



## **Component Specification**

### **Medical Veterinary Nursing**

**Level 6**

**6N5926**

## 1. Introduction

The Further Education and Training Awards Council is the single national awarding body in further education and training in Ireland. It is responsible for determining the standards for named awards at levels 1 to 6 on the National Framework of Qualifications. All named awards are devised in line with the National Qualifications Authority of Ireland's determinations and guidelines.

## 2. The National Framework of Qualifications

The National Framework of Qualifications comprises 10 levels ranging from initial learning (level 1) to the most advanced levels of learning (level 10).

At each level there are one or more award types. An award type is a grouping of awards that share similar features. The National Qualifications Authority of Ireland has determined Award Type Descriptors for each award type. See [www.nqai.ie](http://www.nqai.ie). The Award Type Descriptor identifies the key strands and sub-strands of knowledge, skill and competence for that award type.

## 3. Guide to Level

Learning outcomes at this level include a comprehensive range of skills which may be vocationally-specific and/or of a general supervisory nature, and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Specialised knowledge of a broad area
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas
Know How & Skill	Range	Demonstrate a comprehensive range of specialised skills and tools
	Selectivity	Formulate responses to well defined abstract problems
Competence	Context	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts
	Role	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form and function within, multiple and complex heterogeneous groups.
	Learning to Learn	Learn to take responsibility for own learning within a managed environment.
	Insight	Express an internalised, personal world view, reflecting engagement with others.

Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI ([www.nqai.ie](http://www.nqai.ie))

#### 4. Award Specifications

FETAC determines the standards for all awards in partnership with relevant stakeholders. This award was developed in line with the Council policy on Standards Development published in September 2005.

Standards are published in the form of Award Specifications. A Specification is devised in respect of each named award. Each Specification provides a comprehensive description of the features, characteristics and standards of the award.

A **Certificate Specification** is published for each named **major award**.

A **Component Specification** is published for each named **minor award**. Please note that each component (i.e. minor award) is associated with one or more Certificates (i.e. major, special purpose or supplemental award). See [www.fetac.ie](http://www.fetac.ie).

A **Specific Purpose Specification** is published for each **special purpose award**.

A **Supplemental Specification** is published for each **supplemental award**.

Standards are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve that award.

Learning outcomes for all awards (i.e. major, special purpose, supplemental awards) are contained within the associated Component Specifications.

## 5. Component Details

<b>Title</b>	Medical Veterinary Nursing
<b>Teideal as Gaeilge</b>	TBC
<b>Award Type</b>	Minor
<b>Code</b>	6N5926
<b>Level</b>	6
<b>Credit Value</b>	15
<b>Purpose</b>	The purpose of this award is to equip the learner with the knowledge, skill and competence to carry out a range of medical veterinary nursing tasks within a clinical veterinary practice environment.
<b>Learning Outcomes</b>	<p>Learners will be able to:</p> <ol style="list-style-type: none"><li>1 Research immunology and disease control to include the inflammatory response to disease agents, the importance of biosecurity in a veterinary practice, the role of vaccination programmes used for common diseases in all species and the function of antisera and colostrum</li><li>2 Research reproductive management to include the common methods of reproductive control in dogs and cats, the modern methods of reproduction management in farm animals, the principles and practice of obstetrical management of animals and the common disease agents that affect fertility</li><li>3 Research diseases of exotic species to include common ailments affecting exotic pets, the risks posed to such species by commonly used medicines and the correct housing and nutritional requirements of such species</li><li>4 Measure a range of vital functions to include the rectal temperature of companion and domestic animals, the respiration rate, heart rate, the pulse rate and strength of animals and the capillary refill time of animals</li><li>5 Implement bio-security to include the cleaning and disinfection of clinic and kennels and public areas, the routine cleaning of equipment between patients and carrying out special disinfection protocols following contamination by virulent pathogens</li><li>6 Deliver neonatal patient care to include providing oxygen, heat and nutrition for newborn animals,</li></ol>

- minimising the risk of perinatal disease transfer and checking for evidence of common hereditary or congenital conditions
- 7 Diagnose the effect of age on a range of body systems and organs to include skin, teeth, ears, eyes, locomotor, renal, function, hepatic function and pancreatic function
  - 8 Calculate the nutrient requirements of animals with disease of the Kidney, GIT, Liver, Skin and Pancreas
  - 9 Calculate the fluid requirements for dehydrated animals and the appropriate rate of fluid administration
  - 10 Calculate normal energy and nutrient requirements
  - 11 Maintain a pest control scheme
  - 12 Demonstrate knowledge of national animal disease control programmes
  - 13 Minimise the risk of zoonotic disease transfer
  - 14 Demonstrate knowledge of non-infectious diseases to include the common allergic diseases of animals, congenital and hereditary diseases and the signs of disease due to specific organ failure
  - 15 Care for hospital patients to include monitoring and recording clinical data, alerting veterinary surgeons to serious deviations from normal and providing for the nutrient and environmental requirements of hospitalised patients
  - 16 Maintain fluid administration equipment
  - 17 Demonstrate knowledge of fluid therapy and blood transfusion to include the normal fluid distribution of fluids and electrolytes  
  
in the body, the types of fluids used in veterinary medicine and the various methods used to administer fluids.

## **Assessment**

### **General Information**

Details of FETAC's assessment requirements are set out in [Assessment Guidelines for Providers.](#)

All FETAC assessment is criterion referenced. Successful achievement of the award is based on learners attaining the

required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See [FETAC's Provider Guidelines for Programme Validation](#).

## Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See [FETAC's Provider Guidelines for Programme Validation](#).

All learning outcomes **must** be assessed.

Portfolio / Collection of Work	80%
Assignment	20%

## Description

### Portfolio / Collection of Work

*A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular brief or*

*tasks/activities devised by the assessor.*

### **Assignment**

*An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and may be carried out over a specified period of time.*

#### **Recognition of Prior Learning (RPL)**

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at [www.fetac.ie](http://www.fetac.ie) for further information and registration details.

#### **Grading**

Pass	50% - 64%
Merit	65% - 79%
Distinction	80% - 100%

#### **Specific Validation Requirements**

The provider must confirm they have approval from the Veterinary Council of Ireland to offer programmes leading to this award.

#### **Supporting Documentation**

None

#### **Access**

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

#### **Transfer**

Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.