SEG Awards Level 2 Award and Certificate for Animal Nursing Assistants

Qualification Guidance

England
Level 2 Award – 610/1049/2
Level 2 Certificate - 610/1050/9

Wales
Level 2 Award – C00/4634/0
Level 2 Certificate - C00/4634/1

About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

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

Skills and Education Group Awards website www.skillsandeducationgroupawards.co.uk provides access to a wide variety of information.

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Specification Code, Date and Issue Number

The specification code is A9236-02, C9237-02.

Issue	Date	Details of change
1.0	01/09/2022	New qualification guide

This guide should be read in conjunction with the Indicative Content document **version 1.0** which is available on our secure website using the link above.

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 Skills and Education Group Awards Animal Nursing Assistants qualifications have been developed for learners seeking a specialised qualification in animal nursing. Learners will gain practical skills in animal care and management, while offering additional opportunities to develop customer service skills and working in a retail environment.

The new Award offers learners the opportunity to achieve a smaller qualification in a shorter space of time which can be credit transferred to the Certificate or be a recognised qualification in its own right.

Pre-requisites

No formal entry requirements but prospective learners should be assessed, either by interview or other suitable methods. Learners should be made aware that the course involves substantial practical 'hands on' with animal patients, colleagues, owners, and other members of the team contributing to patient care.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: Level 2 Award in Animal Nursing Assistants
Learners must achieve 12 credits. 4 credits must come from the mandatory unit and the remaining credits from the optional units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
Principles of Animal Nursing Assistance	Y/650/2922	2	4	30
Optional Units				
Introduction to Animal Anatomy and Physiology	D/650/2924	2	5	30
Principles of Infection and Control for Animal Nursing Assistants	H/650/2926	2	3	20
Provide Basic Nursing Treatments to Animals	K/650/2928	2	4	35
Maintain Animal Accommodation	L/650/2929	2	3	25
Provide Nutrition to Animals	T/650/2930	2	5	40
Handling and Restraint of Animals	Y/650/2931	2	5	40
Provide Opportunities for Animals to Exercise	A/650/2932	2	5	35
Principles of Companion Animal Pharmacology	D/650/2933	2	4	25

Introduction to Comparative Animal Anatomy and Physiology	F/650/2934	2	4	25
Companion Animal Parasitology and Zoonosis	H/650/2935	2	2	18
Principles of Companion Animal Anaesthesia and Fluid Therapy	J/650/2936	2	2	18
Control of Veterinary Retail Stock and Processing Orders	K/650/2937	2	3	25
Veterinary Reception and Customer Care	L/650/2938	2	3	20
Store and Retrieve Information	M/650/2939	2	2	15

Rules of Combination: Level 2 Certificate in Animal Nursing Assistants
Learners must achieve 32 credits. 20 credits must come from the mandatory units and the remaining credits from the optional units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
Introduction to Animal Anatomy and Physiology	D/650/2924	2	5	30
Provide Basic Nursing Treatments to Animals	K/650/2928	2	4	35
Principles of Infection and Control for Animal Nursing Assistants	H/650/2926	2	3	20
Maintain Animal Accommodation	L/650/2929	2	3	25
Provide Nutrition to Animals	T/650/2930	2	5	40
Optional Units				
Principles of Animal Nursing Assistance	Y/650/2922	2	4	30
Handling and Restraint of Animals	Y/650/2931	2	5	40
Provide Opportunities for Animals to Exercise	A/650/2932	2	5	35
Principles of Companion Animal Pharmacology	D/650/2933	2	4	25
Introduction to Comparative Animal Anatomy and Physiology	F/650/2934	2	4	25
Companion Animal Parasitology and Zoonosis	H/650/2935	2	2	18
Principles of Companion Animal Anaesthesia and Fluid Therapy	J/650/2936	2	2	18
Control of Veterinary Retail Stock and Processing Orders	K/650/2937	2	3	25
Veterinary Reception and Customer Care	L/650/2938	2	3	20
Store and Retrieve Information	M/650/2939	2	2	15

Equine Anatomy and Physiology	Y/650/2940	3	8	60
Companion Animal Anatomy and Physiology	A/650/2941	3	8	60
Comparative Animal Anatomy and Physiology	D/650/2942	3	8	60

Aims

The SEG Awards Level 2 Award and Certificate for Animal Nursing Assistants aims to facilitate learners' further progression for a career in animal care or veterinary nursing, based within a veterinary practice.

The course covers a number of units including Anatomy and Physiology, Principles of Infection Control and Parasitology and Zoonosis. It provides learners with the information required to play a valuable support role to qualified veterinary staff and to assist owners in the correct management of their animals. Further to this, learners have the opportunity to learn basic practice reception skills and retailing of products.

Target Group

These qualifications are designed for:

- School leavers with insufficient GCSEs to register as a student veterinary nurse
- Non-qualified veterinary staff
- Mature learners
- Learners wishing to work with animals

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence. It is important that practical assessment activities are supervised appropriately. Learners may be of an employed, voluntary or unemployed status, but they must be able to gain real experience of a veterinary care environment.

Practical Hours Requirement

There is no external practical hour requirements attached to this qualification.

It is recommended for learners to complete a minimum of 70 hours of practical hours. This can be within the centre if they have the facilities otherwise external placement is to be sourced.

Work placements are encouraged; however, simulation is allowed where appropriate.

Assessments

This qualification is to be completed by portfolio submission including physical demonstration on live animals throughout units, with clear evidencing linked to the relevant Assessment Criteria. Where physical demonstration is required, this needs to be observed and recorded by the tutor to support the overall qualification submission.

There is also a practical hours log, which can be completed if any external placement has taken place and can be submitted as part of the overall qualification submission.

Alongside the portfolio submission, Learners will be required to complete an online MCQ assessment, Level 2 Introduction to Animal Anatomy and Physiology v2.

Resources

Skills and Education Group Awards confirm that there is practice material available for unit 'D/650/2924 - Introduction to Animal Anatomy and Physiology' in the form of a sample multiple-choice question paper. This can be accessed via the link in the about us section of this qualification guide.
Skills and Education Group Awards provides the following additional resources for this qualification:

- Purpose Statement
- Learner Unit Achievement Checklist
- Indicative Content
- Practical Hours Training Log – to be completed if any external placement has taken place
- Progression Routes Flow Chart
- Internal FAQs
- External FAQs
- Knowledge Assessment Overview
- Practice MCQ assessment available for unit 'D/650/2924 - Introduction to Animal Anatomy and Physiology' in the form of a sample multiple-choice question paper. This can be accessed via the link in the about us section of this qualification guide

Teaching Strategies and Learning Activities

It is recommended that there are 70 hours of practical hours, as a minimum. Work placements are encouraged; however, simulation is allowed where appropriate.

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

Progression Opportunities

Learners who have completed the relevant English and Maths qualifications and have achieved the SEG Awards Level 2 Certificate for Animal Nursing Assistants will have the opportunity to progress onto a Level 3 Certificate for Veterinary Receptionists.

If, at the end of the course, the learner decides that veterinary nursing is not the career that they wish to pursue, they will still have gained valuable training. This will enable them to work within other areas of veterinary practice such as veterinary kennels/wards and veterinary reception. Their experience will also allow progression in other sectors of the animal industry, such as pet stores, boarding kennels, or animal charities.

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor/Assessor Requirements

Skills and Education Group Awards require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Qualification Summary

Qualification	
SEG Awards Level 2 Award for Animal Nursing Assistants – 610/1049/2 SEG Awards Level 2 Certificate for Animal Nursing Assistants – 610/1050/9	
Qualification Purpose	These qualifications will provide learners with the foundational skills, knowledge, and competencies required to assist veterinary professionals in the care and nursing of animals. Occupations within Animal Care Services has shown a strong increase of demand over the past 3 years, with occupation postings increasing by 9%. The sector continues to rise with occupation opportunities within this field, with an expected 3% rise, providing learners with a great opportunity of success when achieving this qualification.
Age Range	**Pre 16** ☐ **16-18** ✓ **18+** ✓ **19+** ✓
Regulation	The above qualifications are regulated by 1. Ofqual 2. Qualification Wales
Assessment	• Internal assessment • External assessment – Unit 'D/650/2924 - Introduction to Animal Anatomy and Physiology' will include assessment by externally set examination which will be externally marked by Skills and Education Group Awards • Internal and external moderation
Type of Funding Available	See FaLA (Find a Learning Aim)
Qualification/Unit Fee	See Skills and Education Group Awards web site for current fees and charges
Grading	Pass To achieve a Pass learners must complete all units as stated in the rule of combination (RoC)
Operational Start Date	01/09/2022
Review Date	31/08/2025
Operational End Date	
Certification End Date	
Guided Learning (GL)	Award: 90 hours Certificate: 242 hours
Total Qualification Time (TQT)	Award: 120 hours Certificate: 320 hours
Credit Value	Award: 12 Certificate: 32
Skills and Education Group Awards Sector	Animal Care
Ofqual SSA Sector	3.3 Animal Care and Veterinary Science
Support from Trade Associations	
Administering Office	See Skills and Education Group Awards web site

Unit Details

Principles of Animal Nursing Assistance

Unit Reference	**Y/650/2922**
Level	**2**
Credit Value	**4**
Guided Learning (GL)	**30 hours**
Unit Summary	The purpose of this unit is to give learners an understanding of how to assist in the basic nursing of animals. This involves an introduction to first aid classification and treatment. Learners will also develop the knowledge of recording an animal's temperature, pulse and respiration and be able to recognise and identify abnormalities. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 8) ***The learner will***	**Assessment Criteria (1.1 to 8.4)** ***The learner can***
1. Understand the principles of animal first aid	1.1. Identify the main principles of animal first aid 1.2. Identify common animal first aid situations 1.3. Give examples of animal emergency situations 1.4. Identify legislation applicable to animal first aid 1.5. Describe the limitations when administering first aid to animals 1.6. Describe appropriate handling and restraint methods for animal first aid 1.7. Describe how to assess the first aid patient
2. Understand the nursing care and management of animal wounds	2.1. Describe common animal wound types 2.2. Describe appropriate treatment for animal wounds 2.3. State appropriate dressings and bandages for animal wounds 2.4. Describe how to apply appropriate dressings and bandages for animal wounds 2.5. Compare capillary, venous and arterial haemorrhages

	2.6. Describe methods that may be used to control haemorrhage
3. Understand the nursing care of injured animals	3.1. Describe common types of animal injury 3.2. Describe the appropriate treatments for common animal injuries
4. Understand the nursing care and management of shock in animals	4.1. Identify types of shock 4.2. Explain why shock may occur in animals 4.3. Describe the clinical signs of shock 4.4. Describe methods that may be used in the treatment of shock
5. Understand the monitoring of vital signs in animals	5.1. Describe the appropriate preparation and storage of thermometers 5.2. Describe how to take the temperature 5.3. State normal temperature ranges for animals 5.4. Identify possible reasons for abnormal temperatures 5.5. Describe how to take the pulse 5.6. State normal pulse rate ranges for animals 5.7. Identify possible reasons for abnormal pulse rates 5.8. Describe how to take the respiratory rate 5.9. State normal respiration rate ranges for animals 5.10. Identify possible reasons for abnormal respiratory rates
6. Be able to take and record vital signs in animals	6.1. Demonstrate taking the temperature of a specified animal 6.2. Record the temperature of a specified animal 6.3. Demonstrate taking the pulse of a specified animal 6.4. Record the pulse rate of a specified animal 6.5. Demonstrate taking the respiratory rate of a specified animal

	6.6. Record the respiratory rate of a specified animal
7. Understand methods used to support animals in the veterinary environment	7.1. Describe the care needs of animal's in the veterinary environment 7.2. Describe basic obstetrics and reproductive behaviour 7.3. Describe how behaviour can impact animal care and welfare 7.4. Identify common characteristic of species treated in the role 7.5 Describe common diagnostic tests carried out in practice 7.6 Describe how to provide adequate physical stimulation to hospitalised animals 7.7 Describe how to provide adequate mental stimulation to hospitalised animals
8. Understand the limitations of an animal nursing assistant	8.1. Describe the professional scope of practice for the animal nursing assistant 8.2. Describe the personal scope of practice for the animal nursing assistant 8.3. Identify legislation applicable to the animal nursing assistant 8.4. Describe the implications of legislation applicable to the animal nursing assistant

Mapping to Standards
Level 2 Animal Care and Welfare Standard – Veterinary Care Support stream
Knowledge (Core) linked to LO 1-8

3. the changing needs of animals' dependent on their life stage
4. Data Protection and records in line with legislation, codes of practice and workplace requirements
5. basic reproduction and obstetrics and reproductive behaviour, including neutering
6. different skin and coat care requirements of animals in their care
7. the behaviours of the animal, applicable to the species and how it impacts its care and welfare such as stress/distress/pain/fear/frustration
8. animal first aid, urgent, ongoing and preventive care
9. signs that indicate potential problems with animals' health and welfare and the actions that should be taken
10. the species/breeds specific to your role and common characteristics
11. current legislation, policies, procedures, guidelines, Codes of Practice and ethics relevant to the workplace and the health and welfare of animals
12. UK and EU Animal related legislation

Skills (Core) linked to LO 1-8

13. respond to animal first aid, urgent, ongoing and preventive care requirements as appropriate
14. maintain, update and reference correct records in accordance with current legislation
15. identify and describe animals using appropriate methods to the species involved (e.g. scanning for microchips)
16. provide appropriate care, for example coat, skin, scales, plumage and feet to ensure good health and appearance
17. monitor, record and report the health and welfare of animals in line with animal welfare legislation and workplace policies
18. work effectively in a safe and healthy working environment following current / relevant health and safety legislation and workplace policies
19. comply with UK and EU Animal related legislation

Skills (Veterinary Care support) linked to LO 1-8

20. Principles of Animal Nursing assistant
21. the dispensing and administration of medication
22. diagnostic care/tests/X-rays – positioning and exposing
23. in-patient care
24. patient monitoring for example anaesthetic monitoring
25. dealing with potential and actual emergency situations

Knowledge (Veterinary Care support) linked to

26. end of life care processes, procedures and support
27. legislation in relation to the dispensing and administering of medication
28. legislation and limitations in relation to role and responsibilities in a clinical environment
29. clinical parameters of common species seen in a veterinary environment
30. the principles of care and related procedures and how to deal with these
31. common medical, behavioural and surgical care requirements

Introduction to Animal Anatomy and Physiology

Unit Reference	**D/650/2924**
Level	**2**
Credit Value	**5**
Guided Learning (GL)	**30 hours**
Unit Summary	This unit aims to give the learner an introduction to the anatomy and physiology of companion animals. Learners will be given the knowledge to describe the structure and function of the major body systems. This unit will also provide learners with the correct terminology to employ when describing animal anatomy and physiology. **Please note that this unit will include assessment by an external online multiple-choice examination, set and marked by Skills and Education Group Awards. Please see the 'Knowledge Assessment Overview' guidance for more information.**
Learning Outcomes (1 to 10) ***The learner will***	**Assessment Criteria (1.1 to 10.1)** ***The learner can***
1. Know the appropriate terminology for anatomy and physiology of companion animals	1.1. Define the appropriate terminology when describing anatomical and physiological features
2. Know the cardiovascular system of companion animals	2.1. Identify the major structures of the heart 2.2. State the key differences between blood vessel types 2.3. Identify the location of the main vessels used in venepuncture and pulse taking 2.4. State the role of the cardiovascular system 2.5. Describe the circulation of blood
3. Know the major body cavities of companion animals	3.1. Identify the location of major body cavities 3.2. State the function of major body cavities 3.3. Identify the key organs and structures within the major body cavities
4. Know the skeletal structure of companion animals	4.1. Identify the location of named key bones within the axial skeleton

	4.2. Identify the location of named key bones within the appendicular skeleton 4.3. Identify the location of named key bones within the splanchnic skeleton
5. Know the structure of the mammalian cell of companion animals	5.1. Identify the organelles of the mammalian cell
6. Know the body tissue classification and structure of companion animals	6.1. Identify the main tissue types 6.2. State the function of the main tissue types
7. Know the digestive and excretory systems of companion animals	7.1. Identify the major structures of the digestive system 7.2. State the role of the digestive system 7.3. Define digestive processes, using appropriate terminology 7.4. Identify the major structures of the urinary system 7.5. State the role of the urinary system 7.6. State normal urinary output 7.7. State the role of the liver in excretion
8. Know the respiratory system of companion animals	8.1. Identify key features of the respiratory system 8.2. State the function of key structures within the respiratory system 8.3. Identify normal respiratory ranges 8.4. Identify factors that can affect respiratory function 8.5. State the role of the respiratory system
9. Know the endocrine system of companion animals	9.1. Identify the main endocrine glands 9.2. State the hormones secreted by the main endocrine glands
10. Know the components of the nervous system of companion animals	10.1. List the main components of the nervous system

Mapping to Standards
Level 2 Animal Care and Welfare Standard – Veterinary Care Support stream
Knowledge (Core) linked to LO 1 - 10
32. Basic animal anatomy and physiology

Principles of Infection Control for Animal Nursing Assistants

Unit Reference	**H/650/2926**
Level	**2**
Credit Value	**3**
Guided Learning (GL)	**20 hours**
Unit Summary	The purpose of this unit is to provide the learner with the knowledge and understanding of infectious organisms and how these can cause clinical disease in animals. The unit focuses the importance of how to prevent the spread of infection, to maintain asepsis and sterility in the clinical environment. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 8) ***The learner will***	**Assessment Criteria (1.1 to 8.9)** ***The learner can***
1. Understand the principles of disinfection in the control of infection	1.1. Define the term 'disinfection' 1.2. Explain the importance of disinfection within the clinical environment 1.3. Explain how disinfection is used in the clinical environment 1.4. Describe the limitations of disinfection in the clinical environment
2. Understand the principles of sterilisation in the control of infection	2.1. Define the term 'sterilisation' 2.2. Explain the importance of sterilisation within the clinical environment 2.3. Explain how sterilisation is used in the clinical environment 2.4. Describe the limitations of sterilisation in the clinical environment 2.5. Explain two methods of sterilisation 2.6. Explain the suitability of items for sterilisation
3. Understand the use of antiseptics in the control of infection	3.1. Define the term 'asepsis'

	3.2. Explain the importance of asepsis within the clinical environment 3.3. Explain how antiseptics are used in the clinical environment 3.4. Describe the limitations of antiseptics in the clinical environment
4. Be able to use antiseptics and disinfectants in the control of infection	4.1. Demonstrate the safe use of disinfectants 4.2. Demonstrate the safe storage of disinfectant 4.3. Demonstrate the safe use of antiseptics 4.4. Demonstrate the safe storage of antiseptics
5. Understand how to maintain clinical environments in the control of infection	5.1. Describe the methods used to maintain clinical environments 5.2. Describe how to maintain clinical environments during a contagious outbreak 5.3. Describe how to maintain clinical environments during a zoonotic outbreak
6. Understand the importance of personal hygiene	6.1. Explain appropriate personal hygiene techniques used in clinical environments 6.2. Explain how to use alcohol hand gels effectively
7. Be able to maintain hand hygiene	7.1. Demonstrate the WHO hand disinfection technique
8. Understand disposal of veterinary waste in the control of infection	8.1. Define the term 'clinical waste' 8.2. Describe the key characteristics of clinical waste 8.3. Define the term 'infected waste' 8.4. Describe the key characteristics of infected waste 8.5. Define the term 'contaminated waste' 8.6. Describe the key characteristics of contaminated waste 8.7. Define the term 'cadaver waste' 8.8. Describe the key characteristics of cadaver waste

	8.9. Describe the legislative requirements of waste disposal

Mapping to Standards
Level 2 Animal Care and Welfare Standard – Veterinary Care Support stream
Knowledge (Core) linked to LO 1 - 8

33. the use of different cleaning materials and equipment
34. hygiene, bio security procedures and infection controls when working with animals including quarantine, zoonoses, anthroponosis, isolation protocols

Skills (Core) linked to LO 1 - 8

35. maintain hygiene, bio security procedures and infection controls when working with animals including quarantine and isolation
36. dispose of waste in a safe and appropriate manner in line with legislative and workplace requirements

Provide Basic Nursing Treatments to Animals

Unit Reference	**K/650/2928**
Level	**2**
Credit Value	**4**
Guided Learning (GL)	**35 hours**
Unit Summary	This units provides learners with the knowledge to prepare and provide medications in a safe manner whilst maintaining the welfare of animals. The unit must be delivered in line with the Veterinary Surgeons Act, Schedule 3. The word 'treatments' is used in its broadest sense to include cleaning and hygiene procedure, basic health care treatments and other routine procedures. The term 'animals' relates to all equine and exotic species and companion animals e.g., dogs, cats, rabbits Example of a scenario-based treatment: Use of a syringe to place water in between the shoulder blades to mimic the topical application of flea treatment. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 6) ***The learner will***	**Assessment Criteria (1.1 to 6.3)** ***The learner can***
1. Understand how to deliver basic treatments and medications to animals	1.1. Describe the equipment used for basic treatments 1.2. Describe how to administer prescribed basic health care treatments 1.3. State the importance of following instructions and the consequences of not following instructions for basic health care treatments 1.4. Describe how to use restraint techniques for basic health care treatments 1.5. Describe the reasons and legislative requirements for 'withdrawal periods' for animals 1.6. Describe the reasons for personal hygiene and safety precautions when delivering basic health care treatments 1.7. Describe the changes in the condition of the animal which may occur after the treatment

	1.8. Describe why it is necessary to monitor the behaviour of animals after treatment and report unusual signs 1.9. Explain the types of records required and the importance of accurate record keeping
2. Understand how to provide prescribed medication to animals	2.1. Explain the correct techniques to give specified treatment and medication at the correct time 2.2. State the significance of expiry dates on medications 2.3. Describe the possible sources of contamination to medications 2.4. State how to identify damage to medications
3. Understand legislation applicable in the delivery of basic health care treatments to animals	3.1. Describe how to apply the current health and safety legislation 3.2. Describe how to apply the current animal welfare legislation 3.3. Describe the correct methods for safe handling and disposal of medical waste
4. Be able to deliver basic health care treatments to animals	4.1. Use the correct techniques to give specified health care treatments to animals 4.2. Demonstrate how to seek assistance if problems arise when delivering basic healthcare treatments to animals 4.3. Record the treatment accurately to comply with any legislative requirements 4.4. Observe animals after treatments and immediately report any unusual signs
5. Be able to provide prescribed medication to animals	5.1. Demonstrate the provision of medications for a specified animal 5.2. Demonstrate the provision of prescriptive medications for a specified animal 5.3. Use medications in accordance with instructions 5.4. Use equipment in accordance with instructions
6. Be able to work safely whilst delivering basic health care treatments and medications	6.1. Maintain health and safety when delivering basic treatments and medications to animals

	6.2. Maintain animal welfare when delivering basic treatments and medications to animal 6.3. Demonstrate the safe and correct methods of medical waste disposal
Mapping to Standards **Level 2 Animal Care and Welfare Standard – Veterinary Care Support stream** **Knowledge (Core) Linked to LO 1-3** - the types of basic medication, routes of administering medication, safe handling and disposal of medication **Skills (Core) linked to LO 3, 4 & 5** - store, use and administer medication in line with legislative and veterinary instructions as appropriate **Veterinary Care support stream (Skills) linked to LO5** - the dispensing and administration of medication	

Maintain Animal Accommodation

Unit Reference	**L/650/2929**
Level	**2**
Credit Value	**3**
Guided Learning (GL)	**25 hours**
Unit Summary	The aim of this unit is to provide the learner with the knowledge and skills required to maintain animal accommodation. This involves maintaining environmental conditions, carrying out cleaning, and demonstrating health and safety. This unit is a knowledge and skill-based unit, with no physical demonstrations.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.2)** ***The learner can***
1. Understand the importance of maintaining a range of animal accommodation	1.1. Describe the factors to consider when maintaining animal accommodation 1.2. Explain factors which may influence the maintenance of animal accommodation 1.3. Identify health and welfare indicators within the animal accommodation 1.4. Describe the significance of health and welfare indicators observed within animal accommodation
2. Understand how to maintain a range of animal accommodation	2.1. Describe the environmental conditions which promote the health and welfare of animals 2.2. Identify the reasons for monitoring environmental conditions 2.3. Explain cleaning routines appropriate to a range of animal accommodations 2.4. Describe cleaning methods and materials appropriate to a range of animal accommodations
3. Understand legislations applicable to maintaining animal accommodation	3.1. Describe relevant health and safety legislation 3.2. Describe relevant animal welfare legislation

4. Be able to maintain a range of companion animal accommodation	4.1. Assess the suitability of animal accommodation 4.2. Demonstrate the use of appropriate Personal Protective Equipment (PPE) 4.3. Demonstrate routine cleaning of animal accommodation 4.4. Demonstrate the monitoring and maintenance of environmental conditions 4.5. Demonstrate the safety and security of animals 4.6. Demonstrate appropriate record keeping
5. Be able to work safely when maintaining a range of animal accommodation	5.1. Demonstrate the ability to meet health and safety requirements 5.2. Demonstrate the safe disposal of waste

Mapping Standards
Level 2 Animal Care and Welfare Standard – Veterinary Care Support stream
Knowledge (Core) linked to LO 1 & 2

37. accommodation and environment requirements that are suitable and safe for animals

Skills (Core) linked to LO 2, 3, 4, & 5

38. identify and report potential hazards and breaches of security within animal accommodation/enclosures
39. clean and maintain animal accommodation/enclosures/environment and equipment and provide appropriate resources including species specific enrichment (e.g. hiding, perches and areas to dig)

Provide Nutrition to Animals

Unit Reference	**T/650/2930**
Level	**2**
Credit Value	**5**
Guided Learning (GL)	**40 hours**
Unit Summary	This unit aims to provide learners with an understanding of the importance of adequate nutrition in animals. This will involve providing learners with a knowledge of the functions of nutrients and where each nutrient is sourced. They will also understand the need for nutritional support and how this is achieved. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 8) ***The learner will***	**Assessment Criteria (1.1 to 8.3)** ***The learner can***
1. Understand how to provide nutrition to animals	1.1. Identify different types of animal feed 1.2. Describe how different types of animal feed should be stored 1.3. Describe correct storage and use of animal feeds and associated equipment 1.4. Identify the types of animal feeding records required 1.5. Explain the purpose of an animal feeding plan 1.6. Explain the importance of accurate record keeping when providing animal feed 1.7. Describe normal feeding behaviour in animals 1.8. Describe potentially abnormal feeding behaviours in animals
2. Understand the importance of nutrition to animals	2.1. Identify the essential nutrients for animals 2.2. Identify common dietary sources of each essential nutrient 2.3. Describe the functions of essential nutrients

3. Understand the importance of nutritional support for animals	3.1. Identify possible reasons for providing animals with nutritional support 3.2. Describe methods of providing nutritional support 3.3. Identify potential issues associated with nutritional support
4. Understand the relevant legislation applicable to providing nutrition to animals	4.1. State current health and safety legislation applicable to providing nutrition to animals 4.2. State current animal welfare legislation applicable to providing nutrition to animals 4.3. Identify potential risks that may occur when providing nutrition to animals 4.4. Describe the correct methods for disposing of nutritional waste
5. Know dietary requirements of animals	5.1. Identify a range of diets suitable for specified animals 5.2. Describe a range of diets suitable for specified animals
6. Be able to use and maintain equipment for providing nutrition to animals	6.1. Select appropriate equipment to provide nutrition for specified animals 6.2. Demonstrate the preparation of equipment to provide nutrition for specified animals 6.3. Demonstrate the maintenance of equipment to provide nutrition for specified animals 6.4. Demonstrate the storage of equipment to provide nutrition for specified animals
7. Be able to provide nutrition to animals	7.1. Select the appropriate nutrition for specified animals 7.2. Prepare and provide nutrition for specified animals, using appropriate methods 7.3. Record nutrition provided for specified animals
8. Be able to work safely when providing nutrition to animals	8.1. Maintain health and safety when providing nutrition to animals 8.2. Maintain animal welfare when providing nutrition to animals

	8.3. Demonstrate the safe and correct methods for waste disposal

Mapping to Standards
Level 2 Animal Care and Welfare Standard – Veterinary Care Support stream
Knowledge (Core) linked to 1, 2, 3 & 5

40. feeding, watering and basic nutrition and characteristics of foodstuffs
41. how an animal's natural behaviour impacts its diet and feeding patterns
42. the different methods required to meet the animals' need for enrichment/exercise opportunities, appropriate to species and individual animal

Skills (Core) linked to LO 1, 6 & 7

43. provide food and water to animals and monitor the intake
44. store and care for foodstuffs

Handling and Restraint of Animals

Unit Reference	**Y/650/2931**
Level	**2**
Credit Value	**5**
Guided Learning (GL)	**40 hours**
Unit Summary	The aim and purpose of this unit is to provide the learner with the knowledge and skills to plan for handle and restrain animals. The learner will be able to assess the risks involved, identify appropriate methods of restraints and use them effectively and safely. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 6) ***The learner will***	**Assessment Criteria (1.1 to 6.2)** ***The learner can***
1. Know how to plan the handling and restraint of animals	1.1. Explain how to plan the handling and restraint of animals and how to assess the risks involved in restraining animals
2. Know how to handle and restrain animals	2.1. Explain why animals may require handling and restraint and how this may affect the method selected 2.2. Describe the different methods of handling and restraining animals and the range of equipment used 2.3. Explain how to identify the possible risks and hazards involved with handling and restraint of animals and how to minimise and respond to them 2.4. Explain how animals should be approached in order to minimise stress, promote animal welfare and maintain health and safety 2.5. Explain how to recognise and assess the signs of stress and alarm in the animals being handled and restrained 2.6. Explain why it is important to work within their own limitations and experience when working with animals 2.7. Explain how to identify situations where it is not suitable for a person to approach, handle or

	restrain an animal without assistance and the possible consequences of doing so 2.8. Describe the types of conditions that may affect the approach of the handling and restraint of animals 2.9. Explain how to supervise others in the safe handling and restraint of animals 2.10. Describe how, and from whom, to obtain the necessary authority for the handling and restraining of animals and when this may be necessary
3. Understand relevant health and safety legislation when handling and restraining animals	3.1. Explain current health and safety, animal health and welfare legislation and codes of practice 3.2. Describe the range of protective clothing which may be required and the reasons for its use
4. Be able to plan for handling and restraining animals	4.1. Plan the handling and restraint of animals by identifying the reason for handling and the possible risks involved 4.2. Describe a range of suitable methods for restraining the animal and the appropriate equipment required for each method 4.3. Prepare the environment to ensure that the risks to the animal, others and themselves are minimised 4.4. Ensure that authorisation has been obtained for the animal to be handled and restrained using the method selected if required
5. Be able to handle and restrain animals	5.1. Select a method of handling and restraint that is appropriate for the animal concerned, minimises the risks to the animal, the handler and others 5.2. Approach the animal in a manner which promotes animal welfare and minimises stress to the animal 5.3. Adapt the handling and restraint of the animal in response to its reactions and behaviour 5.4. Assess the situation and seek assistance if there is a risk to the animal, security or health and safety 5.5. Supervise others in the handling and restraint of animals 5.6. Record the handling and restraint of the animal using the correct system

6. Be able to promote health and safety whilst handling and restraining animals	6.1. Demonstrate the promotion of health and safety and animal welfare which is consistent with relevant legislation and codes of practice 6.2. Demonstrate the use of appropriate protective clothing

Mapping to Standards
Level 2 Animal Care and Welfare Standard – Veterinary Care Support stream
Knowledge (Core) linked to LO 1, 2, 4, 5 & 6

45. how to safely approach/handle/restrain/move animals
46. how the animal you are working with learns and the basic principles of re-enforcement techniques
47. the importance of the human and animal bond
48. basic awareness of capture techniques

Skills (Core) linked to LO 1, 4, 5 & 6

49. observe and be aware of the behaviour of animals and take appropriate actions
50. approach/handle/restrain/move/recapture animals as part of routine husbandry appropriate for the species and individual

Provide Opportunities for Animals to Exercise

Unit Reference	**A/650/2932**
Level	**2**
Credit Value	**5**
Guided Learning (GL)	**35 hours**
Unit Summary	The aim of this unit is to provide the learner with the knowledge and skills to provide enrichment and exercise opportunities specific to individual animal needs. This unit is not designed to cover exercise for competitive purposes. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 10) ***The learner will***	**Assessment Criteria (1.1 to 10.2)** ***The learner can***
1. Understand the requirements for providing exercise opportunities for specified animals	1.1. Identify the reasons for providing exercise opportunities to animals 1.2. Identify natural exercise behaviours and patterns in animals 1.3. Explain how exercise requirements differ between a range of animals 1.4. Describe how exercise opportunities can meet natural behaviours in animals 1.5. Describe how to recognise negative responses to exercise 1.6. Explain why insufficient exercise can be potentially harmful to animals 1.7. Explain why excessive exercise can be potentially harmful to animals 1.8. Justify why exercise opportunities may need to alter to meet animal welfare requirements 1.9. Explain the importance of effective communication when providing exercise opportunities to animals
2. Understand the available equipment used to provide exercise opportunities for specified animals	2.1. Identify equipment that may be used to provide exercise opportunities for animals

	2.2. Describe how to use equipment when providing exercise opportunities for animals 2.3. Explain the importance of using appropriate equipment when providing exercise opportunities for animals 2.4. Describe the maintenance of equipment used to provide exercise opportunities to animals
3. Understand legislation applicable to providing exercise opportunities for specified animals	3.1. Identify health and safety legislation applicable to providing exercise opportunities 3.2. Describe health and safety legislation applicable to providing exercise opportunities 3.3. Identify animal welfare legislation applicable to providing exercise opportunities 3.4. Describe animal welfare legislation applicable to providing exercise opportunities
4. Understand the potential risks associated with providing exercise opportunities for specified animals	4.1. Describe the potential risks to animals when providing exercise opportunities 4.2. Describe the potential risks to handlers when providing exercise opportunities 4.3. Describe the potential risks to others when providing exercise opportunities
5. Be able to assess opportunities for animals to exercise	5.1. Assess the suitability of exercise for specified animals 5.2. Assess the requirements of exercise for specified animals 5.3. Risk assess the methods of exercise for specified animals
6. Be able to use exercise equipment appropriately	6.1. Prepare appropriate equipment to provide exercise to specified animals 6.2. Demonstrate fitting exercise equipment to specified animals safely 6.3. Demonstrate removing equipment from specified animals following exercise 6.4. Maintain equipment following exercise to specified animals

7. Be able to provide exercise opportunities for animals	7.1. Prepare the environment for specified animals to exercise 7.2. Prepare specified animals for exercise 7.3. Provide suitable exercise opportunities to meet the requirements of specified animals 7.4. Follow the correct procedures when providing exercise opportunities for specified animals
8. Be able to meet legislation when providing exercise opportunities for animals	8.1. Demonstrate the ability to meet health and safety requirements when providing exercise opportunities for specified animals 8.2. Demonstrate the ability to meet animal welfare requirements when providing exercise opportunities for specified animals 8.3. Demonstrate personal hygiene when providing exercise opportunities for specified animals
9. Be able to communicate effectively when providing exercise opportunities for specified animals	9.1. Demonstrate effective communication when providing exercise opportunities for specified animals 9.2. Record exercise opportunities for specified animals
10. Be able to review exercise opportunities for specified animals	10.1. Review exercise opportunities for specified animals 10.2. Plan adjustments to exercise opportunities for specified animals

Mapping to Standards
Level 2 Animal Care and Welfare Standard – Veterinary Care Support stream
Knowledge (Core) linked to LO 1, 4, 7, & 10
51. the different methods required to meet the animals' need for enrichment/exercise opportunities, appropriate to species and individual animal

Skills (Core) linked to LO 1, 4, 7, & 10
52. exercise/socialise animals and provide appropriate enrichment relevant to their specific needs

Principles of Companion Animal Pharmacology

Unit Reference	**D/650/2933**
Level	**2**
Credit Value	**4**
Guided Learning (GL)	**25 hours**
Unit Summary	The purpose of this unit to provide learners with the basic knowledge and understanding of veterinary pharmacology. It introduces the learner to pharmacology legislation and management, enabling them to work safely in a clinical environment. The learner will be able to support qualified members of staff to provide veterinary pharmaceutical products. This unit is a knowledge and skill-based unit, with no physical demonstrations.
Learning Outcomes (1 to 7) ***The learner will***	**Assessment Criteria (1.1 to 7.2)** ***The learner can***
1. Know relevant pharmacological legislation	1.1. Describe the relevant current pharmacological legislation
2. Know how to correctly dispose of pharmaceutical products	2.1. Describe how to correctly dispose of waste pharmaceutical products
3. Understand the distribution and storage of the categories of medicines in accordance with the Veterinary Medicines Regulations 2005	3.1. Describe the categories of veterinary medicines 3.2. Identify who may prescribe medicines from each category 3.3. Describe the storage requirements of veterinary medicines 3.4. Describe the documentation required when storing veterinary medicines
4. Understand the Misuse of Drugs Act 1971	4.1. Name the five schedule categories 4.2. Identify common medicinal products which are included in the five schedule categories 4.3. Explain the storage requirements of medicinal products which are included in the five schedule categories

	4.4. Explain the prescription requirements of medicinal products which are included in the five schedule categories
5. Be able to interpret a prescription, common dispensing abbreviations and assist with calculating tablet numbers and liquid volume	5.1. Interpret the meaning of basic dispensing abbreviations 5.2. Demonstrate how to provide medicinal products in accordance with a given prescription 5.3. Interpret a label in accordance with the Veterinary Medicines Regulations 5.4. Demonstrate how to assist with calculating the quantity of oral tablets and liquid volume required from a given prescription 5.5. Demonstrate how to dispose of waste veterinary medicines
6. Know the roles of personnel who can prescribe medicinal products	6.1. Explain the role of a SQP, MRCVS and Pharmacist 6.2. Explain the role of a Registered Qualified Person (RQP)
7. Know how to assist with the administration of oral and topical medication under direction	7.1. Describe how to assist with the administration of oral medications 7.2. Describe how to assist with the administration of topical medications
Mapping to Standards **Level 2 Animal Care and Welfare Standard – Veterinary Care Support stream Knowledge (Core) linked to LO 1- 6** 53. basic anatomy and physiology	

Introduction to Comparative Animal Anatomy and Physiology

Unit Reference	**F/650/2934**
Level	**2**
Credit Value	**4**
Guided Learning (GL)	**25 hours**
Unit Summary	The purpose of this unit is to provide the learner with the knowledge and understanding of anatomy and physiology of a range of common exotic animal species. The learner will be able to describe and identify common anatomical landmarks using the correct terminology and understand how the system functions normally. Learners will develop their knowledge of how husbandry systems affect an animal's well-being. This unit is a knowledge and skill-based unit, with no physical demonstrations.
Learning Outcomes (1 to 6) ***The learner will***	**Assessment Criteria (1.1 to 6.3)** ***The learner can***
1. Understand appropriate terminology for comparative anatomy and physiology	1.1. Define and use appropriate terminology for the anatomical and physiological features of comparative species
2. Know the major body cavities of comparative animal species	2.1. Identify the major body cavities of comparative species 2.2. State the function of major body cavities of comparative species 2.3. Identify the major organs and structures within the major body cavities
3. Know the skeletal structure of comparative species	3.1. Outline the basic skeletal structure of comparative species 3.2. Identify common conditions that may affect the skeletal structure of comparative species
4. Know comparative anatomy and physiology for nursing practice	4.1. Identify muscles commonly used for intramuscular injection in comparative species 4.2. Identify commonly used sites for venepuncture in comparative species

	4.3 State factors that may have an effect on the circulation of comparative species
5. Know differences in the digestive and excretory systems of comparative animal species	5.1. Identify key features of the digestive systems in comparative species 5.2. Identify key features of the excretory systems in comparative species 5.3. Describe the excretions produced by comparative species 5.4. Identify characteristics of abnormal excretions produced by comparative species 5.5. State the role of coprophagia in comparative species
6. Know differences in the respiratory systems of comparative animal species	6.1. Identify key features of the respiratory systems of comparative species 6.2. Identify normal respiratory rate ranges in comparative species 6.3 State factors that may have an effect on the respiratory system of comparative species
Mapping to Standards No mapping	

Companion Animal Parasitology and Zoonosis

Unit Reference	**H/650/2935**
Level	**2**
Credit Value	**2**
Guided Learning (GL)	**18 hours**
Unit Summary	This unit aims to give the learner knowledge of common parasites and disease-causing organisms. The unit will develop the learners understanding of how parasites and diseases are transmitted. This unit is a knowledge-based unit, with no physical requirements.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.2)** ***The learner can***
1. Understand the micro-organisms that can affect animal health	1.1. Identify two common causes of disease 1.2. Describe two common endoparasites 1.3. Describe two common ectoparasites 1.4. Describe the key presenting characteristics of an endoparasitic infection 1.5. Describe the key presenting characteristics of an ectoparasitic infection 1.6. Explain preventative measures used to reduce common infectious diseases in animals
2. Understand how disease is transmitted in animals	2.1. Identify routes of disease transmission 2.2. Describe direct disease transmission 2.3. Describe indirect disease transmission
3. Understand how zoonotic disease can be prevented	3.1. Identify common zoonotic diseases 3.2. Explain preventative measures used to reduce the transmission of zoonotic diseases
4. Understand the relevance of infection control in disease prevention	4.1. Explain the importance of infection control for animals in the prevention of disease

	4.2. Explain the importance of infection control for personnel in the prevention of disease
Mapping to Standards No mapping	

Principles of Companion Animal Anaesthesia and Fluid Therapy

Unit Reference	**J/650/2936**
Level	**2**
Credit Value	**2**
Guided Learning (GL)	**18 hours**
Unit Summary	This unit aims to provide learners with a knowledge of the basic principles of anaesthesia and fluid therapy. This will include the ability to describe the indications, equipment and monitoring of both anaesthesia and fluid therapy. In accordance with the Veterinary Surgeons Act 1966 learners are not permitted to induce or maintain anaesthesia. This unit is a knowledge-based unit, with no physical requirements.
Learning Outcomes (1 to 2) ***The learner will***	**Assessment Criteria (1.1 to 2.5)** ***The learner can***
1. Understand the basic principles of intravenous fluid therapy for animals	1.1. Identify the common reasons for the use of fluid therapy 1.2. Describe the equipment required for intravenous fluid therapy 1.3. Describe monitoring techniques for intravenous fluid therapy 1.4. Explain potential complications associated with intravenous fluid therapy
2. Understand the basic principles of anaesthetic assistance for animals	2.1. Identify the common reasons for the use of anaesthesia 2.2. Describe the equipment required for monitoring anaesthesia 2.3. Describe the vital signs when monitoring anaesthesia 2.4. Explain potential complications associated with anaesthesia 2.5. Describe pre and post anaesthetic care

Mapping to Standards
Level 2 Animal Care and Welfare Standard – Veterinary Care Support stream
Skills (Veterinary Care support) linked to

54. patient monitoring for example anaesthetic monitoring
55. pre and post-operative care

Control of Veterinary Retail Stock and Processing Orders

Unit Reference	**K/650/2937**
Level	**2**
Credit Value	**3**
Guided Learning (GL)	**25 hours**
Unit Summary	This unit assesses the occupational competence of people who work in a retail environment and who are responsible for maintaining stock levels to meet changing demand. This unit requires workplace assessment of occupational competence.
Learning Outcomes (1 to 9) ***The learner will***	**Assessment Criteria (1.1 to 9.5)** ***The learner can***
1. Understand the importance of customer service in relation to processing customers' orders	1.1. Explain the importance of giving customers clear, accurate and complete information about the terms of supply 1.2. Explain the importance of keeping customers informed of the progress of their orders
2. Understand the correct use of customer information in relation to processing customers' orders	2.1. Describe the information that must be obtained from customers when they place orders 2.2. Explain why information is needed from customers when they place orders, including any information that is required by law 2.3. Outline the legal and organisational requirements relating to customer confidentiality 2.4. Explain the consequences of not keeping customer information confidential
3. Be able to find out what customers want to order	3.1. Ask questions to clarify customers' requirements 3.2. Use product information to help customers who are unsure of which exact products will best meet their requirements
4. Be able to check the availability of the goods customers want to order	4.1. Describe the available sources of supply 4.2. Check the availability of goods and the terms and conditions of supply

	4.3. Offer alternative options to customers if the required goods are not currently in stock
5. Be able to process orders for customers	5.1. Check customer identity and credit status in accordance with legal and organisational procedures 5.2. Prepare accurate and complete orders using the organisation's required format 5.3. Communicate orders to those responsible for fulfilling them in line with organisational procedures 5.4. Maintain the requisite level of confidentiality when storing, using and sharing customer information
6. Understand the relationship between levels and demand for stock in a clinical environment	6.1. Explain the methods used to manage stock levels to meet demand 6.2. Explain the importance of maintaining stock levels to meet demand 6.3. Identify factors that can affect demand for stock
7. Understand the principles for storing stock in a clinical environment	7.1. Explain methods for effective stock rotation 7.2. Identify signs that indicate stock may no longer be suitable for sale 7.3. Describe the impact of ineffective stock rotation and management
8. Be able to manage stock levels in a clinical environment	8.1. Carry out a stock rotation in a clinical environment 8.2. Demonstrate the use of a stock control system 8.3. Demonstrate the procedures for reporting results of stock rotation
9. Be able to replenish stock in a clinical environment	9.1. Demonstrate the replenishment of stock to maintain required levels 9.2. Prepare stock for sale within a clinical environment 9.3. Demonstrate the correct disposal of packaging waste in accordance with organisational procedures

	9.4. Follow organisational procedures to update the stock control system 9.5. Explain the reasons behind expected changes in stock demand
Mapping to Standards No mapping	

Veterinary Reception and Customer Care

Unit Reference	**L/650/2938**
Level	**2**
Credit Value	**3**
Guided Learning (GL)	**20 hours**
Unit Summary	This unit covers the procedures to follow and hospitality to offer when meeting and welcoming visitor to business premises. This unit is a knowledge-based unit, with no physical requirements.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.8)** ***The learner can***
1. Know how to attend to clients and their enquiries	1.1. Explain the importance of communicating effectively 1.2. Explain the importance of taking messages, making appointments and passing them on to the right person 1.3. Explain the importance of confidentiality, procedures for data handling and what may happen if confidentiality is broken 1.4. Explain how to ask relevant questions and identify when to refer to senior colleagues 1.5. Describe the services available, their duration and cost 1.6. Describe the appropriate use of written, verbal, non-verbal and electronic methods of communication 1.7. Explain the limits of authority when attending to people and enquiries 1.8. Describe how to recognise and respond to distressed and agitated clients
2. Be able to attend to client's enquiries and appointments	2.1. Demonstrate the ability to deal with all enquiries politely and appropriately 2.2. Identify the purpose of the enquiry accurately

	2.3. Refer enquiries which cannot be dealt with promptly to the relevant person for action 2.4. Record messages and appointment details accurately and pass them to the relevant person at the right time 2.5. Give clear and accurate information to clients and colleagues 2.6. Schedule appointments taking into account the needs of the client and the organisation 2.7. Confirm the availability of services, where necessary with relevant colleagues 2.8. Maintain confidentiality of the organisation and clients 2.9. Work in a way which promotes health and safety which is consistent with relevant legislation and codes of practice
3. Understand the procedures for effective customer care	3.1. Identify why visitors may visit the business 3.2. Explain how to deal with visitors effectively 3.3. Identify methods used to effectively communicate with visitors 3.4. Explain the importance of communicating effectively with visitors 3.5. Explain the purpose of presenting a positive image 3.6. Explain the purpose of following legislation 3.7. Explain the purpose of following organisational protocols 3.8. Identify potential difficulties that may arise when dealing with visitors 3.9. Describe ways of dealing with potential difficulties that may arise when dealing with visitors 3.10. Describe structures for communication within an organisation
4. Be able to provide effective customer care	4.1. Demonstrate the ability to identify visitors to a business

	4.2. Demonstrate dealing with visitors effectively 4.3. Demonstrate methods of effective communication with visitors 4.4. Maintain a positive image of an organisation 4.5. Follow legislation when providing effective customer care 4.6. Follow organisational protocols when providing effective customer care 4.7. Demonstrate the ability to deal with potential difficulties when dealing with visitors 4.8. Maintain organisational structures for communication
Mapping to Standards **Level 2 Animal Care and Welfare Standard – Veterinary Care Support stream** **Skills (Veterinary Care support) linked to LO 1 & 3** 56. end of life care for pets and providing support for the owner 57. deliver customer experience (internal and external), where applicable, in line with workplace policies and procedures **Knowledge (Veterinary Care support) LO 1-4** 58. end of life care processes, procedures and support 59. how to deal with emotional customers/clients	

Store and Retrieve Information

Unit Reference	**M/650/2939**
Level	**2**
Credit Value	**2**
Guided Learning (GL)	**15 hours**
Unit Summary	This unit is about storing and retrieving information securely and within confidentiality requirements of the organisation. This unit is a knowledge-based unit, with no physical requirements.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.6)** ***The learner can***
1. Understand the processes for storing and retrieving information	1.1. Explain the purpose of storing and retrieving information 1.2. Describe the features for a range of information systems 1.3. Explain the importance of security and confidentiality of information 1.4. Explain the purpose of confirming information to be stored and retrieved 1.5. Describe methods to check information for accuracy 1.6. Explain the purpose of checking information for accuracy 1.7. Explain the purpose of providing information to meet organisational procedures 1.8. Describe the types of information that may be deleted 1.9. Describe potential issues with information systems
2. Be able to store information	2.1. Identify information to be stored 2.2. Record information to be stored 2.3. Follow legislation applicable to the storage of information

	2.4. Follow organisational procedures applicable to the storage of information 2.5. Demonstrate storing information in approved locations 2.6. Demonstrate updating stored information when applicable 2.7. Demonstrate deleting stored information when applicable 2.8. Demonstrate the ability to refer information queries appropriately
3. Be able to retrieve information	3.1. Identify information to be retrieved 3.2. Follow legislation applicable to the storage of information 3.3. Follow organisational procedures applicable to the storage of information 3.4. Locate information for retrieval 3.5. Provide information to meet organisational procedures 3.6. Demonstrate the ability to refer information queries appropriately
Mapping to Standards No mapping	

Equine Anatomy and Physiology

Unit Reference	**Y/650/2940**
Level	**3**
Credit Value	**8**
Guided Learning (GL)	**60 hours**
Unit Summary	This unit aims to introduce the learner to the gross anatomy of the horse including starting to understand cellular structure and identifying the major body systems. There is a focus on the equine distal limb as an area of anatomical importance. This unit is a knowledge-based unit, with no physical requirements.
Learning Outcomes (1 to 12) ***The learner will***	**Assessment Criteria (1.1 to 12.2)** ***The learner can***
1. Know the gross anatomy of the equine	1.1. Identify the points of the horse 1.2. Apply equine directional terminology 1.3. Describe the location of common anatomical landmarks 1.4. Identify key equine conformational traits
2. Understand equine cellular and tissue structure	2.1. Identify the major components of the animal cell 2.2. Describe the structure of the major components of the animal cell 2.3. State the classification of body tissues 2.4. Describe the structure of body tissues 2.5. Describe the function of body tissues
3. Know the equine digestive system	3.1. Identify the location of key structures of the equine digestive system 3.2. Describe the functions of the key structures within the equine digestive system

	3.3. Explain the digestive process of the equine 3.4. Describe factors that can affect equine digestive function
4. Know the equine urinary system	4.1. Identify the location of major structures within the urinary system 4.2. State the function of the major structures within the urinary system 4.3. Describe signs of normal urination 4.4. Describe signs of abnormal urination 4.5. Describe common conditions that may cause abnormal urination
5. Know the equine skeletal structure	5.1. Identify the location of key flat bones 5.2. Identify the location of key irregular bones 5.3. Identify the location of key short bones 5.4. Identify the location of key long bones 5.5. Identify the location of key sesamoid bones 5.6. Explain the role of the skeletal system 5.7. Identify different types of joints and their locations in the horse 5.8. Identify joint types within the skeletal structure 5.9. Explain the function of the joint types within the skeletal structure 5.10. Explain the role of tendons and ligaments in the skeletal structure
6. Know the respiratory system of the equine	6.1. Identify the location of key structures of the equine respiratory system 6.2. Describe the functions of the key structures within the equine respiratory system

	6.3. State the normal respiratory rate and patterns 6.4. State abnormal respiratory rate and patterns 6.5. Define the appropriate veterinary terminology to describe respiration 6.6. List factors that can affect equine respiratory function
7. Know the cardiovascular system of the equine	7.1. Identify the location of major structures within the equine cardiovascular system 7.2. State the function of the key structures within the equine cardiovascular system 7.3. Explain the role of the cardiovascular system 7.4. Describe blow flow through the body 7.5. State the location of major blood vessels 7.6. List factors that can affect equine cardiovascular function
8. Know the muscular system of the equine	8.1. Identify the three muscle tissue types 8.2. State the functions of the three muscle tissue types 8.3. Identify the superficial muscles of the equine 8.4. Describe the stay apparatus
9. Know the structure of the equine distal limb	9.1. Identify skeletal structures of the equine distal limb 9.2. Explain the different soft tissue structures of the equine distal limb 9.3. Describe the structures of the equine hoof
10. Know the component parts of the equine nervous system	10.1. List the main components of the central nervous system 10.2. List the main components of the peripheral nervous system

	10.3. Describe the function of the nervous system
11. Know the component parts of the equine lymphatic system	11.1. Describe the role of the lymphatic system 11.2. Identify the main components of the lymphatic system
12. Understand the equine skin	12.1. Describe the functions of skin 12.2. Identify commonly used sites for subcutaneous injection
Mapping to Standards No Mapping	

Companion Animal Anatomy and Physiology

Unit Reference	**A/650/2941**
Level	**3**
Credit Value	**8**
Guided Learning (GL)	**60 hours**
Unit Summary	The purpose of this unit is to provide the learner with the knowledge and understanding of the anatomy and physiology of a range of companion species. The learner will be able to identify and describe the role of all the major body systems in companion animals. Learners will develop their knowledge and understanding of the link between body systems and clinical conditions. This unit is a knowledge-based unit, with no physical requirements.
Learning Outcomes (1 to 10) ***The learner will***	**Assessment Criteria (1.1 to 10.5)** ***The learner can***
1. Understand the cardiovascular system of companion animals	1.1. Identify the location of the major structures within the cardiovascular system 1.2. State the function of the major structures within the cardiovascular system 1.3. Explain the role of the cardiovascular system 1.4. Describe blood flow through the body 1.5. State the location of major blood vessels 1.6. State the factors that may affect an animal's circulation
2. Understand the lymphatic system of companion animals	2.1. Describe the role of the lymphatic system 2.2. Identify palpable lymph nodes 2.3. Identify non-palpable lymph nodes
3. Understand the major body cavities of companion animals	3.1. Identify major structures within body cavities 3.2. State the functions of the major structures within body cavities

	3.3. Evaluate the significance of mediastinum
4. Understand skeletal structure of companion animals	4.1. Identify the location of key flat bones 4.2. Identify the location of key irregular bones 4.3. Identify the location of key short bones 4.4. Identify the location of key long bones 4.5. Identify the location of key sesamoid bones 4.6. Explain the role of the skeletal system 4.7. Describe the location of common anatomical landmarks 4.8. Identify joint types within the skeletal structure 4.9. Explain the function of the joint types within the skeletal structure 4.10. Explain the role of tendons and ligaments in the skeletal structure
5. Understand the digestive system of companion animals	5.1. Identify the location of major structures within the digestive system 5.2. Describe the function of the major structures within the digestive system 5.3. Describe digestive processes
6. Understand the urinary system of companion animals	6.1. Identify the location of major structures within the urinary system 6.2. State the function of the major structures within the urinary system 6.3. Describe signs of normal urination 6.4. Describe signs of abnormal urination 6.5. Describe common conditions that may cause abnormal urination
7. Understand the respiratory system of companion animals	7.1. Identify the location of major structures within the respiratory system 7.2. Describe the function of the major structures within the respiratory system

	7.3. State normal respiratory rate ranges and patterns 7.4. State abnormal respiratory rates and patterns 7.5. Define appropriate veterinary terminology to describe respiration 7.6. Describe factors that may affect respiration
8. Know common skeletal muscles of companion animals	8.1. Identify common skeletal muscles in the forelimb 8.2. Identify common skeletal muscles in the hindlimb 8.3. Identify common skeletal muscles in the trunk 8.4. Identify commonly used sites for intramuscular injection
9. Understand the skin of companion animals	9.1. Describe the functions of the skin 9.2. Identify commonly used sites for subcutaneous injection
10. Understand the cellular and tissue structure of companion animals	10.1. Identify the major components of the animal cell 10.2. Describe the structure of the major components of the animal cell 10.3. State the classification of body tissues 10.4. Describe the structure of body tissues 10.5. Describe function of body tissues
Mapping to Standards No Mapping	

Comparative Animal Anatomy and Physiology

Unit Reference	**D/650/2942**
Level	**3**
Credit Value	**8**
Guided Learning (GL)	**60 hours**
Unit Summary	The purpose of this unit is to provide the learner with the knowledge and understanding of the anatomy and physiology of a range of common exotic animal species. The learner will be able to describe and identify the major body systems within a range of exotic species. Learners will develop their knowledge of how husbandry systems affect an animal's clinical condition. Learners will be able to recognise fundamental differences between species. This unit is a knowledge-based unit, with no physical requirements.
Learning Outcomes (1 to 9) ***The learner will***	**Assessment Criteria (1.1 to 9.2)** ***The learner can***
1. Understand body cavities of comparative species	1.1. Describe the position of the major body cavities in comparative species 1.2. Define the structures of the major body cavities 1.3. List the important organs within the major body cavities of comparative species
2. Understand the skeletal structure and conformation of comparative species	2.1. Identify the skeletal structure of comparative species 2.2. Compare and contrast the differences between a comparative species and the dog or cat 2.3. Identify anatomical differences of comparative species 2.4. Describe common skeletal conditions that may affect comparative species
3. Know the skeletal muscles of comparative species	3.1. Identify the skeletal muscles commonly used for intramuscular injection sites in comparative species

4. Understand the structure of the heart in comparative species	4.1. Identify the major structures of the heart in comparative species 4.2. Describe blood flow through the body for comparative species
5. Know the blood vessels used in comparative species	5.1. Identify blood vessel types in comparative species 5.2. Identify common sites of venepuncture in comparative species 5.3. Describe factors that may affect circulation in comparative species
6. Understand the urinary tract of comparative species	6.1. Compare the urinary tract anatomy in comparative species 6.2. Explain the production of uric acid in some comparative species 6.3. Identify the location of the cloaca in comparative species 6.4. Describe the function of the cloaca in comparative species 6.5. Identify normal urinary excretions in comparative species 6.6. Identify abnormal urinary excretions in comparative species
7. Understand the digestive system in comparative species	7.1. Compare the digestive tract anatomy in comparative species 7.2. Describe common nutritional imbalances in comparative species 7.3. Identify normal faeces in comparative species 7.4. Identify abnormal faeces in comparative species 7.5. Explain the role of coprophagia in comparative species
8. Understand respiratory systems in comparative species	8.1. Compare the respiratory tract anatomy in comparative species 8.2. Identify normal respiratory rate ranges and patterns in comparative species 8.3. Describe factors that may affect respiration in comparative species

	8.4. Describe the signs of respiratory distress in comparative species
9. Be able to apply directional anatomical terminology for comparative species	9.1. Define anatomical directions and veterinary terminology 9.2. Identify common anatomical directions
Mapping to Standards No mapping	

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards 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 Skills and Education Group Awards 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 Skills and Education Group Awards 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 Skills and Education Group Awards.
  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 – Skills and Education Group Awards 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.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. 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 Skills and Education Group Awards Qualifications' which can be downloaded from https://skillsandeducationgroupawards.co.uk/for-centres/

Certification

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

Skills and Education Group Awards' policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)
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 qualification level and not unit/component 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 Guided Learning (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.