SEG Awards Level 3 Certificate for Veterinary Receptionists

England – 610/3461/7

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.

Copyright

Specification Code

The specification code is C9250-03.

Issue	Date	Details of change
1.0	November 2023	New qualification guide

This guide should be read in conjunction with the Indicative Content document 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.

Qualification Guidance

Introduction

The SEG Awards Level 3 Certificate for Veterinary Receptionists has been designed to develop knowledge and skills for those currently working as a Veterinary Receptionist or aspiring to do so.

Pre-requisites

There are no entry requirements for this qualification however, it is expected for Learners to have working knowledge of at least Level 2. As the qualification is based within the Veterinary environment, some previous experience in this field would be beneficial. All applications must be the minimum age of 16 and have a basic understanding of literacy and numeracy skills.

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 3 Certificate for Veterinary Receptionists

Learners must achieve 36 credits. All credits must come from the 5 mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Group Min Credit Target - 36				
Concepts of Customer Service	J/650/9173	3	11	95
Veterinary Receptionist Administrative Responsibilities	K/650/9174	3	6	55
Veterinary Products	L/650/9175	3	8	80
Veterinary Terms and Clinical Methods	M/650/9176	3	3	40
Veterinary Receptionist Lead	R/650/9177	3	8	90

Aim

The SEG Awards Level 3 Certificate for Veterinary Receptionists has been designed to provide learners with the opportunity to develop the knowledge and understanding of a Veterinary Receptionist role. Learners will have the opportunity to support within this role and assist in the preparation of the Veterinary Reception role.

Target Group

The SEG Awards Level 3 Certificate for Veterinary Receptionists is designed for learners of the age of 16 and over, who are currently working as a Veterinary Receptionist or planning to in the future. This qualification will allow learners to formalise their learning, especially if they are looking after animals in any capacity.

Assessment

Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice material available for the SEG Awards Level 3 Certificate for Veterinary Receptionists.

Teaching Strategies and Learning Activities

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 may progress on to further studies within Animal Care or even employment in the role of a Veterinary Nurse.

Learners could also look to progress within various other regulated qualifications within the Animal Care sector that Skills and Education Group Awards offers, to expand on their knowledge and experience in animal care further.

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 Guidance

Qualification Summary

Qualification							
SEG Awards Level 3 Certificate for Veterinary Receptionists							
Qualification Purpose	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area						
Age Range	**Pre 16**		**16-18**	✓	**18+**	✓	**19+** ✓
Regulation	The above qualifications are regulated by: • Ofqual						
Assessment	Portfolio of Evidence						
Type of Funding Available	See FaLA (Find a Learning Aim)						
Grading	Pass/Fail Only						
Operational Start Date	17/11/2023						
Review Date	17/11/2026						
Operational End Date							
Certification End Date							
Guided Learning (GL)	360						
Total Qualification Time (TQT)	279						
Credit Value	36						
Skills and Education Group Awards Sector	Animal Care						
Regulator Sector	3.3 - Animal care and veterinary science						
Support from Trade Associations							

Unit Details

Concepts of Customer Service

Unit Reference	**J/650/9173**
Level	**3**
Credit Value	**11**
Guided Learning (GL)	**95**
Unit Summary	Learners will acknowledge the significance of customer service. They will develop the skills required to create appointments and understand the importance of preference when organising appointments within the role of a Veterinary Receptionist.

Learning Outcomes (1 to 8)	Assessment Criteria (1.1 to 8.4)	
The learner will	*The learner can*	
1. Understand the purpose and importance of customer service within the role of a Veterinary Receptionist	1.1	Identify the significance and positive impacts of valuable communication when working in customer service
	1.2	Identify provision for customers with specific needs and demonstrate how to sensitively communicate when dealing with customers
	1.3	Define the different roles within a veterinary practice team and record their responsibilities within the practice
	1.4	Analyse the difference in professional communication approaches, and when these will be of best use, including: • In Person • Telephone Call (controlling multiple telephones) • Electronic sources including social platforms • Written Message

		1.5	Provide an explanation of the importance of achieving service standards within a professional and organised manner
		1.6	Explain how to liaise successfully both internally with colleagues and externally with customers, to promote positive relationships at all times
2.	Be able to engage positively with customers in challenging situations	2.1	Identify the signs that indicates a situation is challenging
		2.2	Actively listen to others to establish the nature of the challenging situation
		2.3	Demonstrate a range of techniques to manage the challenges identified and how they will be escalated within the lines of authority
3.	Understand the process of making appointments	3.1	Outline and distinguish the different types of appointments that can be offered within veterinary care and how to identify their priority
		3.2	Explain the process of how to create an appointment and how to make a referral confirming with the client once done
		3.3	Summarise the essential details concerning the animal which need to be logged when booking an appointment such as the client, the pet and the reason for the appointment
4.	Understand the importance of accepting a payment for services and items	4.1	Explain the different types of payments which can be used when paying for a veterinary service
		4.2	Give an explanation of the importance of instant payment

	4.3	Assess the benefits and restrictions of payment plans that a number of veterinary practices provide	
	4.4	Summarise the plan of action for incomplete payments and the impact this has on the Practice	
5. Understand the different types of veterinary insurances and how to deal with claims made	5.1	Explain the different types of veterinary insurance schemes that are accessible along with outlining their purpose	
	5.2	Investigate the wide range of insurance policies that are on offer	
	5.3	Explain the legal restrictions that are attached to insurance guidelines	
	5.4	Describe the phrase 'excess' in connection to an insurance declaration	
	5.5	Identify the advantages and disadvantages of indirect and direct insurance claims, and when these are of best use	
6. Understand the different types of animal health plans and their purpose	6.1	Explain the different types of animal health care plans available and when each would be most effective	
	6.2	Explain the purpose of an animal health care plan and its purpose	
	6.3	Explain what contribution a Veterinary Receptionist has in encouraging an animal health plan whilst maintaining positive customer relations	
7. Be able to control customer dissatisfaction	7.1	Outline the significance and positive ramifications of resolving a complaint with consideration to veterinary best practice to enhance your own knowledge	

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	7.2	Explain the different types of approaches to solving a customer complaint	
	7.3	List the different reasons as to why a complaint situation may escalate and the impact of this happening	
	7.4	Define how customer expectations can differ with consideration to the following points: • Private client / customer with consideration to age, culture and social profile • Commercial customer	
	7.5	Distinguish the different customer types with consideration to sensitive situations that may drive behaviours	
8. Understand the terms euthanasia and bereavement	8.1	In the wake of a pet bereavement, consider the five steps of grief	
	8.2	Explain the importance of empathy when communicating with a grieving client	
	8.3	Describe the definition of euthanasia, the different options available and situations where this may arise	
	8.4	Explain the different arrangements for disposing of cadavers	

Veterinary Receptionist Administrative Responsibilities

Unit Reference	**K/650/9174**
Level	**3**
Credit Value	**6**
Guided Learning (GL)	**55**
Unit Summary	Learners will acknowledge the range of responsibilities required for the administrative role of a Veterinary Receptionist. They will be capable of providing explanations on the specific kind of data kept in a veterinary practice. Learners will recognise the importance of confidentiality when accurately keeping records and understanding the legislative demands which surround this area.

Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	**The learner can**	
1. Understand how to appropriately store and control the details of customers	1.1	Describe the process of registering new clients and how to control their records
	1.2	Describe the significance of precise keeping of customer records
	1.3	Explain how to control and order bookings effectively and keep effective diary management of the veterinary team
	1.4	Describe the codes of practice and legislative needs with regards to handling data, with exact reference to 'Code of Professional Conduct of Veterinary Nurses - Professionals
	1.5	Describe the methods of disclosing pet and client information out of the

			establishment and what key factors have to be considered
2.	Understand alternative mailing and communication services	2.1	Explain how to assemble and issue information with consideration to be given to the different customer type, the specific needs of customers and the suitable form of communication
		2.2	Describe the handling of sending information out to clients for upcoming appointments and the different effective methods to do this with consideration to the customer type and any specific need identified
3.	Understand the use of and how to handle different relevant paperwork	3.1	Provide an overview of The Data Protection Act 2018 and its importance
		3.2	Explain how to register and record insurance claims
		3.3	Describe the purpose of implementing and administering consent forms
		3.4	Explain the significance of using accurate abbreviations and terminology

Veterinary Products

Unit Reference	L/650/9175
Level	3
Credit Value	8
Guided Learning (GL)	80
Unit Summary	Learners will acknowledge how to inform clients appropriately on the products accessible to help assist animal health. They will recognise familiar parasites on common animals. Learners will know what products are accessible to manage and stop the infestations.

Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.4)	
The learner will	**The learner can**	
1. Understand animal nutrition and food	1.1	Assess the range of individual food types, and establish why it is important to ensure an animal has a suitable diet for their life stage and health
	1.2	Provide examples of issues that could occur if animal nutrition is not present, including injury and illnesses
	1.3	Describe nutritional alterations necessary for the following circumstances: • Long term health conditions such as Diabetes • Short term health conditions such as post – surgery and abdominal upset • Dental care
2. Understand how to manage the control of parasites	2.1	Explain the different parasites that can be established in animals

	2.2	Explain the cycle of life for familiar ectoparasites
	2.3	Describe the care required to prevent infestation of parasites
	2.4	Describe the different approaches for administrative routes of medication, to include: • Spot on • Sprays • Tablets
	2.5	Explain the requirement to give treatment in home environments to stop the spread of parasite infestations
3. Understand the different products that are encouraged to help aid the health of animals	3.1	Describe the most commonly used health care products for everyday well-being
	3.2	Describe the range of products available to improve good dental hygiene
	3.3	Describe the range of pheromone products, when they are to be used and their benefits
4. Be able to accurately inform customers on veterinary products	4.1	Outline the legal limitations of Veterinary Receptionist and provide examples of when is appropriate to seek the advice of a qualified Veterinary Nurse or Surgeon
	4.2	Outline what is meant by the term 'AVM_GSL' and provide a list of drugs sold as this
	4.3	Explain the following legal types of medication: • SAES • NFA-VPS • POM-V • AVM-GSL • POM-VPS

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	4.5	Describe the following acts and their purpose: • Misuse of Drugs Act of 1971 • Veterinary Surgeons Act of 1966 • Veterinary Medicines Regulations 2013
5. Understand what is required when in charge of stock	5.1	Describe ways to promote products to clients
	5.2	Describe the process of alternating stock to make sure of minimum waste
	5.3	Describe suitable systems of storing several types of stock
	5.4	Describe how to take stock and order accurately from suppliers to maintain a sustainable level

Veterinary Terms and Clinical Methods

Unit Reference	M/650/9176
Level	3
Credit Value	3
Guided Learning (GL)	40
Unit Summary	Learners will learn, understand, and adopt veterinary phrases and terms that are frequently used within a Veterinary Practice. They will explore various procedures and clinical methods across a range of different types of animals, looking at the positive and negative impacts that the procedures can have on animals when carried out.

Learning Outcomes (1 to 2)		Assessment Criteria (1.1 to 2.7)	
The learner will		*The learner can*	
1.	Understand Veterinary phrases and terms that are frequently used in a Veterinary practice	1.1	Outline the terms frequently used in veterinary anatomy
		1.2	Describe the root words frequently used in a veterinary practice
		1.3	Describe a type of prefixes and suffixes frequently used in veterinary terminology
2.	Understand frequent clinical methods in used for companion animals	2.1	Evaluate the use of vaccines in different types of animals, exploring both their positive and negative impacts
		2.2	Evaluate the procedure and intent of titre testing
		2.3	Explain the procedure and intent when neutering different types of animals
		2.4	Explain the positives and negatives of neutering different types of animals

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	2.5	Describe the different causes of frequent dental procedures for animals
	2.6	Outline the procedure for microchipping animals and discuss the intent for this
	2.7	Explain the additional frequent procedures to be expected in a veterinary practice, such as wing and claw clipping

Qualification Guidance

<table>
<tr><td colspan="2"># Veterinary Receptionist Lead</td></tr>
<tr><td>**Unit Reference**</td><td>**R/650/9177**</td></tr>
<tr><td>**Level**</td><td>**3**</td></tr>
<tr><td>**Credit Value**</td><td>**8**</td></tr>
<tr><td>**Guided Learning (GL)**</td><td>**90**</td></tr>
<tr><td>**Unit Summary**</td><td>Learners will understand the roles and responsibilities of the veterinary team within the Practice and how each role contributes to the service provision. The Learners will gain insight into the principles and practices of health and safety within the working environment. As an expert in the veterinary practice, learners will gather insight on the customer base from private clients to commercial relationships to continually influence change and improvements within the organisation. Understanding the roles and responsibilities of the veterinary staff within the practice. Learners will acknowledge the significance of maintaining a secure and clean reception area for the client and their pets.</td></tr>
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Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	**The learner can**	
1. Be able to understand organising and arranging the waiting area and reception	1.1	Describe the significance of a clean and organised reception and waiting area
	1.2	Outline the importance of displaying information, advice and guidance on animal care for clients in the waiting and reception area
	1.3	Explain the benefits and disadvantages to using technology within the reception area
	1.4	Outline the hygiene and cleaning policy

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2.	Be able to establish clear roles and responsibilities of the veterinary team within the practice	2.1	Describe the different types of roles and their responsibilities of the veterinary team
		2.2	Identify the most appropriate role within the practice to provide treatment and guidance when making a referral for parasite treatment
3.	Be able to understand the importance of health and safety within a veterinary establishment	3.1	Explain the essentials for the role of a Veterinary Receptionist under the Health and Safety Act at Work Act 1974
		3.2	Acknowledge the body of laws involved within notifiable diseases, chemical usage and biosecurity
		3.3	Analyse a selection of PPE required to restrict infection in a veterinary practice
		3.4	Provide a detailed description of 'zoonosis' and outline the usual examples
4.	Be able to understand the importance of approaching an animal in the reception area, taking consideration into diverse behaviours of animals when in the veterinary environment	4.1	Describe specific actions to take when proceeding towards an animal showing different behaviours such as: • Aggressive • Nervous • Relaxed • Stressed
		4.2	Provide an explanation on how owners may suitably control their animals within the waiting area
		4.3	Provide an explanation on how Veterinary Receptionists can support owners with distressed animals when waiting for their appointment

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.

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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.