SEG Awards Certa Level 3 Award in Canine and Feline Behaviour Management in Veterinary Nursing

Qualification Guidance

Level 3 Award – 601/2491/X

About Us

Skills and Education Group Awards (Certa Awards) [1] continually invest in high quality qualifications and services across education. As a result we have a long-established reputation for supporting skills providers to enable individuals to gain skills for employment, skills for learning and skills for progression.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Sources of Additional Information

The Certa Awards Website www.certaawards.co.uk provides access to a wide variety of information.

Copyright

Specification Code, Date and Issue Number

Version	Date of Issue	Comments
1.0	May 2016	Published in new format
1.1	February 2017	Qualification Extended
1.2	October 2017	Qualification Extended
1.3	August 2018	Published in new format
1.4	July 2019	Updated logo & website link

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[1] Certa Awards is a brand of the Skills and Education Group Awards, a recognised awarding organisation and part of the Skills and Education Group. Any reference to Certa Awards, its registered address, company or charity number should be deemed to mean the Skills and Education Group Awards.

| 1.5 | April 2021 | Addition of Operational End Date and Certification End Date |

Contents

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Introduction

The SEG Awards Certa Level 3 Award in Canine and Feline Behaviour Management in Veterinary Nursing has been developed for qualified Veterinary Nurses and may be included as part of their annual 100 hours of mandatory Continuing Professional Development training.

The qualification has been carefully designed with an appropriate size and structure for those veterinary nurses who need to have a combined knowledge of behavioural management of their patients and therefore must have an insight into the behaviour of both the domestic pet cat and dog.

Aims

The qualification is particularly targeted at those learners who:

- are working as a Veterinary Nurse in General Practice
- wish to further develop their existing knowledge and understanding of feline and canine behaviour management
- want a national qualification in recognition of their learning
- wish to work in a variety of roles and settings

Content Overview

This qualification comprises of the following four mandatory units:
- Canine Veterinary Practice Principles
- Feline Veterinary Practice Principles
- Tackling Canine Behaviour Problems in the Veterinary Practice
- Understanding Feline Behaviour and its Relevance in Veterinary Practice

These units aim to develop a Veterinary Nurses combined knowledge of behavioural management in both cats and dogs.

Progression Opportunities

This qualification may be included as part of a qualified Veterinary Nurses annual 100 hours of mandatory Continuing Professional Development training.

Resource Requirements

This is a stand-alone Qualification and will only be available to qualified veterinary nurses.

Language

These specifications and associated assessment materials are in English only.

Qualification Summary

Qualification and Pathways	
SEG Awards Certa Level Award in Canine and Feline Behaviour Management in Veterinary Nursing	
Qualification Number	601/2491/X
Regulated	The qualification, identified above, is regulated by Ofqual.
Assessment	Internal assessment, internal and external moderation.
Grading	Pass
Operational Start Date	1st January 2014
Ofqual Review Date	31st October 2021
Operational End Date	31st August 2022
Certificate End Date	31st August 2025
Certa Sector	AC: Animal Care
Ofqual SSA Sector	3.3 Animal Care and Veterinary Science
Stakeholder Support	
Contact	See the Certa Awards Website for Centre Support Officer responsible for this qualification.

SEG Awards Certa Level 3 Award in Canine and Feline Behaviour Management in Veterinary Nursing

Rules of Combination:
To achieve this qualification learners must achieve 12 credits by completing all of the mandatory units.

Units	Unit Number	Level	Credit Value*	GL
Canine Veterinary Practice Principles	T/504/2250	3	3	21
Feline Veterinary Practice Principles	R/504/2238	3	3	21
Tackling Canine Behaviour Problems in the Veterinary Practice	F/504/2249	3	3	21
Understanding Feline Behaviour and its Relevance in Veterinary Practice	D/503/7639	3	3	21

*Credit Values may not be appropriate and may not be included

Qualification Purpose	This qualification may be included as part of a Veterinary Nurses annual 100 hours of mandatory CPD training or for those who wish to further develop their existing knowledge and understanding of feline and canine behaviour management.						
Entry Requirements	This qualification is designed for learners who already hold an appropriate Veterinary Nursing Qualification.						
Age Range	Pre 16		16 - 18		18+		19+	✓
GL	84						
TQT	120						
Credit Value	12						
Learning Aims Reference	See Learning Aim Reference Service (LARS) website: https://data.gov.uk/dataset/learning-aim-reference-service						
Type of Funding Available	See Learning Aim Reference Service (LARS) website						

Qualification Fee / Unit Fee	See Certa Awards Website for current fees and charges.
Additional Information	See Certa Awards Website for resources available for this qualification.

Assessment Overview

Summary

The qualifications will be awarded to learners who successfully achieve the mandatory units within the qualifications plus the optional units in accordance with the Rules of Combination, by meeting the specified Assessment Criteria.

Please note that the Learning Outcomes and Assessment Criteria must not be changed in any way.

Who can assess this qualification?

- We require those involved in the assessment process to be suitably experienced and/or qualified. In general terms, this usually means that the assessor is knowledgeable of the subject/occupational area to a level above that which they are assessing.
- In addition, all tutors / assessors must have an MSc (or level 7 equivalent) in a companion animal behaviour related subject AND be a Certified EMRA Practitioner.
- Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Unit Details

1. Canine Veterinary Practice Principles

Unit Reference	T/504/2250
Level	3
Credit Value	3
Guided Learning	21 hours
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the potential stressors related to attending the veterinary practice that may impact on a canine's psychological wellbeing.	1.1 Explain the factors in a canine's development and life stage, which can affect its ability to cope with travel to the veterinary practice. 1.2 Explain factors in the design and the day-to-day running of the veterinary practice that may cause a canine to experience avoidable anxiety states.

2. Understand how to manage and reduce potential stressors in the veterinary practice.	2.1 Explain the improvements which can be made to reduce stress for a canine in:
	   o the waiting room
	   o the consulting room
	   o the hospital and recovery room
	
	2.2 Explain management and handling practices used to mitigate unnecessary stressors to aid in the recovery of canine patients.

3. Understand appropriate safe handling of a canine patient in the veterinary practice.	3.1 Explain the appropriate approaches and ways to handle:
	   o a physically and psychologically healthy adult canine
	   o a fearful canine
	   o an ill or injured canine

	3.2	Explain how staff can recognise and avoid injuries to themselves or others when handling canines in the veterinary practice.
	3.3	Explain methods of ensuring canines are medicated safely.
4. Understand legislation relating to animal welfare in the United Kingdom.	4.1	Summarise current legislation about animal welfare.
	4.2	Explain the legal and ethical implications for: o canine owners o veterinary staff engaged in the handling and treatment of canine patients

Supporting Unit Information

Canine Veterinary Practice Principles – T/504/2250– Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

Learning Outcome 1: Understand the potential stressors related to attending the veterinary practice that may impact on a canine's psychological wellbeing.

Learning Outcome 2: Understand how to manage and reduce potential stressors in the veterinary practice.

Learning Outcome 3: Understand appropriate safe handling of a canine patient in the veterinary practice.

Learning Outcome 4: Understand legislation relating to animal welfare in the United Kingdom.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Written description

Additional evidence for this unit may include, but is not limited to:
- Case study
- Written questions and answers
- Oral question and answer
- Report

It is good practice to use a range of assessment methods appropriate to meet the assessment criteria and the candidate's needs.

All evidence must be clearly signposted and made available for external moderation upon request.

Any photographic evidence must be appropriately annotated to clearly demonstrate the candidates' role and how it meets the assessment criteria.

Witness and observation statements must be specific and contain the name, signature and role of the witness / observer.

Additional Information

Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa Awards Website.

2. Feline Veterinary Practice Principles

Unit Reference	R/504/2238
Level	3
Credit Value	3
Guided Learning	21 hours
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the potential stressors related to attending the veterinary practice that may impact on a feline's psychological wellbeing.	1.1 Explain the factors in a feline's development and life stage, which can affect its ability to cope with travel to the veterinary practice. 1.2 Explain the factors in the design and the day-to-day running of the veterinary practice that may cause a feline to experience avoidable anxiety states.

2. Understand how to manage and reduce potential stressors in the veterinary practice	2.1 Explain improvements which can be made to reduce stress for a feline in:
	   o the waiting room
	   o the consulting room
	   o the hospital and recovery room
	
	2.2 Explain management and handling practices used to mitigate unnecessary stressors to aid the recovery of feline patients

3. Understand appropriate safe handling of a feline patient in the veterinary practice.	3.1 Explain the appropriate approaches and ways to handle:
	   o a physically and psychologically healthy adult feline
	   o a fearful feline
	   o an ill or injured feline

	3.2	Explain how staff can recognise and avoid injuries to themselves or others when handling felines in the veterinary practice.
	3.3	Explain methods of ensuring felines are medicated safely.
4. Understand legislation relating to animal welfare in the United Kingdom.	4.1	Summarise current legislation relating to animal welfare.

	4.2	Explain the legal and ethical implications for:
		   o feline owners
		   o veterinary staff engaged in the handling and treatment of feline patients

Supporting Unit Information

Feline Veterinary Practice Principles – R/504/2238 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

Learning Outcome 1: Understand the potential stressors related to attending the veterinary practice that may impact on a feline's psychological wellbeing.

Learning Outcome 2: Understand how to manage and reduce potential stressors in the veterinary practice.

Learning Outcome 3: Understand appropriate safe handling of a feline patient in the veterinary practice.

Learning Outcome 4: Understand legislation relating to animal welfare in the United Kingdom.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Written description

Additional evidence for this unit may include, but is not limited to:
- Case study
- Written questions and answers
- Oral question and answer
- Report

It is good practice to use a range of assessment methods appropriate to meet the assessment criteria and the candidate's needs.

All evidence must be clearly signposted and made available for external moderation upon request.

Any photographic evidence must be appropriately annotated to clearly demonstrate the candidates' role and how it meets the assessment criteria.

Witness and observation statements must be specific and contain the name, signature and role of the witness / observer.

Additional Information

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3. Tackling Canine Behaviour Problems in the Veterinary Practice

Unit Reference	F/504/2249
Level	3
Credit Value	3
Guided Learning	21 hours
Unit Summary	This unit has four learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role of a canine behaviour nurse within the veterinary practice.	1.1 Evaluate the types of clinics and consultations a canine behaviour veterinary nurse might undertake. 1.2 Analyse how each of these might be incorporated into day-to-day practice routines.
2. Understand how to assess behavioural problems in canines.	2.1 Analyse individual behaviour patterns displayed by canines. 2.2 Analyse problem behaviour in canines. 2.3 Clarify common causes for a range of problem behaviours and suitable interventions.
3. Understand how to construct a behaviour modification plan for a canine.	3.1 Explain the need for an accurate history of a canine behaviour problem. 3.2 Analyse the potential relevance of the information obtained. 3.3 Devise a canine behavioural questionnaire. 3.4 Summarise the key features of a behaviour modification plan.

4. Understand how to establish a behaviour clinic for canines within a veterinary practice.	4.1 Justify the recommended advice that could be given to canine owners on: o house training o pulling on the lead o preventing separation problems 4.2 Summarise what help and advice is currently available within the subject area for canine owners. 4.3 Evaluate the benefits of establishing links with outside experts.

Supporting Unit Information

Tackling Canine Behaviour Problems in the Veterinary Practice – F/504/2249 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

Learning Outcome 1: Understand the role of a canine behaviour nurse within the veterinary practice.

Learning Outcome 2: Understand how to assess behavioural problems in canines.

Learning Outcome 3: Understand how to construct a behaviour modification plan for a canine.

Learning Outcome 4: Understand how to establish a behaviour clinic for canines within a veterinary practice.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Written description

Additional evidence for this unit may include, but is not limited to:
- Case study
- Written questions and answers
- Oral question and answer
- Report

It is good practice to use a range of assessment methods appropriate to meet the assessment criteria and the candidate's needs.

All evidence must be clearly signposted and made available for external moderation upon request.

Any photographic evidence must be appropriately annotated to clearly demonstrate the candidates' role and how it meets the assessment criteria.

Witness and observation statements must be specific and contain the name, signature and role of the witness / observer.

Additional Information

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4. Understanding Feline Behaviour and its Relevance in Veterinary Practice

Unit Reference	D/503/7639
Level	3
Credit Value	3
Guided Learning	21 hours
Unit Summary	This unit has three learning outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the natural behaviour of the cat and its relevance to veterinary practice.	1.1 Analyse the innate behaviour traits of the domestic pet cat. 1.2 Explain, with examples, how these traits are expressed in the pet's home.
2. Recognise the influence of the environment on the well-being of the cat.	2.1 Evaluate the potential stressors which may be experienced by an indoor cat. 2.2 Explain the potential stressors for a cat living in a cat-dense environment.
3. Understand the nature of the relationship between owners and their cats.	3.1 Critically compare the different types of cat/owner relationships. 3.2 Explain how these affect the level of care of the cat. 3.3 Evaluate how each relationship style may impact on the health of the cat.

Supporting Unit Information

Understanding Feline Behaviour and its Relevance in Veterinary Practice – D/503/7639 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment. For further information please contact us.

Learning Outcome 1: Understand the natural behaviour of the cat and its relevance to veterinary practice.

Learning Outcome 2: Recognise the influence of the environment on the well-being of the cat.

Learning Outcome 3: Understand the nature of the relationship between owners and their cats.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment method:
- Written description

Additional evidence for this unit may include, but is not limited to:
- Essay
- Written questions and answers
- Oral question and answer
- Group discussion

It is good practice to use a range of assessment methods appropriate to meet the assessment criteria and the candidate's needs.

All evidence must be clearly signposted and made available for external moderation upon request.

Any photographic evidence must be appropriately annotated to clearly demonstrate the candidates' role and how it meets the assessment criteria.

Witness and observation statements must be specific and contain the name, signature and role of the witness / observer.

Additional Information

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Appendices

Recognition of Prior Learning, Exemption and Credit Transfer

Certa's policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within a Certa qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Certa qualification to be achieved in order to determine its equivalence.
- Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Certa.
- It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
- Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- Credit Transfer – Certa may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units / Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
    - original certificates OR
    - copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same

credit value or greater than the unit(s) in question and be at the same level or higher.

Certa encourages its centres to recognise the previous achievements of learners through RPL, Exemption and Credit Transfer. Prior achievements may have resulted from past or present employment, previous study or voluntary activities.

Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from the Certa Awards Website.

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Certa's policies and procedures are available on the Certa Awards Website.

Glossary of Terms

Guided Learning (GL)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GL is calculated at the unit/component level and added up at the qualification level.

- Examples of guided learning include:
- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment

TQT (Total Qualification Time)

'The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.' The size of a qualification is determined by the TQT.

TQT is made up of the GL plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:
- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.