations to the client about the pet’s treatment</li> </ul> </li> </ul>	
<p>The case study complies with the requirements of the Data Protection Act</p>	
<p>The evidence is: Presented as a case study Word processed and well presented Within word count 1200 words (+/- 10%)</p>	

<b>Assessor feedback for task</b>	Unit VNSA13 Task A – Option 2. Understand how to facilitate effective home and follow-up care for animals with a long-term illness
<b>Learner name:</b>	<b>Assessor name:</b>
<b>Strengths:</b> (How the criteria have been achieved, good aspects of the work)	<b>Areas for improvement:</b>
<b>Task achieved: Yes/No</b>	

<b>Assessor signature:</b>	<b>Date:</b>
<b>Internal Verifier signature (if applicable):</b>	<b>Date:</b>
<b>Learner signature:</b>	<b>Date:</b>

<b>Task</b>	Unit VNSA13 Task B – Option 2
<b>Task title</b>	Understand how to support a client through grief and loss

### ASSESSMENT CRITERIA

#### The learner can:

- 5.1 Explain the psychological processes of loss and grieving and summarise how these may impact on communication with a client
- 5.3 Explain how sensitive euthanasia can be accomplished within a busy small animal veterinary practice
- 5.4 Evaluate services available to assist clients to cope with loss

### ASSESSMENT GUIDANCE

To complete Task B, the learner is required to deliver a presentation on the nurse’s role in euthanasia to their tutor and peers.

The presentation must explain the psychological processes of loss and grieving, including the stages of grieving, and summarise how these may impact on communication with a client.

The presentation must explain how sensitive euthanasia can be accomplished within a busy small animal veterinary practice, to include:

- The preparation of the client, including options available for dealing with the cadaver, time and place of appointment (may be home visit), staff involved, consent forms, discussing the procedure itself, billing
- Logistical considerations, including entrance and exit to practice for client, layout of consulting area, sensitive handling and restraint of the animal.

The learner must include examples from real cases in practice, including how appropriate body language and verbal communication can help during the euthanasia process.

The presentation must detail the services and/or follow-up support available for clients post euthanasia.

*The evidence must be presented as a 15 minute presentation.*

*The work must be word processed (for example, using slide presentation software) and may contain images, diagrams and charts as appropriate.*

*Time limit of 15 minutes (+/- 10 %).*

<p style="text-align: center;"><b>MARKING CRITERIA</b></p> <p style="text-align: center;"><b><i>Unit VNSA13 Task B – Understand how to support a client through grief and loss</i></b></p>	<p style="text-align: center;"><b>Achieved</b></p> <p style="text-align: center;">✓</p>
<p>The presentation focuses on the nurse’s role in euthanasia</p>	
<p>The presentation explains the psychological processes of loss and grieving, including the stages of grieving</p>	
<p>The presentation summarises how the grieving process may impact on communication with a client</p>	
<p>The presentation explains how sensitive euthanasia can be accomplished within a busy small animal veterinary practice, to include:</p> <ul style="list-style-type: none"> <li>• The preparation of the client, including options available for dealing with the cadaver, time and place of appointment (may be home visit), staff involved, consent forms, discussing the procedure itself, billing</li> <li>• Logistical considerations, including entrance and exit to practice for client, layout of consulting area, sensitive handling and restraint of animal</li> </ul>	
<p>The learner has included examples from real cases in practice, including how appropriate body language and verbal communication can help during the euthanasia process</p>	
<p>The presentation details the services and/or follow-up support available for clients post euthanasia</p>	
<p>The evidence is:                      Delivered as a presentation                      Word processed (for example, using slide presentation software) and well presented                      Within time limit 15 minutes (+/- 10%)</p>	

<b>Assessor feedback for task</b>	VNSA13 Task B – Option 2. Understand how to support a client through grief and loss
<b>Learner name:</b>	<b>Assessor name:</b>
<b>Strengths:</b> (How the criteria have been achieved, good aspects of the work)	<b>Areas for improvement to meet marking criteria:</b>
<b>Task achieved: Yes/No</b>	

<b>Assessor signature:</b>	<b>Date:</b>
<b>Internal Verifier signature (if applicable):</b>	<b>Date:</b>
<b>Learner signature:</b>	<b>Date:</b>

<b>Unit title</b>	VNSA15 PRINCIPLES OF SMALL ANIMAL PERI-OPERATIVE VETERINARY NURSING SUPPORT
-------------------	---

**Assignment composition and mark sheet**

<b>Learner name</b>	
<b>Enrolment number</b>	
<b>Centre name</b>	
<b>Centre number</b>	

<b>Outcome</b>	<b>Task</b>	<b>Pass</b>
1. Understand how to prepare a patient for surgery	A	
3. Understand nursing requirements of the convalescent patient		
5. Understand how to facilitate home convalescence		

<b>Learner signature:</b>	<b>Date:</b>
<b>Assessor signature:</b>	<b>Date:</b>
<b>Internal Verifier signature (where applicable):</b>	<b>Date:</b>
<b>External Verifier signature (where applicable):</b>	<b>Date:</b>



<b>Task</b>	Unit VNSA15 Task A – Option 2
<b>Task title</b>	Peri-operative nursing support

## ASSESSMENT CRITERIA

### The learner can:

- 1.1 Explain the information to be obtained from the animal's owner, to include starvation, normal routine, contact details
- 1.2 Summarise the legal requirements for consent to a surgical procedure, to include fee estimate, explanation and signature
- 1.3 Explain the principles of withholding food and fluids prior to anaesthesia
- 1.4 Describe requirements for clipping and skin preparation, to include care and use of clippers, identification of site, first skin scrub and foot bandage
- 3.1 Explain core nursing requirements during post-operative convalescence, to include fluid and nutrition, elimination, mobility, exercise, pain relief, alleviation of stress and wound management
- 5.1 Analyse the factors to consider when planning for discharge, to include condition of the patient and home circumstances
- 5.2 Explain the core requirements for a home care plan
- 5.3 Analyse the requirements for effective discharge handover to an owner

## ASSESSMENT GUIDANCE

To complete Task A, the learner is required to write an essay regarding the care of a surgical patient from admission to discharge.

The essay must state the details that should be obtained from the owner when the animal is admitted, to include:

- Starvation
- Normal routine
- Contact details
- Information on reason for admission
- General condition

The essay must explain the legal requirements for consent to a surgical procedure, to include:

- Fee estimation

- Explanation of procedure
- Signature of owner

The essay must explain the principles of withholding food and fluids prior to anaesthesia, to include:

- Risk of regurgitation
- Reduction of lung volume and limitation of respiration
- Pulmonary acid aspiration syndrome
- Varying period of withholding in special cases, to include:
  - Geriatric animals
  - Lactating animals
  - Species considerations
  - Emergency situations

The essay must describe the requirements for clipping and skin preparation, to include:

- Care and use of clippers
- Identification of site
- First skin scrub
- Any other measures taken to maintain sterility of the surgical site, for example foot bandage

The essay must explain the considerations for immediate post-operative nursing requirements, to include:

- Fluid and nutrition, including calculation of energy and fluid requirements for post-operative patients, and methods of nutritional support
- Supporting elimination, including methods of supported exercise to aid elimination, managing incontinence, prevention of urine scalding, and management of constipation
- Mobility and exercise, including supported exercise and physiotherapy techniques
- Pain relief, including pain relief dependent on species, age and condition; pain score assessment and provision of analgesia
- Alleviation of stress, including 'boredom buster' toys, provision of a stimulating environment and human company, grooming, and positioning of accommodation

- Effective wound management, including monitoring the appearance of the wound and application of dressings and bandages

The essay must explain the discharge of the animal to the owner, to include:

- Planning for discharge, including an assessment of owner needs
- Personalised discharge forms and/or aftercare sheet(s), including information such as changes in daily routine, adaptations required to the home environment, nutrition, nursing care requirements, wound management, medication advice
- Importance of communication and client concordance
- Monitoring and reassessment
- Emergency contact

*The evidence must be presented as an essay.*

*The work must be word processed and may contain images, diagrams, documents or care plans, in compliance with the Data Protection Act to support evidence where appropriate.*

*Word limit of 3500 words (+/- 10 %).*

<p style="text-align: center;"><b>MARKING CRITERIA</b> <i>Unit VNSA15 Task A – Peri-operative nursing support</i></p>	<p style="text-align: center;"><b>Achieved</b> ✓</p>
<p>The essay discuss the care of a surgical patient from admission to discharge</p>	
<p>The essay states the details that should be obtained from the owner when the animal is admitted, to include:</p> <ul style="list-style-type: none"> <li>• Starvation</li> <li>• Normal routine</li> <li>• Contact details</li> <li>• Information on reason for admission and general condition</li> </ul>	
<p>The essay explains the legal requirements that must be met to obtain consent for a surgical procedure, to include:</p> <ul style="list-style-type: none"> <li>• Fee estimation</li> <li>• Explanation</li> <li>• Signature of owner</li> </ul>	
<p>The essay explains the principles of withholding food and fluids prior to anaesthesia, to include:</p> <ul style="list-style-type: none"> <li>• Risk of regurgitation</li> <li>• Reduction of lung volume and limitation of respiration</li> <li>• Pulmonary acid aspiration syndrome</li> </ul>	
<p>The essay explains the varying period of withholding in special cases, to include:</p> <ul style="list-style-type: none"> <li>• Geriatric</li> <li>• Lactating</li> <li>• Species considerations</li> <li>• Emergency situations</li> </ul>	
<p>The essay describes the requirements for clipping and skin preparation, to include:</p> <ul style="list-style-type: none"> <li>• Care and use of clippers</li> <li>• Identification of site</li> <li>• First skin scrub</li> <li>• Any other measures taken to maintain sterility of the surgical site, for example foot bandage</li> </ul>	

<p align="center"><b>MARKING CRITERIA</b> <b><i>Unit VNSA15 Task A – Peri-operative nursing support</i></b></p>	<p align="center"><b>Achieved</b> ✓</p>
<p>The essay explains the considerations for immediate post-operative nursing requirements, to include:</p> <ul style="list-style-type: none"> <li>• Fluid and nutrition, including calculation of energy and fluid requirements for post-operative patients, and methods of nutritional support</li> <li>• Supporting elimination, including methods of supported exercise to aid elimination, managing incontinence, prevention of urine scalding, and management of constipation</li> <li>• Mobility and exercise, including supported exercise and physiotherapy techniques</li> <li>• Pain relief, including pain relief dependent on species, age and condition; pain score assessment and provision of analgesia</li> <li>• Alleviation of stress, including ‘boredom buster’ toys, provision of a stimulating environment and human company, grooming, and positioning of accommodation</li> <li>• Effective wound management, including monitoring the appearance of the wound and application of dressings and bandages</li> </ul>	
<p>The essay explains the discharge of the animal to the owner, to include:</p> <ul style="list-style-type: none"> <li>• Planning for discharge, including an assessment of owner needs</li> <li>• Personalised discharge forms and/or aftercare sheet(s), including information such as changes in daily routine, adaptations required to the home environment, nutrition, nursing care requirements, wound management, medication advice</li> <li>• Importance of communication and client concordance</li> <li>• Monitoring and reassessment</li> <li>• Emergency contact</li> </ul>	
<p>The evidence is: Presented as an essay Word processed and well-presented and may contain images, diagrams, documents or care plans in compliance with the Data Protection Act Within word count of 3500 (+/- 10%)</p>	

<b>Assessor feedback for task</b>	VNSA15 Task A – Option 2. Peri-operative nursing support
<b>Learner name:</b>	<b>Assessor name:</b>
<b>Strengths:</b> (How the criteria have been achieved, good aspects of the work)	<b>Areas for improvement:</b>
<b>Task achieved: Yes/No</b>	

<b>Assessor signature:</b>	<b>Date:</b>
<b>Internal Verifier signature (if applicable):</b>	<b>Date:</b>
<b>Learner signature:</b>	<b>Date:</b>

<b>Unit title</b>	VNSA18 PROFESSIONALISM AND ETHICS FOR SMALL ANIMAL VETERINARY NURSES
-------------------	--

**Assignment composition and mark sheet**

<b>Learner name</b>	
<b>Enrolment number</b>	
<b>Centre name</b>	
<b>Centre number</b>	

<b>Outcome</b>	<b>Task</b>	<b>Pass</b>
1. Know the legal framework for veterinary nursing practice	A	
2. Understand the accountability of veterinary nurses		
3. Understand the application of ethical principles	B	
4. Understand the principles of consent to veterinary treatment	C	

<b>Learner signature:</b>	<b>Date:</b>
<b>Assessor signature:</b>	<b>Date:</b>
<b>Internal Verifier signature (where applicable):</b>	<b>Date:</b>
<b>External Verifier signature (where applicable):</b>	<b>Date:</b>

<b>Task</b>	VNSA18 Task A – Option 2
<b>Task title</b>	Legal frameworks and accountability for veterinary nurses

## ASSESSMENT CRITERIA

### The learner can:

- 1.1 Interpret the provisions of the Veterinary Surgeons Act 1966 in relation to veterinary nurses, to include the meaning of Schedule 3 and the scope of veterinary nursing practice
- 2.1 Analyse the features of professional status
- 2.2 Explain the purpose and principles of professional regulation, to include statutory and voluntary regulation, self versus independent regulation
- 2.3 Explain the functions of a professional regulatory body, to include public protection, codes of conduct, investigation of complaints
- 2.4 Summarise the RCVS Veterinary Nurse Registration Rules 2014
- 2.5 Interpret the RCVS Code of Professional Conduct for Veterinary Nurses

## ASSESSMENT GUIDANCE

To complete Task A, the learner is required to write an essay to explain the legal frameworks and accountability that must be adhered to by student veterinary nurses and registered veterinary nurses.

The essay must include an outline of the provisions of the Veterinary Surgeons Act 1966, in relation to:

- Meaning of Schedule 3
- Scope of veterinary nursing practice
- Purpose and limitations of the Veterinary Surgeons Act 1966

The essay must include an explanation of the purpose and principles of professional regulation, to include:

- Features of professional status
- Purpose of professional regulation
- Meaning of professional self-regulation
- Functions of a professional regulatory body, to include:
  - Public protection
  - Standard setting which includes education and CPD
  - Investigation of complaints
  - Meaning of RCVS Veterinary Nurse Registration Rules 2014
  - Provisions of the RCVS Code of Professional Conduct for Veterinary Nurses



*The evidence must be presented as an essay.*

*The work must be word processed and may contain drawings, images or diagrams where appropriate.*

*The work must be correctly referenced to literature.*

*Word limit of 1500 words (+/- 10%).*

<p align="center"><b>MARKING CRITERIA</b></p> <p><b><i>Unit VNSA18 Task A - Legal frameworks and accountability for veterinary nurses</i></b></p>	<p align="center"><b>Achieved</b></p> <p align="center">✓</p>
<p>The learner has produced an essay to explain the legal frameworks and accountability that must be adhered to by student veterinary nurses and registered veterinary nurses</p>	
<p>The essay includes an outline of the provisions of the Veterinary Surgeons Act 1966 in relation to:</p> <ul style="list-style-type: none"> <li>• Meaning of Schedule 3</li> <li>• Scope of veterinary nurse practice</li> <li>• Purpose and limitations of the Veterinary Surgeons Act 1966</li> </ul>	
<p>The essay includes an explanation of the purpose and principles of professional regulation in relation to features of professional status</p>	
<p>The essay includes an explanation of the purpose of professional regulation</p>	
<p>The essay includes an explanation of the meaning of professional self-regulation</p>	
<p>The essay includes an explanation of the functions of a professional regulatory body, to include:</p> <ul style="list-style-type: none"> <li>• Public protection</li> <li>• Standard setting which includes education and CPD</li> <li>• Investigation of complaints</li> <li>• Meaning of RCVS Veterinary Nurse Registration Rules 2014</li> <li>• Provisions of the RCVS Code of Professional Conduct for Veterinary Nurses</li> </ul>	
<p>The evidence is:                      Presented as an essay                      Word processed and well presented                      Correctly referenced to literature                      Within word count 1500 words (+/- 10%)</p>	

<b>Assessor feedback for task</b>	Unit VNSA18 Task A – Option 2. Legal frameworks and accountability for veterinary nurses
<b>Learner name:</b>	<b>Assessor name:</b>
<b>Strengths:</b> (How the criteria have been achieved, good aspects of the work)	<b>Areas for improvement:</b>
<b>Task achieved: Yes/No</b>	

<b>Assessor signature:</b>	<b>Date:</b>
<b>Internal Verifier signature (if applicable):</b>	<b>Date:</b>
<b>Learner signature:</b>	<b>Date:</b>

<b>Task</b>	VNSA18 Task B – Option 2
<b>Task title</b>	Ethical principles

### ASSESSMENT CRITERIA

**The learner can:**

- 3.1 Summarise ethical schools of thought, to include utilitarianism, deontology and virtue ethics
- 3.2 Identify ethical problems arising in veterinary practice
- 3.3 Analyse patient care issues using ethical principles

### ASSESSMENT GUIDANCE

To complete Task B, there will be a class discussion led by the tutor that identifies ethical problems that may arise in veterinary practice. The learner must then choose one of the ethical problems discussed to produce a presentation.

Examples of ethical problems to discuss are:

- Ensuring informed consent and potential problems that may arise
- Economic drivers of treatment
- A case of animal abuse
- Euthanasia of a healthy animal at the owner’s request
- Discovery that a colleague has been guilty of poor practice in caring for a patient
- Suspecting a colleague of substance abuse

The presentation must analyse patient care issues using ethical principles, to include:

- Resolving dilemmas
- Where to go for help – representative organisations, Vet Helpline

The presentation must summarise ethical schools of thought in relation to patient care, to include:

- Utilitarianism, deontology and virtue ethics
- Utilitarian costs and benefits versus moral rights and wrongs
- Examples of major theorists, to include:
  - Bentham
  - Kant

- Recognising the basis of arguments
- Limitations relating to individual character and conscience

*The evidence must be presented as a presentation, which must include all of the content listed under the guidance. This should be evident in the material submitted for verification.*

*The work must be word processed (for example, using slide presentation software) and may contain images, diagrams or charts as appropriate.*

*Within time limit of 20 minutes (+/- 10%).*

<p style="text-align: center;"><b>MARKING CRITERIA</b> <i>Unit VNSA18 Task B – Ethical principles and duties</i></p>	<p style="text-align: center;"><b>Achieved</b> ✓</p>
<p>The presentation covers an ethical problem that was discussed in class</p>	
<p>The presentation analyses patient care issues using ethical principles, to include:</p> <ul style="list-style-type: none"> <li>• Resolving dilemmas</li> <li>• Where to go for help – representative organisations, Vet Helpline</li> </ul>	
<p>The presentation summarises ethical schools of thought in relation to patient care, to include:</p> <ul style="list-style-type: none"> <li>• Utilitarianism</li> <li>• Deontology</li> <li>• Virtue ethics</li> </ul>	
<p>The presentation summaries ethical schools of thought in relation to patient care, to include:</p> <ul style="list-style-type: none"> <li>• Utilitarian costs and benefits versus moral rights and wrongs</li> <li>• Examples of major theorists, to include:                             <ul style="list-style-type: none"> <li>○ Bentham</li> <li>○ Kant</li> </ul> </li> </ul>	
<p>The presentation recognises the basis of arguments</p>	
<p>The presentation summaries the limitations relating to individual character and conscience</p>	
<p>The evidence is: A presentation which includes all of the content listed under the guidance Word processed and well presented Within time limit of 20 minutes (+/-10%)</p>	

<b>Assessor feedback for task</b>	Unit VNSA18 Task B – Option 2. Ethical principles and duties
<b>Learner name:</b>	<b>Assessor name:</b>
<b>Strengths:</b> (How the criteria have been achieved, good aspects of the work)	<b>Areas for improvement:</b>
<b>Task achieved: Yes/No</b>	

<b>Assessor signature:</b>	<b>Date:</b>
<b>Internal Verifier signature (if applicable):</b>	<b>Date:</b>
<b>Learner signature:</b>	<b>Date:</b>

<b>Task</b>	VNSA18 Task C – Option 2
<b>Task title</b>	Consent to veterinary treatment

## ASSESSMENT CRITERIA

### The learner can:

- 4.1 Explain the legal requirements for consent to treatment, to include treatment without consent
- 4.2 Analyse the features of informed consent
- 4.3 Identify potential barriers to informed consent in practice

## ASSESSMENT GUIDANCE

To complete Task C, the learner is required to produce a booklet that could be used to inform student veterinary nurses of the principles of consent to veterinary treatment.

The booklet must focus on:

- Consent to treatment and the legal requirements it covers, to include:
  - Express, implied, written and verbal consent
  - Mental competence
  - Giving information
  - Design and retention of consent forms
- Information giving verses understanding
  - How much understanding by the client is sufficient?
- Potential barriers which may have a bearing to informed consent, to include:
  - Time
  - Training of staff
  - Emergency situations
  - Unethical practices
  - Language and disabilities
  - Age
- Measures taken to comply with confidentiality and data protection requirements

*The evidence must be presented as a booklet.*

*The work must be word processed and contain real-life examples to aid understanding.*

*The work must be correctly referenced to literature.*

*Word limit of 1000 words (+/- 10%).*



<p style="text-align: center;"><b>MARKING CRITERIA</b> <i>Unit VNSA18 Task C - Consent to veterinary treatment</i></p>	<p style="text-align: center;"><b>Achieved</b> ✓</p>
<p>The learner has produced a booklet that could be used to inform student veterinary nurses of the principles of consent to veterinary treatment</p>	
<p>The booklet includes consent to treatment and the legal requirement it covers, to include:</p> <ul style="list-style-type: none"> <li>• Express, implied, written and verbal consent</li> <li>• Mental competence</li> <li>• Giving information</li> <li>• Design and retention of consent forms</li> </ul>	
<p>The booklet includes information giving versus understanding, to include:</p> <ul style="list-style-type: none"> <li>• How much understanding by the client is sufficient</li> </ul>	
<p>The booklet includes potential barriers which may have a bearing to informed consent, to include:</p> <ul style="list-style-type: none"> <li>• Time</li> <li>• Training of staff</li> <li>• Emergency situations</li> <li>• Unethical practices</li> <li>• Language and disabilities</li> <li>• Age</li> </ul>	
<p>The booklet includes measures taken to comply with confidentiality and data protection requirements</p>	
<p>The booklet contains real-life examples to aid understanding</p>	
<p>The evidence is: Presented as a booklet Word processed and well presented Correctly referenced to literature Within word count 1000 words (+/- 10%)</p>	

<b>Assessor feedback for task</b>	Unit VNSA18 Task C – Option 2. Consent to veterinary treatment
<b>Learner name:</b>	<b>Assessor name:</b>
<b>Strengths:</b> (How the criteria have been achieved, good aspects of the work)	<b>Areas for improvement:</b>
<b>Task achieved: Yes/No</b>	

<b>Assessor signature:</b>	<b>Date:</b>
<b>Internal Verifier signature (if applicable):</b>	<b>Date:</b>
<b>Learner signature:</b>	<b>Date:</b>