

City & Guilds Level 2 Diploma for Veterinary Care Assistants (0448-02)

Version 4.6 (January 2026)

Qualification Handbook

Version and date	Change detail	Section
4.6 January 2026	Version table added. Template amendments and updates to formatting; removal of references to QCF; addition of access arrangements, CASS and Sustainability sections	All

Contents

1	Introduction to the qualification	4
2	Centre requirements	7
3	Course design and delivery	10
4	Assessment	11
5	Units	13
6	Registration and Certification	14
Unit 201	Principles and practices of animal handling and care in the veterinary environment	15
Unit 202	Principles and practices of assisting with care in the veterinary environment	27
Unit 203	Principles and practices of administrative duties in the veterinary care environment	48
Appendix 1	Relationships to other qualifications	67
Appendix 2	Sources of general information	68

1 Introduction

This document contains the information that centres need to offer the following qualification:

Qualification title and level	City & Guilds qualification number	Qualification accreditation number
Level 2 Diploma for Veterinary Care Assistants	0448-02	600/0106/9

Qualification summary

Qualification title and level	Credits	Guided Learning Hours (GLH)	Total Qualification Time
City & Guilds Level 2 Diploma for Veterinary Care Assistants	53	398	530

This qualification is designed for learners who wish for career progression, do not have access to an N/SVQ, wish to develop skills learnt from other qualifications, require evidence towards the underpinning knowledge of other qualifications, or who are looking for progression towards higher education. The modern veterinary care service provider employs veterinary surgeons, veterinary nurses, student veterinary nurses and various veterinary care support staff.

This qualification is designed for those tasked with providing care to animals in a veterinary care environment under the direction and/or supervision of a Veterinary Surgeon.

For the purpose of this qualification, veterinary care service providers include but are not limited to first opinion veterinary practice, second opinion or referral veterinary practice, veterinary hospitals, veterinary departments within animal welfare establishments and veterinary schools.

It is designed to provide practical competence and underpinning knowledge that is relevant to the role of veterinary carer in a modern veterinary practice while containing additional skills and knowledge which go beyond the scope of the National Occupational Standards. It provides a valuable alternative for those learners who do not have access to other qualifications.

Learners may not legally perform any action either during their training, or post-qualification, which may be interpreted as an act of veterinary surgery as defined by the Veterinary Surgeons Act 1966. Learners, employers and veterinary surgeons are directed to the current RCVS guidance.

Apprenticeship Framework

This qualification has been designed to be a single integrated qualification (containing both the competence and knowledge elements) required by the SASE guidance. This is a single

integrated qualification is composed of a competence element (37 credits) and a knowledge element (16 credits).

Therefore for candidates who are completing this qualification as part of the apprenticeship, they will need to complete the learner logbook (available from www.cityandguilds.com).

When results are submitted for apprenticeship learners, the overall qualification can only be achieved at a Pass grade (certification module 901). All tasks and assignments can be graded in the normal way.

1.1 Qualification structure

To achieve the **City & Guilds Level 2 Diploma for Veterinary Care Assistants**, learners must achieve 53 credits from the mandatory units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Excluded combination of units (if any)
Mandatory units				
M/502/6953	201	Principles and practices of animal handling and care in the veterinary environment	16	
K/502/6952	202	Principles and practices of assisting with care in the veterinary environment	21	
H/502/6951	203	Principles and practices of administrative duties in the veterinary care environment	16	

1.2 Opportunities for progression

On completion of this qualification learners could potentially progress into employment or to the following qualifications:

- Level 3 Veterinary Nursing qualification
- Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Animal Management
- Other related Level 3 qualifications

The RCVS has moved to a single substantial Level 3 qualification and is not replacing the current Veterinary Nursing qualification structure of a Level 2 qualification suite of an NVQ and VRQ (technical certificate) which requires successful students to progress onto a Level 3 qualification suite of an NVQ and VRQ (technical certificate) in order to achieve the status of an RCVS Registered Veterinary Nurse. This strategy will result in the disappearance of the level 2 Veterinary Nursing qualifications.

It is recognised that such a strategy (whilst supported by much of the profession) does create a level 2 vacuum in the veterinary practice structures. It is anticipated that the VCA will slot into this gap as it will provide a level 2 qualification of progression which is bedded in veterinary care and is based on practical and sound knowledge of the professional veterinary care environment. Whilst the VCA qualification may continue to allow progression into the new full Level 3 VN qualification (the Level 2 National Certificate for Veterinary Care Assistants can form part of a suite of qualifications that are necessary to enrol as a Student Veterinary Nurse. For up-to-date guidance, the Royal College of Veterinary Surgeons should be contacted) it is worth noting that it also allows for a standalone minimum care qualification standard to be available to employers and newcomers to the sector.

Furthermore, the VCA meets national government strategy with regard to first level 2 qualifications in that it is flexible and does create progression opportunities to level 3 and beyond.

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

Description	How to access
Assessment guide for centres	www.cityandguilds.com (password protected)
Marking guide	www.cityandguilds.com (password protected)
Evidence requirements for the Apprenticeship	www.cityandguilds.com
Candidate logbook	www.cityandguilds.com

2 Centre requirements

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering the Level 2 National Certificate for Veterinary Care Assistants

Centres approved to offer the qualification Level 2 National Certificate for Veterinary Care Assistants may apply for approval for the new Level 2 Diploma for Veterinary Care Assistants using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualification using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

Existing centres wishing to offer this qualification must use the **standard** Qualification Approval Process.

2.1 Resource requirements

Human resources

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the area for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- hold at least a Level 3 qualification in Veterinary Nursing or other relevant Level 3 animal management qualification
- have recent relevant experience in the specific area they will be assessing
- be occupationally knowledgeable in the area of veterinary nursing or animal health and welfare for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and internal verifiers

The centre must provide Assessor personnel who must be occupationally competent in the industry either qualified to at least level 2 (the same level as the qualification being referred to) and/or have current experience of working in the industry at this level.

The centre must provide Internal Quality Assurance personnel who must be occupationally competent in the industry either qualified to at least level 2 (the same level as the qualification being referred to) and/or have current experience of working in the industry at this level.

Assessors/Internal Quality Assurance personnel may hold relevant qualifications such as D32/33/34 or A1/V1 or TAQA however they are not a mandatory requirement for this qualification. They should have had formal training in assessment/IQA, which may be the qualifications above, or other training that allows the assessor to demonstrate competence in the practice of assessment/IQA. This training may be carried out in-house or with an external agency.

TAQA qualifications are considered very appropriate as Continuing Professional Development (CPD) or as best practice standards for new centre staff to work towards.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, remains current, and that it takes account of any national or legislative developments.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimal delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for all verified and/or moderated assessments undertaken by City & Guilds, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City & Guilds quality assurance processes visit the What is CASS? and Quality Assurance Standards documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must:

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds. External Quality Assurers (EQAs) are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling

- provide feedback to centres and to City & Guilds.

2.2 Learner entry requirements

Entry requirements

There is an experiential requirement for this qualification. Learners may be of an employed, voluntary or non-employed status, but they must be able to gain real experience of a veterinary care environment. Learners must undertake a substantial period of recorded work experience within a suitable veterinary care environment, which cannot be simulated.

It is the approved centre's responsibility to ensure that the experience gained is sufficient in length, quality and appropriate in nature for the learner to be able to achieve the qualification. A minimum of 600 hours of veterinary experience, excluding breaks, statutory holidays, annual leave or sickness, is required for the learner to gain the required veterinary care experience and develop the practical competence to successfully achieve the award's outcomes. The veterinary environment must enable learners to experience the full range of activities in this qualification. It is the responsibility of the Centre to ensure that the work experience placement is of sufficient quality to support the learner, particularly if the learner is of non-employed status. The placement must meet the minimum legal requirements for employing personnel. The Quality Assurance of placements should be monitored by the External Verifier as part of the verification process.

Experience in a non-veterinary environment, such as a centre's animal housing unit or in non-veterinary work placements, may assist learners to gain knowledge but are not considered an appropriate replacement for gaining professional veterinary experience.

There are no formal or specific academic or learning entry requirements for learners undertaking this programme, learners must be able to demonstrate an ability to be able to achieve the qualification. The nature of both the learning and assessment required for the qualification is such that learners will require basic literacy and numeracy skills. It is for the centre to determine if an applicant meets these requirements prior to the learner commencing the programme through a process of initial assessment.

Age restrictions

This qualification is not approved for use by learners under the age of 16, and City & Guilds cannot accept any registrations for learners in this age group.

Access arrangements, reasonable adjustments and special consideration

City & Guilds has considered the design of this/these qualification(s) and its/their assessments in order to best support accessibility and inclusion for all learners. City & Guilds understands however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Special consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Please refer to the documents 'Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments', 'JCQ – A Guide to the special consideration process' and 'Access arrangements – When and how applications need to be made to City & Guilds' for more information. All of these are available on the [City & Guilds website](#)

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth. More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](#)

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that help our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](#)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy and considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised and recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of activities wherever possible.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each learner prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the learner has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the learner has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their learners
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the learner to access relevant qualifications covering these skills.

For further information to assist with the planning and development of the programme, please refer to the following:

- Delivery strategies /suggested topics included in each unit

4.1 Summary of assessment methods

For this qualification, learners will be required to complete the following assessments:

- one **assignment** for each unit

Time constraints

All assignments must be completed and assessed within the learner's period of registration. Centres should advise learners of any internal timescales for the completion and marking of individual assignments.

4.2 Evidence requirements

Each assignment is made up of:

- A series of **practical marking checklists** and **case studies** which assess the **competency** elements of the qualification and should be completed and kept in a portfolio of evidence
- A number of tasks that assess the **knowledge** elements of the qualification, such as **written tasks**

Learners will be expected to undertake the assignments whilst experiencing work in a veterinary care environment

Written tasks:

Written work tasks within assignments (reports, leaflets, handouts, case studies, projects, diagrams, definition sheets, written tests, poster, logs, letters, presentations and so on) will be assessed by the assessor.

Practical tasks:

Practical activity tasks (specifically those assessed by marking checklists) are assessed by an assessor in the learner's workplace.

Marking checklists may alternatively be completed by a mentor/supervisor in the workplace, who must be occupationally competent, either a qualified Veterinary Nurse or Veterinary Surgeon or someone who has significant and current experience within veterinary practice or animal care- related industry. The use of mentors/supervisors might apply more to distance learning, but not necessarily exclusively so.

It is the responsibility of the centre to check that mentors/ supervisors are occupationally competent and that they are provided with sufficient information and guidance to undertake the observation of the learner's practical performance.

Centres are responsible for standardising mentors/ supervisors to ensure consistency of assessment decisions across centres and over time which needs to be agreed with the External Verifier (this could be standardisation meetings, observation of an assessment by an assessor, a visit to the practice to provide guidance and so on). It is expected that assessor will liaise directly

with the mentor/ supervisor in the work placement/setting to ensure that they and the learner has the necessary resources, time and guidance on carrying out the practical activities. The mentor/supervisor needs to ensure that all completed marking checklists are sent directly back to the assessor.

The learner and the person recording decisions on the marking checklist (either the assessor or the mentor/ supervisor) both need to sign the sheet.

Witness testimony

Some tasks require a 'witness testimony'. For these tasks, the witness must be occupationally competent in the skills that they are observing.

Overall assessment of a unit

It is the responsibility of the assessor to ensure that all of the evidence produced towards an assignment is collated together, authenticated and that all of the marking checklists have been completed fully. Assessors are also responsible for calculating the overall grade for the assignment and for ensuring that the paperwork is signed and dated by all parties as required.

4.3 Recording forms

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier before they are used by learners and assessors at the centre.

Amendable (MS Word) versions of the forms are available from information [@cityandguilds.com](mailto:information@cityandguilds.com)

4.4 Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification. RPL is allowed and is also sector specific.

5 Units

Summary of units

City & Guilds unit number	Title	Unit number	Credits
201	Principles and practices of animal handling and care in the veterinary environment	M/502/6953	16
202	Principles and practices of assisting with care in the veterinary environment	K/502/6952	21
203	Principles and practices of administrative duties in the veterinary care environment	H/502/6951	16

Certification/grading modules

City & Guilds unit number	Title
901	Certification module for Level 2 Diploma for Veterinary Care Assistants - pass grade
902	Certification module for Level 2 Diploma for Veterinary Care Assistants - merit grade
903	Certification module for Level 2 Diploma for Veterinary Care Assistants - distinction grade

6 Registration and Certification

Tutors and Examination Officers should ensure that learners are registered onto 0448 -02 and that all 0448-02 documentation for teaching and administration with City & Guilds is used.

When learners' results are submitted to City & Guilds, centres should also submit the relevant components (201 to 203) that the learner has achieved, so that the appropriate certificate is generated. The overall grade can be calculated using the formula in the assignment guide.

When results are submitted for apprenticeship learners, the overall qualification can only be achieved at a Pass grade (certification module 901). All tasks and assignments can be graded in the normal way.

Please note: There are three certification/grading modules for the qualification which differentiates the three grades – pass, merit and distinction. Once the overall grade for the assignments has been calculated, the correct certification/grading module needs to be indicated on the results entry.

Please see the Rule of Combination below or the City & Guilds catalogue.

Level 2 Diploma for Veterinary Care Assistants QAN 600/0106/9	
Rules for achievement of qualification	53 credits from (201 – 203) and 901 or 902 or 903

- Learners must be registered at the beginning of their course. Centres should submit registrations using Walled Garden or Form S (Registration), under scheme/complex 0448-02.
- When assignments have been successfully completed, results should be submitted on Walled Garden or Form S (Results submission). One of the certification/grading modules 901 to 903 need to be submitted to generate the appropriate certificate and grade. Centres should note that results will not be processed by City & Guilds until verification records are complete
- Learners achieving one or more assessment components will receive a Certificate of Unit Credit listing the assessment components achieved. Learners achieving the number and combination of assessment components required to meet a defined Rule of Combination will, in addition, be issued with a certificate. Centres must submit a certification/grading component to allow this to happen.

Full details on the procedures for all City & Guilds qualifications registered and certificated through City & Guilds can be found on the City & Guilds on-line catalogue.

Unit 201

Principles and practices of animal handling and care in the veterinary environment

Level: 2
Credit value: 16

Unit aim

Upon completion of this unit, the learner will be able to contribute towards the veterinary care of animals by demonstrating knowledge and the ability to apply learnt skills in the general care and nursing of animals within a veterinary care environment. The learner will develop skills and understanding to recognise signs of normal and abnormal health, accommodation and feeding requirements of animals in the veterinary care environment. They will also demonstrate safe handling and care of animals in a veterinary environment and gain knowledge of animal characteristics and identification. The learner will also be able to demonstrate knowledge of first aid for animals and the legal and other limitations of treatment.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Be able to identify the needs of common species whilst under veterinary care
2. Know the accommodation requirements of animals in a veterinary care environment
3. Be able to handle each of the common species in preparation for veterinary procedures and carry out their safe movement within the veterinary practice
4. Know how to identify animals whilst in the veterinary care environment
5. Be able to carry out checks and administer topical and oral medication to animals under direct supervision of a veterinary surgeon, suitably qualified person or veterinary nurse in accordance with veterinary instructions and current RCVS guidance
6. Know the care requirements for animals under veterinary care
7. Be able to recognise, assist with and care for animal emergencies
8. Know how to deal with animal emergencies and first aid

Guided learning hours

It is recommended that **120** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

Veterinary nursing and auxiliary services National Occupational Standards
July 2010 AUX5 Monitor and care for veterinary patients in accommodation
AUX6 Assist with the provision of basic nursing care to animals
AUX7 Supply veterinary medicine under direction
CU54 Control and restrain animals
CU2 Monitor and maintain health, safety and security

Endorsement of the unit by a sector or other appropriate body

This unit is supported by Lantra SCC

Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge.

Outcome 1 Be able to identify the needs of common species whilst under veterinary care

Assessment Criteria

The learner can:

1. **Maintain accommodation** for common species within a veterinary care environment
2. Undertake **feeding and watering regimes** for the common species whilst in a veterinary care environment.

Range

The learner must cover all of the following common species:

All of: dog, cat, rabbits, cavies and rodents (rats, mice, gerbils, hamsters).

Unit content

Maintain accommodation

Preparation to clean: Personal Protective Equipment (PPE), cleaning equipment holding tanks/cages, correct dilution of cleaning agents and disinfectants

Cleaning routines: Full and spot clean, cleaning and disinfection solutions (use and storage), when not to clean; for example prior to and after parturition, early lactation, after surgery, near death

Safe cleaning: use of safe working practices throughout the cleaning process and centre risk assessment

Replenishment of bedding and substrate (types, amounts, suitability)

Disposal of waste: (hazardous waste, non-hazardous waste, deceased animals, body parts), cleaning and maintenance of accommodation and equipment, bedding (types, materials, suitability)

Feeding and watering regimes

Feeding and watering equipment: utensils, bowls, water bottles, cleaning and storage

Types of food: Fresh (forage, meat), dried (concentrates, complete foods, preserved forages), tinned (meats, fish) or frozen, quality of feed, correct storage, shelf life/longevity/best before dates of feedstuffs

Dietary requirements of animals: size, weight, age, activity levels, amount for each animal to prevent malnutrition or obesity, number of feeds, frequency of feeding

Feeding times, preparation of animal feed ration/meal, delivery of feed to animals, feeding individuals and groups, checking animals are eating, cleaning feeding utensils and equipment, storage of feeding utensils and equipment, checking water availability, providing fresh water, cleaning watering equipment

Correct storage of animal feed, disposal of feed left by animals, disposal of feed out of date, disposal of mouldy food, how to reduce/prevent pest or vermin problems

Outcome 2 Know the accommodation requirements of animals in a veterinary care environment

Assessment Criteria

The learner can:

1. Describe **species specific environmental conditions** required for animal accommodation in the veterinary care environment
2. Identify appropriate **contents and fixtures** required in animal accommodation
3. Identify the **construction materials and design** requirements for animal accommodation
4. State the **health and safety regulations** for cleaning and maintaining animal accommodation
5. State the **waste disposal regulations** relevant to the veterinary care environment.

Range

The learner must cover all of the following common species:

All of: dog, cat, rabbits, cavies and rodents (rats, mice, gerbils, hamsters).

Unit Content

Species specific environmental conditions

Species specific environmental conditions: ventilation, light, noise, space, temperature

Contents and fixtures

Bedding types (for example paper, straw/hay, shavings, synthetic bedding, blankets and vet bed), features (insulation, absorption, hypoallergenic, odour control, durable, biodegradable, non-slip), fixtures and fittings (feeding and watering equipment, beds or boxes, ladders, ramps and levels, enrichment items, lighting, heating)

Construction and design

Materials: wood, glass, metal, plastic, perspex

Design: dimensions, location, durability, safety, security, ease of cleaning, suitability for the animal/s, cost.

Welfare: purpose of the accommodation, short or long term, isolation, minimisation of stress on the animal, stocking densities.

Health and safety regulations

Health and Safety Act 1974, RIDDOR, COSHH

Waste disposal regulations

Hazardous waste, non-hazardous waste, deceased animals, body parts, cleaning and maintenance of accommodation and equipment, bedding (types, materials, suitability)

Outcome 3 Be able to handle each of the common species in preparation for veterinary procedures and carry out their safe movement within the veterinary practice

Assessment Criteria

The learner can:

1. **Handle and restrain common species** in preparation for **veterinary procedures**
2. Select appropriate **handling equipment**
3. **Move animals** from one place to another within the veterinary care environment
4. Advise on the **safe transportation** of animals to and from a veterinary care environment

Range

The learner must cover all of the following common species:

All of: dog, cat, rabbits, cavies and rodents (rats, mice, gerbils, hamsters).

Unit Content

Handle and restrain common species for veterinary procedures

Correct technique and use of equipment for species, calm and confident approach
Procedures: veterinary examination, blood sampling, drug administration, subcutaneous, intramuscular, intravenous, oral and topical, induction of anaesthesia and suture/staple removal
Risks to handler and animals during handling and restraint

Handling equipment

Collars and leads, muzzles, cages/kennels, gloves, crush cage, graspers
Personal protective equipment (for example gloves, shoes/boots, goggles, shield and face mask)

Move animals

Handle and restrain animals, equipment required for movement (collars, leads, carrying cages or boxes), checks on animal and equipment, security and how to avoid escapes

Safe transportation

Safe transportation of animals to and from a veterinary practice, security, transportation equipment (cages, boxes), mode of transport, effects of poor handling, inappropriate transportation or the use of unsuitable transportation accommodation during movement
EU Regulation 1/2005 - Welfare of Animals (Transport) Order 2006

Outcome 4 Know how to identify animals whilst in the veterinary care environment

Assessment Criteria

The learner can:

1. Identify the **characteristics** of common species
2. List different systems of **animal identification**

Range

The learner must cover all of the following common species:

All of: dog, cat, rabbits, caviae and rodents (rats, mice, gerbils, hamsters).

Unit Content

Characteristics

Behaviour patterns, breeds, coat types and appropriate care, breeding cycles

Animal identification

Systems of animal identification: pet name, sex, breed, size, colours and markings, owner information, collar disc, microchip, neutered/not neutered, importance of correct identification and animal records

Outcome 5 Be able to carry out checks and administer topical and oral medication to animals under direct supervision of a veterinary surgeon, SQP or VN in accordance with veterinary instructions and current RCVS guidance

Assessment Criteria

The learner can:

1. Carry out a **basic health check** on animals
2. Check animals for **injuries and abnormalities**
3. Administer **care and medication** for sick or injured animals in accordance with veterinary instructions
4. **Record and maintain** veterinary health records.

Range

The learner must cover all of the following common species:

All of: dog, cat, rabbits, cavies and rodents (rats, mice, gerbils, hamsters).

Unit Content

Basic health check

Record vital signs: routine, non routine, physical signs, temperature, pulse, respiration, behaviour

Injuries and abnormalities

Condition of coats, eyes, ears, skin, and mucous membrane, weight, evidence of weight loss or gain, under or over weight, vomiting, dehydration, appetite, water intake, normal and abnormal faeces and urine, appropriate or inappropriate volumes and frequency of faeces and urine, wounds (incised, puncture, lacerated), haematoma

Care and medication

Topical and oral medication, routes of administration, methods of administration, dosage, frequency of dosing, changes in condition and progress and monitor condition and vital signs

Record and maintain

Keeping accurate records of the care provided

Records: animal, client, financial, accuracy, duration they need to be kept for, data storage, Data Protection Act 2003

Outcome 6 Know the care requirements for animals under veterinary care

Assessment Criteria

The learner can:

1. List the signs of **good and poor health** in animals
2. Describe the **care requirements** of animals:
 - at different life stages
 - in pain
 - in recovery from a veterinary procedure

Range

The learner must cover all of the following common species:

All of: dog, cat, rabbits, cavies and rodents (rats, mice, gerbils, hamsters).

Unit Content

Good and poor health

The vital signs, routine, non routine, physical signs, temperature, pulse, respiration, behaviour, condition of coats, eyes, ears, skin, and mucous membrane, weight, evidence of weight loss or gain, under or over weight, vomiting, dehydration, appetite, water intake, normal and abnormal faeces and urine, appropriate or inappropriate volumes and frequency of faeces and urine, wounds (incised, puncture, lacerated), haematoma

Care requirements

Care requirements: feed, water, grooming, welfare (five 'animal needs')

Animals of differing life stages, young, breeding, old, pregnant, lactating, geriatric, in pain, post operatively and under veterinary care

Importance of following veterinary instruction

Follow veterinary instructions and guidance, reporting procedures, accurate recording of information

Outcome 7 Be able to recognise, assist with and care for animal emergencies

Assessment Criteria

The learner can:

1. Assist in **animal emergency** situations for two species
2. Contribute to the **administration** of **first aid to animals**
3. Produce a **first aid kit** suitable for owners to use in animal emergency situations

Range

The learner must cover all of the following common species:

All of: dog, cat, rabbits, cavies and rodents (rats, mice, gerbils, hamsters).

Unit Content

Animal emergency

Haemorrhage, wounds and their management, unconsciousness, shock, fits, burns and scalds, hyper/hypothermia, fractures, poisoning, stings and snake bites

Administer first aid to animals

Aims and principles of animal first aid, administer first aid to an animal, basic examination and basic first aid, prioritise first aid treatment to prevent further deterioration

First aid kit

Crepe bandages, gauze bandages, Vetwrap, dressing pads, adhesive tape, roll of cotton wool, triangular bandage, tick remover, non-invasive thermometer, tweezers, salt, gloves, scissors, medications, charcoal tablets, antibacterial ointment/wipes/spray, antiseptic, hand sanitizer, eye wash

Outcome 8 Know how to deal with animal emergencies and first aid

Assessment Criteria

The learner can:

1. Identify the **limitations, principles and aims** of animal first aid within the veterinary practice
2. Name the precautions to be taken when **handling or transporting injured animals** within the veterinary practice
3. Identify **common first aid injuries** and the first aid provided.

Range

The learner must cover all of the following common species:

All of: dog, cat, rabbits, cavies and rodents (rats, mice, gerbils, hamsters).

Unit Content

Visual signs of an animal emergency could include: lack of breathing, choking, fits, unconscious, haemorrhage, wounds, mucous membrane colour, change in behaviour or temperament

Limitations, principles and aims

Danger, Response, Airway, Breathing, Circulation (D R A B C), preserve life, alleviate suffering, prevent further deterioration, limitations of animal first aid with reference to the Veterinary Surgeons Act 1966

Handling or transporting injured animals

Precautions to be taken when handling or transporting injured animals, equipment used to help restrain an injured animal - collar and lead, muzzles, cage, carrying box, crush cage, protective equipment required when moving aggressive animals e.g. gloves, goggles, protective clothing, potential risks to animals and people when handling and moving injured animals

Common first aid injuries

Haemorrhage, wounds and their management, unconsciousness, shock, fits, burns and scalds, hyper/hypothermia, fractures, poisoning, stings and snake bites

Notes for guidance

This unit is designed to provide the learner with the sound knowledge and skills required for the general nursing and care of animals within a veterinary care environment. The unit allows the learner to gain an insight into normal, healthy animals and their general features and breeding. It also allows the learner to care for animals in a veterinary environment and looks at all aspects of feeding animals as well as checking, grooming and general care of hospitalised animals.

The unit should cover a range of species as appropriate to the area of study.

All of: dog, cat, rabbits, caviae and rodents (rats, mice, gerbils, hamsters).

Throughout the unit the emphasis should be on safe working and assisting other qualified veterinary personnel. It is expected that learners will be aware of safe working practices and familiar with accepted practices and behaviours within the veterinary care environment.

In Outcome 1, the learner will be required to maintain accommodation for common species within a veterinary care environment. They will also be able to practically feed and water a range of animals within the veterinary care environment. It is accepted that this outcome will require some formal delivery but it should also be delivered in practical situations within the veterinary care environment where learners should be routinely performing care for animals. The learner should also be able to correctly disinfect animal accommodation and understand why this is important. The learner should be able to correctly dispose of waste. Correct health and safety procedures should be followed at all times.

In Outcome 2, the learner will be expected to explain what accommodation is suitable to house hospitalised animals. The learner should be able to explain the best conditions to keep animals in for the good of their health and welfare. The learner should know how to prepare and clean accommodation (kennels and cages), using the correct cleaning equipment. They should also be able to list anything that is put into the accommodation from bedding materials and essential equipment, for example cat litter trays, to enriching materials such as a place to hide for guinea pigs. The learner should also know how to correctly disinfect animal accommodation and understand why this is important. However, they will not be expected to list the ingredients of disinfectants. Waste disposal should be understood from general household waste to clinical waste including cadavers. Health and safety should always be a consideration

In Outcome 3 the learner will need to handle each of the common species in preparation for veterinary procedures. It would be useful to handle as many different species as possible including rats and mice, and be involved in a number of different procedures assisting the veterinary surgeon and veterinary nurse. The learner will have to identify and select the right handling equipment for different procedures that is safe for use. They will also be assessed on how to handle and restrain each of these species during a veterinary procedure.

The learner should be able to understand the importance of how to assess an animal's body language before approaching and handling. They should know the correct way of handling the species listed for many different procedures and all of the health and safety issues involved. They will also gain an understanding of the transportation requirements of animals and should be able to provide to animal owners on the safe transportation of their pets to and from the practice.

In Outcome 4 the learner will be required to recognise the features of common species and their needs whilst under veterinary care. It is accepted that this outcome will require some formal delivery but it should also be delivered in practical situations within the veterinary care environment where learners are visually identifying animal behaviours, breeds, coat types and signs of breeding cycles. The learner may find it useful to borrow books from the local library on breed recognition to help them. The learner should also know about coat types and their different care requirements.

The learner should have knowledge of the general breeds of rabbits, guinea pigs, mice, rats, gerbils and hamsters.

It is important that advice can be given to the client on breeding and caring for small animals when pregnant, giving birth and looking after newborn young. Learners should be encouraged to identify the common features of a range of animals, with the emphasis on safe working and dealing with animals in a way which reduces stress and minimises injury to the learner, animals and others.

Learners will also gain knowledge of the different animal identification systems available.

In Outcome 5 learners will be able to perform a health check for animals under supervision. Learners are required to check for injuries, identify common ailments and recognise signs of good and poor health. Learners will also be required to care for sick or injured animals and prepare and maintain accommodation in a hygienic manner. The learner will be required to complete a basic health check on each of the common species to check for injuries or identify possible sites of injury; identify common ailments; look for signs of good and poor health; and thoroughly check the accommodation considering health and safety of the animal. This is essential so that the learner will be able to assess the animal and give an initial feedback to the veterinary surgeon or veterinary nurse. It is essential that the learner is able to collect all appropriate records and check with the veterinary surgeon or veterinary nurse for important information before proceeding to take the temperature. The learner should also be able to demonstrate correct handling of the animal with regards to health and safety.

The learner will also record and maintain health records in accordance with the veterinary practice's regulations. This is essential so that staff have immediate access to all updated records of a particular animal. This is very important especially when an emergency arises and files for a patient need to be called out instantly.

The learner will demonstrate the administration of care and medication (topical and oral only) for sick or injured animals under direct supervision. They will need to be aware of veterinary instructions to ensure that the right procedures are followed.

Learners are advised that they must not either during their training or post qualification administer any medication in a manner that is legally prohibited.

In Outcome 6 the learner will be required to recognise signs and the care requirements for both good and ill health in animals. It is accepted that this Outcome will require some formal delivery but it should also be delivered in practical situations where learners are visually assessing animals for health and undertaking health checks. Learners should be encouraged to handle a range of animals, to include differing life stages, animals in pain and those recovering from a veterinary procedure with the emphasis on safe working and dealing with animals in a way which reduces stress and minimises injury to the learner, animals and others.

In Outcomes 7 and 8 the learner is introduced to a range of possible emergencies, which will develop the learner's knowledge of first aid and its principles, and provide the learners with an understanding of the importance of describing accurately the initial condition of the injured animal, the first aid that has been administered, and the result of that first aid on the condition of the animal. The learner is also required to handle and move injured animals safely. Learners will assist in animal emergency situations where they need to identify the visual signs, identify and report potential hazards, and inform on the correct location of safety equipment. The learner will need to

show the correct procedures of administering first aid. The learner will show how they assisted by identifying the aims and principles of animal first aid, identifying the injuries, administering first aid and prioritising first aid treatment to prevent further deterioration.

It is essential that learners participate in a range of possible emergencies as this will develop their knowledge of first aid and its principles. Learners should develop an understanding of the importance of describing accurately the initial condition of the injured animal, the first aid that has been administered and the result of that first aid on the condition of the animal. Learners will need to describe the common injuries which require first aid and the first aid provided for each injury. It is most essential the student is able to correctly identify the problem for the right solution to be applied.

The learner will need to describe to a veterinary surgeon or veterinary nurse the likely effects of applying first aid and any possibility of unexpected results.

The learner is not required to deal with all of these situations practically, but should understand the theory and advise clients where necessary.

Bibliography

Blood, D.C., Studdert, V. & Gay, C. eds., 2006. *Comprehensive Veterinary Dictionary*. 3rd ed. Saunders Ltd.

Lane, D. & Guthrie, S., 2004. *Dictionary of Veterinary Nursing*. 2nd ed. Butterworth-Heinemann

Lane, D.R., Cooper, B. & Turner, L. eds., 2007. *BSAVA Textbook of Veterinary Nursing*. 4th ed. British Small Animal Veterinary Association.

Unit 202 Principles and practices of assisting with care in the veterinary environment

Level: 2

Credit value: 21

Unit aim

Upon completion of this unit, the learner will be able to contribute towards the veterinary care of animals by demonstrating knowledge and the ability to apply learnt skills in common veterinary terminology, as well as basic anatomy. The learner will develop skills and understanding to assist with the nursing care of medical and surgical conditions and anaesthesia procedures, and how to assist veterinary surgeons and veterinary nurses with them. The learner will develop skills on how to monitor an animal's recovery from the effects of surgery and anaesthesia. The learner will also develop skills to assist with veterinary radiography including the equipment used and preparing an animal for a radiographic procedure. They will also demonstrate how to safely administer topical and oral medicines under direct supervision from a veterinary surgeon, veterinary nurse or suitably qualified person and assist with calculating doses for medications and fluid therapy requirements.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Be able to identify the common veterinary terminology associated with basic anatomy of the cat and dog
2. Know the basic anatomy and associated terminology of the cat and dog
3. Be able to prepare and maintain veterinary surgical and anaesthetic equipment ready for use and monitor animals on recovery from surgical and anaesthetic procedures under supervision of a veterinary surgeon or veterinary nurse in accordance with veterinary instructions and current RCVS guidance
4. Know how to safely assist in the provision of veterinary surgical and anaesthetic procedures under supervision of a veterinary surgeon or veterinary nurse in accordance with veterinary instructions and current RCVS guidance
5. Be able to safely assist in the provision of veterinary radiography procedures under supervision of a veterinary surgeon or veterinary nurse in accordance with veterinary instructions and current RCVS guidance
6. Know how to safely assist in the provision of veterinary radiography procedures under supervision of a veterinary surgeon or veterinary nurse in accordance with veterinary instructions and current RCVS guidance
7. Be able to assist with the administration of veterinary medication, basic veterinary dispensing and pharmacy under supervision of a veterinary surgeon, suitably qualified person or veterinary nurse in accordance with veterinary instructions and current RCVS guidance
8. Know how to assist with the administration of veterinary medication, basic veterinary dispensing and pharmacy under supervision of a veterinary surgeon, suitably qualified person or veterinary nurse in accordance with veterinary instructions and current RCVS guidance

Guided learning hours

It is recommended that **158** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

Veterinary nursing and auxiliary services National Occupational Standards

July 2010 AUX2 Support the admission of animals for care

AUX3 Maintain clinical environments in a veterinary practice

CU37 Establish and maintain animals within their

accommodation AUX5 Monitor and care for veterinary

patients in accommodation AUX6 Assist with the provision

of basic nursing care to animals AUX7 Supply veterinary
medicine under direction

CU45 Control and restrain animals

CU2 Monitor and maintain health, safety and security

Endorsement of the unit by a sector or other appropriate body

This unit is supported by Lantra SCC.

Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge.

Outcome 1 **Be able to identify the common veterinary terminology associated with basic anatomy of the cat and dog**

Assessment Criteria

The learner can:

1. Use correct **veterinary terminology**:
 - Common medical conditions
 - Common surgical conditions
 - Common veterinary conditions & techniques

Range

The learner must cover all of the following common species:

Dog, cat

Unit content

Basic anatomy

Cells, tissues and organs, skeletal structures, cardiovascular system, respiratory system, digestive and excretory system, reproductive system, eye and ear, dental formula, body fluids

Directional terms

Skull, trunk, limbs, abdomen, caudal, cranial, ventral, dorsal, palmar, plantar, distal, proximal, rostral, medial, lateral

Veterinary terminology

Anorexia, Comminuted fracture, Complicated fracture, Congenital, Crepitus, Cyanosis, Dermatitis, Dysphagia, Gastritis, Haemothorax, Hepatitis, Hypothermia, Micturition, Myocarditis, Nephritis, Nystagmus, Oliguria, Parturition, Photophobia, Pica, Pneumothorax, Polyphagia, Polyuria, Pyometra, Pyrexia, Tenesmus, Tracheotomy

Outcome 2 Know the basic anatomy and associated terminology of the cat and dog

Assessment Criteria

The learner can:

1. Identify the basic **veterinary terminology** associated with the different parts of **anatomy** in animals
2. Describe the **directional terms** used for the position of parts of the body in relation to each other
3. Describe the common veterinary **surgical terms**
4. Name the common **medical** veterinary diseases
5. Describe **common veterinary techniques**

Range

The learner must cover all of the following common species:

Dog, cat

Unit content

Anatomy

Cells, tissues and organs, skeletal structures, cardiovascular system, respiratory system, digestive and excretory system, reproductive system, eye and ear, dental formula, body fluids

Directional terms

Caudal, Cranial, Ventral, Dorsal, Palmar, Plantar, Distal, Proximal, Rostral, Medial, Lateral

Signs of the hospitalised patient

Urine/faecal output, temperature, pulse rate, heart rate, respiration, mucous membranes, gastric dilatation and torsion, respiratory distress, pain recognition, wound interference, lameness, food and water consumption, vomiting and diarrhoea

Surgical

Alimentary, urogenital, orthopaedic, thoracic/respiratory, obstetrics, ophthalmic, dental, circulatory, dermal

Medical

Infectious and contagious diseases, bacterial, fungal and viral diseases, common hereditary and congenital conditions, hip dysplasia, osteochondrosis, entropion/ectropion, other common breed abnormalities

Veterinary techniques

Vaccinations and immunity, diagnostic imaging, ultrasound and endoscopy, laboratory diagnostic tests, anti-parasitic treatments

Outcome 3 Be able to prepare and maintain veterinary surgical and anaesthetic equipment ready for use and monitor animals on recovery from surgical and anaesthetic procedures under supervision of a veterinary surgeon or veterinary nurse in accordance with veterinary instructions and current RCVS guidance

Assessment Criteria

The learner can:

1. Produce **cleaned and sterilised** surgical and anaesthetic equipment, surgical instruments and packs in accordance with practice procedures
2. **Maintain storage** of surgical instruments and anaesthetic equipment and dispose of items no longer suitable for use
3. Select appropriate **veterinary anaesthetic equipment** in accordance with veterinary instructions
4. Assist with the **preparation of a cat and separately a dog** for anaesthesia in accordance with veterinary instructions
5. Assist with the **monitoring of anaesthesia of a patient** in accordance with veterinary instructions under direct supervision of a veterinary surgeon
6. Select **suitable accommodation** to reflect recovery needs of the species and procedure experienced
7. Demonstrate the **recovery position** on an animal
8. Assist in **monitoring** animal recovery
9. **Provide information** to veterinary surgeon on any problems or unexpected events
10. **Record and maintain monitoring information** during recovery procedure

Range

The learner must cover all of the following common species:

Dog, cat, rabbits, cavies and rodents (rats, mice, gerbils, hamsters).

Unit content

Prepare, maintain and select veterinary surgical equipment

Prepare the surgical facility and select suitable surgical equipment appropriate for the animal. Safety checks should be performed on the surgical equipment before use. Following the procedure the learner must clean, sterilise and maintain the surgical equipment used appropriately and in accordance with practice procedures. The equipment should then be stored as required. They must examine the equipment and identify any defects. They must be able to dispose of consumables used in theatre correctly

Clean and sterilise

Surgical instruments and equipment, autoclave and cold sterilisation

Maintain storage

Surgical instruments and equipment, waste disposal, clinical waste, special waste, hazardous waste

Veterinary anaesthetic equipment

Anaesthetic hardware, breathing circuits, endo-tracheal tubes, catheters, drugs, gases, sundry supplies, intubation aids

Preparation of a cat and separately a dog

Assist with the admission procedure, pre-anaesthetic checks, pre-anaesthetic blood tests, pre-medication, stress management, environmental management, accurate completion of any records and documents

Monitoring of anaesthesia of a patient

Assist with the monitoring of the animals cranial nerve reflexes including signs and explanations of each, heart and pulse rate, rhythm and quality including normal ranges of each, capillary refill time/mucous membrane colour including normal ranges of each, respiratory rate, rhythm and depth including normal ranges of each, body temperature including normal ranges under direct supervision of a veterinary surgeon

Suitable accommodation

Species considerations, bedding, temperature, procedure performed, furniture, size and location, environment

Recovery position

Dorsal, left lateral right lateral, species and procedure considerations

Monitoring recovery

Liaise with the veterinary surgeon to confirm procedure performed and check requirement of recovery and monitoring monitor vital signs, quality of recovery, pain response and demeanour throughout recovery

Provide and record information

Consent forms, hospitalisation sheets, anaesthetic monitoring charts, record all observations on the recovery chart as per practice protocol and inform veterinary surgeon of all observations, problems or unexpected events

Outcome 4 Know how to safely assist in the provision of veterinary surgical and anaesthetic procedures under supervision of a veterinary surgeon or veterinary nurse in accordance with veterinary instructions and current RCVS guidance

Assessment Criteria

The learner can:

1. Name **common veterinary surgical instruments and anaesthetic equipment**
2. Describe the **use and function** of common veterinary surgical instruments and anaesthetic equipment
3. State the **current legislation** in relation to the performance of lay people in veterinary practice
4. List **pre-anaesthetic checks** required on animals
5. Describe **common techniques** used to reduce stress and calm animals prior to being anaesthetised
6. State the **health and safety requirements** of working with anaesthetic materials, equipment and gases

Range

The learner must cover all of the following common species:

Dog, cat, rabbits, cavies and rodents (rats, mice, gerbils, hamsters).

Unit content

Safe disposal

Clinical waste, hazardous waste, soda lime

Effectiveness of sterilisation

Autoclave, hot air, cold or chemical, gamma radiation, chemical, organic material, importance of cleaning prior to sterilisation, correct time, temperature, pressure of autoclaving, suitability of item to be sterilised

Importance of sterilisation

Infection control

Common veterinary surgical instruments and anaesthetic equipment

Forceps (atraumatic and rat toothed), haemostats, scissors, retractors, blade handles, blade sizes and shapes, needle holders, needles

Disposable surgical gowns, gloves, face masks, anaesthetic hardware, endo-tracheal tubes, catheters, drugs, gases, sundry supplies, intubation aids

Use and function of common veterinary surgical instruments and anaesthetic equipment

Suitability for veterinary procedures, recognition of equipment to aid assisting

Correct use of surgical equipment: follow manufacturers instructions, cleaning, maintenance, storage, minimise discomfort to animal, size of animal and appropriate equipment for size and species, reduced risks to animal, efficiency and effectiveness, recovery implication

Follow practice protocols and guidelines, Health & Safety Act 1974, COSHH, RIDDOR, Veterinary Surgeons Act 1966

Current legislation

Veterinary Surgeons Act 1966, current RCVS guidance, Protection of Animals (Anaesthetics) Act 1954 (revised 1964)

Pre-anaesthetic checks

Patient and owner details, procedure details, TPR, MM, health status, pre-existing conditions, with- holding of food and water

Common techniques used to reduce stress

Sedation, tranquillisers, environment, demeanour

Health and safety requirements

Health and Safety at Work Act 1974, COSHH, RIDDOR, The Hazardous Waste Regulations 2005

Ordering replacement surgical supplies: Follow practice protocols and procedures

Importance of monitoring an animal's recovery:

Safety, efficiency, comfort of animal, recognition of any difficulties, smooth calm uneventful recovery

Importance of informing Veterinary Surgeon:

Prevent further complications, enable rapid recovery

Outcome 5 Be able to safely assist in the provision of veterinary radiography procedures under supervision of a veterinary surgeon or veterinary nurse in accordance with veterinary instructions and current RCVS guidance

Assessment Criteria

The learner can:

1. **Maintain** commonly used **radiographic equipment**
2. **Prepare radiographic environment and equipment** for use
3. **Prepare an animal** for radiography
4. **Process radiographs**

Range

The learner must cover all of the following common species:

All of: dog, cat, rabbits, caviae and rodents (rats, mice, gerbils, hamsters).

Unit content

Maintain radiographic equipment

Servicing intervals, operating instructions, training, health & safety considerations, relevant regulations relating to the use of radiography and equipment, the radiographic equipment used during x-ray procedures how to clean, maintain and store radiographic equipment including PPE, the health and safety procedures associated with radiography, any faults associated with radiographic equipment and how they are rectified

Prepare radiographic equipment

X-ray machines, cassettes, films, processing equipment and materials, positioning aids, ensure the environment is appropriately prepared, suitable equipment is selected, equipment is checked for cleanliness and damage, and processing solutions are appropriately prepared

Record and maintain health and safety procedures

Record of exposures, monitoring equipment, Health & Safety at Work Act 1974, COSHH, RIDDOR

Select appropriate radiographic equipment

x-ray machine, processing equipment, materials, positioning aids, sundry items and other associated equipment

Clean

Suitable cleaning and disinfection agents, disinfection routine for all equipment, before and after procedure, suitable infection-control techniques with equipment, suitable infection-control techniques with environment, checks for cleanliness and damage to equipment, Prepare the appropriate equipment in a suitable manner ready for use,

Veterinary surgeons instructions

Correct animal, correct area, check and maintain the environmental needs for animals, ensuring all instructions from the vet are followed, ensuring the correct animal and area for x-ray is prepared

Position

Lateral, dorsal, ventral, cranio-caudal, palmar, plantar, rostral, oblique, medial, dorso-ventral, ventro-dorsal

Prepare an animal

Select correct animal, handle and restrain animal, identify correct area to be radiographed, adjustment of environmental conditions, demeanour, careful correct positioning, correct and safe use of positioning aids

Process radiographs

Radiograph is processed correctly, demonstrate good appraisal technique for the image produced, dispose of any waste materials correctly, records all details correctly and in accordance with practice, procedures

Dispose of any waste materials

COSHH, Health & Safety, hazardous chemicals, x-ray films

Record any failures

Various indications of invalid results that may be produced due to either processing; positioning or exposure faults

Outcome 6 Know how to safely assist in the provision of veterinary radiography procedures under supervision of a veterinary surgeon or veterinary nurse in accordance with veterinary instructions and current RCVS guidance

Assessment Criteria

The learner can:

1. Describe the **relevant regulations**, operating guidelines and legislation relating to the use of veterinary radiographic equipment
2. List the **common failures** associated with veterinary radiographic equipment and associated materials
3. Describe the **different pieces of equipment** and their use
4. State the benefits of the use of **radiation monitoring equipment**
5. State the veterinary practices' **operating procedures** when taking radiographs
6. State the correct **disposal of waste** materials from veterinary radiography
7. Describe the importance of **accurate and correct records** for veterinary radiography

Range

The learner must cover all of the following common species:

Dog, cat, rabbits, cavies and rodents (rats, mice, gerbils, hamsters).

Unit content

Relevant regulations

Health and Safety at Work Act 1974, COSHH, The Ionising Radiation Regulations (IRR) revised 1999, Local Rules, Guidance Notes for the Protection of Persons against Ionising Radiation Arising from Veterinary Use

Common failures

Associated with equipment including x-ray machines, processing equipment, positioning aids, poor positioning, radiographic technique

Different pieces of equipment

x-ray machines, restraint and positioning aids, cassettes, screens, film, safe lights, dosimeters, lead aprons, gowns, gloves, warning signs and devices, processing equipment

Conditions the image will be made
Environmental, positioning, patient care

Radiation monitoring equipment

Thermoluminescent Dosimeters (TLD), film badges, Maximum permissible dose (MPD), controlled area

Correct position, correct area
Patient information confirmed with veterinary surgeon or veterinary nurse, repeated exposures, minimal discomfort to animal, lengthened procedures

Common practice operating procedures

Practice local rules and standard operating procedures, confirmation of animal details, collection and setting up of radiographic equipment and positioning aids, setting up of x-ray room, setting up of other equipment required including anaesthesia equipment where necessary, processors, preparation of the animal

Minimise discomfort

Environmental considerations, procedure and animal considerations, thorough preparation, stress control

Correct procedure

Processing faults, correct labelling and identification

Disposal of waste

RIDDOR, clinical waste, special waste, pharmaceutical waste

Accurate and correct records

Prevent repeat exposures, legal implications, safe and efficient radiography, Healthy and Safety

Outcome 7 Be able to assist with the administration of veterinary medication, basic veterinary dispensing and pharmacy under supervision of a veterinary surgeon, suitably qualified person or veterinary nurse in accordance with veterinary instructions and current RCVS guidance

Assessment Criteria

The learner can:

1. Assist with the **preparation of the correct animal, equipment and medication** under direct supervision of a veterinary surgeon, veterinary nurse or SQP for administration in accordance with veterinary instructions
2. Assist with the **safe administration of topical and oral medications** under direct supervision of a veterinary surgeon, veterinary nurse or SQP in accordance with veterinary instructions
3. Carry out the **monitoring** of an animal **during and post administration** of a veterinary medication in accordance with veterinary instructions
4. Assist with the preparation of appropriate **equipment** necessary **to administer fluid therapy** in the veterinary practice in accordance with veterinary instructions
5. **Assist with the administration of fluid therapy** in an animal in accordance with veterinary instructions
6. Carry out the **monitoring of an animal during and post administration of fluid therapy** in accordance with veterinary instructions
7. **Dispense drugs safely** under direct supervision of a veterinary surgeon, veterinary nurse or SQP and advise owners on safe veterinary drug handling and storage in the home in accordance with veterinary instructions
8. **Receive and unpack** veterinary drug and medication orders
9. Assist with **calculating the correct dosage** for **tablet or oral** liquid medications and injectable medication in accordance with veterinary instructions
10. Assist with **calculating fluid therapy requirements** in animals in the veterinary care environment in accordance with veterinary instructions

Range

The learner must cover all of the following common species:

Dog, cat, rabbits, cavies and rodents (rats, mice, gerbils, hamsters).

Unit content

Preparation of the correct animal, equipment and medication

Select the correct animal and site, selection of correct needle, syringe and medication, prepare equipment required for administration of medications

Safe administration of topical and oral medications

Use correct handling and restraint equipment and technique appropriate for the animal and site of medication administration, carry out the safe and correct administration of an oral and a topical medication to an animal under direct supervision of a veterinary surgeon, veterinary nurse or suitably qualified person.

Monitoring during and post administration

Monitor the animal for any side effects, adverse reactions, discomfort, vomiting, pyrexia, tremors, salivation, increased temperature, pulse rate, respiration, mucous membrane colour.

Equipment necessary to administer fluid therapy

Select and prepare correct fluid bag, giving set, intra-venous cannula, and other appropriate equipment required, monitoring equipment, record and hospitalisation sheets

Assist with the administration of fluid therapy

Handle and restrain animal for administration of fluid therapy following all instructions from veterinary surgeon or veterinary nurse

Monitoring of an animal during and post administration of fluid therapy

Correct and accurate completion of records, fluid flow rate, vital signs, demeanour, what problems occur and how they are rectified Health and safety considerations

Dispense drugs safely

Calculate the dose, dispense correctly and provide accurate detailed instructions for the owner on the correct administration procedure and any special considerations or precautions

Select products and containers for dispensing

Drug groups and actions, tablets capsules, creams, pastes coloured fluted bottles, plain glass bottles, wide mouthed jars paper/board cartons/wallets, airtight glass, plastic or metal containers, childproof containers

Handle drugs for dispensing safely, COSHH, The Misuse of Drugs Act 1971, The Medicines Act 1968, Veterinary Medicines Regulations (updated annually)

Produce correct labels

Correctly complete a drug label including the clients details, animal details, date of dispensing, name address and qualifications of veterinary surgeon, directions for use, name of product, where the product is to be used, keep out of reach of children, for animal treatment only, quantity and strength of drug, dosage instructions, PPE when handling

Advise owners, provide accurate and correct information of the safe handling and administration of medications to owners, PPE, storage instructions

Receive and unpack

Stock rotation, stock ordering, stock levels, storage and dispensing, disposal, quantity received, batch numbers and expiry dates, name and address of supplier or recipient

Calculating the correct dosage for tablet or oral medications

Correctly calculate and check doses for medications to include oral, topical and injectable medications

Calculating fluid therapy requirements

Correctly calculate and check fluid therapy requirements and fluid therapy flow rates

Outcome 8 Know how to assist with the administration of veterinary medication, basic veterinary dispensing and pharmacy under supervision of a veterinary surgeon, suitably qualified person or veterinary nurse in accordance with veterinary instructions and current RCVS guidance

Assessment Criteria

The learner can:

1. Describe the **common sites and routes of administration** of medications in animals
2. List the **common forms of presentation** of veterinary medications
3. Identify **the correct types of medication and dosage terms** used for the administration of common veterinary drugs
4. State **the importance of accurate record keeping** and of informing the veterinary surgeon or nurse of any problems that arise following administration of a veterinary medication
5. State the **procedure to follow if a problem arises** following administration of a veterinary medication
6. Describe the **common veterinary conditions for which fluid therapy** is administered
7. List the **legal requirements of the dispensing** of veterinary medications
8. List the **potential hazards** with the main groups of drug types

Range

The learner must cover all of the following common species:

Dog, cat, rabbits, cavies and rodents (rats, mice, gerbils, hamsters).

Unit content

Common sites and routes of administration

Ears, eyes, mouth, skin, orally, aurally, intra-venously, sub-cutaneously, intra-muscularly, intra-dermally

Common forms of presentation

Tablets, capsules, solutions, suspensions, syrups/linctus, emulsions, creams, pastes

Correct types of medication and dosage terms

To include UID, BID, TID, QID, Ad Lib etc and antibiotic, antitussive, sedative, tranquilliser, anthelmintic, antiparasitic

Importance of monitoring

Correct and accurate records, what problems occur and how they are rectified quickly Health and safety considerations

The importance of accurate record keeping

Dosage control, side effects, adverse reactions, repeat prescriptions, controlled drugs register

Procedure to follow if a problem arises

Notify veterinary surgeon or nurse, record and detail findings, remove cause

Common veterinary conditions for fluid therapy

Dehydration, medical diseases, surgical procedures, blood loss

List the equipment used in fluid therapy

PPE, scissors, clippers, antiseptic swabs, alcohol spray/swabs, zinc oxide tape strips, intra- venous cannula, giving set, fluid bag, bandaging materials, monitoring equipment

Common methods of monitoring fluid therapy

Visual, auscultation, MM colour and moistness, TPR, oedema and swelling, fluid flowing, self mutilation, urine output

Importance of monitoring animals during and following

Prevent deterioration and administration of correct fluid therapy

Procedure to follow if a problem arises

Inform veterinary nurse or surgeon as soon as problem occurs

Importance of accurate record keeping

Dosage controls, side effects, adverse reactions, repeat treatments

Legal requirements of the dispensing

COSHH, The Misuse of Drugs Act 1971, The Medicines Act 1968, Veterinary Medicines Regulations (updated annually), Health & Safety at Work Act 1974

Describe the main dispensing categories and the differences POM – V, POM – VPS, NFA – VPS, AVM - GSL

Potential hazards

Spillage, contamination, inadvertent administration

Describe how to purchase and maintain medicines

Stock rotation, stock ordering, stock levels, storage and dispensing, disposal, quantity received, batch numbers and expiry dates, name and address of supplier or recipient

Notes for Guidance

This unit is designed to provide the learner with the sound knowledge and skills required for providing veterinary care to animals within a veterinary care environment. The unit allows the learner to gain the knowledge and skills required for using common veterinary terminology, as well as basic anatomy and physiology. It also allows learners to gain an insight into different medical and surgical conditions as well as various conditions such as infectious diseases and parasites. The learner will gain skills in basic radiographic procedures including the equipment required, the types of materials used etc. Administering and dispensing of medication will also be covered but in practice this can only be done under the supervision of a veterinary surgeon, veterinary nurse or suitably qualified person. Fluid therapy will also be covered allowing the learner to provide veterinary care to animals within the veterinary care environment.

The case load within the practice must be able to support the learner in order to gain experience in a varied environment. The body systems may be easier to recall and describe if demonstrated during surgical procedures by qualified staff.

The unit should cover a range of species as appropriate to the area of study. All of: dog, cat, rabbits, cavies and rodents (rats, mice, gerbils, hamsters).

Throughout the unit emphasis should be on the safe working and assisting other qualified veterinary personnel with additional emphasis on reporting all observations and findings to qualified members of staff. It is expected that learners will be aware of safe working practices and familiar with accepted practices and behaviours within the veterinary care environment.

In Outcome 1, the learner will be able to accurately use veterinary terminology associated with basic anatomy and physiology of the cat and dog, common surgical procedures and medical conditions and other common veterinary techniques and procedures. This Outcome will require some formal delivery but it should be delivered in practical situations within the veterinary care environment where learners should be routinely performing assisting with veterinary care for animals whilst in a veterinary care environment. Cat and dog anatomy is covered to enable the learner to effectively describe and understand common surgical procedures and medical conditions. The material provided must be used in conjunction with various books and publications for the learner to attain the depth of knowledge required. The learner may have had some time away from study before embarking on this unit and therefore may require some guidance and tutorial support to complete this section.

In depth knowledge of physiology is not required, except where necessary for the learner's work. The skeletal structure, for example, is included, and students are expected to name bones in the skeleton and use correct terminology when describing anatomical parts. Any practice material may be useful to aid learning and to check understanding. This could range from describing anatomical parts on x-rays to laboratory reports and dental charts. A useful idea could be for the learner to start to compile their own veterinary dictionary, and to note terms and definitions when used in their working environment.

In Outcome 2, the learner will be expected to know basic veterinary terminology associated with the different parts of anatomy in dogs and cats along with the directional terms used for the position of body parts in relation to each other. The learner should know and accurately describe common veterinary surgical terms, name the common veterinary medical conditions and diseases along with the terminology used for common veterinary procedures and techniques. The importance of the learners knowing the technical words must be emphasised and various methods of treatment and prevention must be understood. This will encourage accurate and professional recording of veterinary conditions, signs and symptoms in hospitalised cases that are understood by other City & Guilds Level 2 Diploma for Veterinary Care Assistants (0448-02)

members of the veterinary team. Symptoms and observations vary from species to species and the learner must understand and accommodate the variations.

In Outcome 3, the learner will be able to prepare and maintain veterinary surgical equipment and monitor an animal's recovery from surgical procedures. The learner will be expected to be able to assist with the different aspects of surgery and learn how to support veterinary staff with the preparation of animals and the surgical environment, assist during surgical procedures under the supervision of a veterinary surgeon or veterinary nurse, and how to ensure animals are comfortable during recovery from surgery. The learner will be able to recognise complications and clinical symptoms and what to look out for when monitoring animals recovering from a surgical procedure.

Outcome 3 also covers an introduction to aspects of anaesthesia. In order to understand and comprehend this outcome, the student will need access to anaesthesia equipment, and the relevant Health and Safety practice guidelines.

A range of circuits and endotracheal tubes (cuffed and uncuffed) would be useful, along with a range of gases and consumables. Knowledge should not be restricted by the equipment supplied by the practice. **It is imperative that RCVS guidelines are followed throughout and students should not be delegated responsibility that could be interpreted as an act of veterinary surgery under the Veterinary Surgeons Act 1966.** However, familiarity with their practice anaesthesia protocols and drug availability would assist in the post operative monitoring of these patients. If undertaking or assisting with these areas the student must be under the direct supervision of the veterinary surgeon. Although the student should be able to recognise the common anaesthesia circuits, they are not expected to calculate flow rates or discuss circuit factors.

It is imperative that learners **are under direct supervision of a veterinary surgeon at all times** when assisting in the monitoring of anaesthesia. Their role has a support function and is not a replacement for qualified veterinary surgeons in this area. This outcome should enable candidates to effectively observe the patient and equipment, and take notes appropriately. These should be reported to the qualified veterinary surgeon, whose role it is to define the importance of these findings and make decisions accordingly.

This outcome should enable the learner to effectively monitor the post operative period in dogs and cats. Attention should be paid to the species variation, even if facilities within the practice are not available. Areas to note would be noise reduction in cats or warmer areas for neonates and younger animals.

The student must be aware of the importance of the recovery position and potential problems which may occur. These may be a reflection of the surgical or investigative procedure or the anaesthesia which has been utilised.

They will need guidance on when to refer potential problems to the necessary staff, whilst recognising the potential of their own initiative. Any post operative instructions must be recorded and followed.

It is also worth noting that the post operative period starts immediately after the cessation of anaesthesia and not when the animal is in the recovery area. Health and Safety guidelines must be followed at all times.

The learner should also become familiar with the practice protocols for this area of work and to be able to recognise the common faults which may occur using anaesthetic equipment.

In Outcome 4, the learner will be expected to know how to safely assist in the provision of veterinary surgical and anaesthetic procedures under the supervision of a veterinary surgeon or veterinary nurse. The learner should know common surgical equipment, materials and personal protective equipment required during surgical procedures. The learner will know how to identify the common

surgical instruments in use, along with correct handling, storage and maintenance. Sterilisation and the description of the methods available to ensure this are covered. The learner should also become familiar with the practice protocols for this area of work and to be able to recognise the common faults which may occur when using surgical equipment.

The learner will also know common items of anaesthetic equipment and materials. They will develop knowledge of the use and function of anaesthetic equipment. The learner will gain an understanding of the legislation in relation to the role of lay people volunteering or working in a veterinary practice. They should be able to effectively calm animals before any procedure and describe the detrimental effects this may have if this fails to be achieved. For example, risks to personnel and increased vital parameters of the patient. The learner will also develop knowledge of the health and safety requirements of working with anaesthetic equipment and materials, in particular safe working practices and disposal of waste.

In Outcome 5, the learner will be able to safely assist with the provision of veterinary radiography procedures under the supervision of a veterinary surgeon or veterinary nurse in accordance with veterinary instructions and current RCVS guidance. The learner will be able to prepare and maintain commonly used veterinary radiographic equipment used, such as the x-ray machine, film, cassettes and processor. Learners should be aware of how to sustain consistent x-ray images by efficient maintenance procedures. All manufacturers' instructions should be followed along with any local practice policies. Maintaining equipment in this manner will also prolong its expediency and efficiency. Periodic maintenance such as cleaning intensifying screens should also be included.

Emphasis is placed on the x-ray machine, processing equipment and positioning aids. However, learners must still be aware of environmental factors such as ventilation requirements for different species and personnel. Learners must be able to discuss both manual and automatic processing and the different procedures necessary for this to take place in order to fully understand instructions. Particular attention should be made to the possibilities of cross infection between animals and personnel, and any procedures in place should be noted.

Any incidents of equipment failure would aid understanding and the problems this may have caused. An example of this would be a faulty cassette with damaged catches or screens or damaged safelights. Attention should be drawn to the implications of poor maintenance procedures on the final x-ray image. Access to x-ray maintenance records may demonstrate the areas checked by contractors.

Learners should be made fully aware of all Health and Safety legislation. Attention should be drawn to any risk assessments in the practice, x-ray badge monitoring reports, local rules, and their RPA and RPS made known to them. A copy of the Ionising Regulations (1999) should also be available in the radiography room. An understanding of the health risks of radiography should be demonstrated. Learners will also prepare an animal for radiography and process radiographs as required. This will include any starvation that has been required, or laboratory work. The importance of radiographing the correct area is emphasised. However, learners are not required to learn all radiographic faults, but some understanding of patient movement and patient/film contact is required. The learner must be able to collate information from hospital records and colleagues to prevent repeated exposures.

General anaesthesia is not always utilised during radiography, therefore, minimising patient discomfort is also stressed. This may include areas such as correct handling and positioning of animals in respiratory distress. The role of the learner is as a support function for qualified staff. Therefore, knowledge of correct positioning for anatomical areas is not required but focussing on the area of interest is necessary. Learners will be aware of manual and automatic developing, digital radiography and the chemicals and procedures involved. Health and Safety should be paramount at all times, to include any waste disposal that may be used. The importance of labelling radiographs is covered along with the various methods of achieving this. On a practical level, learners must also be familiar with any procedures for hip dysplasia recording and labelling within the practice and for submission to BVA. Records must be completed accurately and the learner must understand the reasons for doing this. Useful resources would be any radiographs displaying processing or labelling faults or visits to other practices using different methods of processing.

In Outcome 6, the learner will be expected to describe relevant regulations and legislation relating to the safe provision of veterinary radiography along with knowing and listing common failures associated with radiographic equipment and materials. Different pieces of equipment will be described, and the benefits of monitoring equipment will be understood. The learner will be able to state the practice operating procedures and local rules and the importance of understanding the reasons for such procedures. The importance of the correct disposal of waste will be understood along with the associated regulations and legislation involved. It is paramount that the learner will be able to state the importance of accurate record keeping and informing the veterinary surgeon or veterinary nurse of any observations or findings throughout. An in-depth knowledge of radiographic appraisal is not required. However, learners should be able to recognise a radiograph that is not of diagnostic quality and the reasons for this.

An understanding of the functions and limitations of the machines is required. An insight into the results of poor preparation on the final x-ray image is also essential.

Outcome 7 enables the learner to safely administer oral and topical medication under direct supervision. The areas covered include the routes and sites of administration, handling and restraint of patients, comprehension of hospital notes and an underpinning knowledge of these drugs in the pharmacy. The learner will need access to dogs, cats and small animals requiring medication, qualified staff who can demonstrate techniques, client case notes and hospital records. They should be able to prepare any equipment that is needed and safely monitor patients after administration.

Health and Safety should be adhered to at all times and various medicines' acts obeyed. All medication should be prescribed by veterinary surgeons. Different categories of medications that are used in practice should be known, such as antibiotics and analgesics in conjunction with their presenting form. Any abbreviations in prescription writing should also be learnt such as bid/tid (awareness of any local abbreviations that are not used elsewhere).

Learners will be able to safely dispense pharmacy drugs under direct supervision of qualified staff. Learners will be familiar with all drugs stocked within their practice that are available to clients and be able to advise the public accordingly. Learners should be able to present calculations in a format understood by other clinical staff as necessary.

Learners are advised that they must not either during their training or post qualification administer any medication in a manner that is legally prohibited.

A range of drugs and solutions would enable a wide scope of knowledge and familiarity with different presentation of drugs and percentage solutions. Data sheets can be used for reference. Drug calculations should cover oral and injectable products, although administration of some of these products is not necessary.

The Medicines Act 2005 is regularly amended, and students must be updated as necessary. Advice on the implications this act has on practices can be sought from the RCVS website - www.rcvs.org.uk. The new categorisation of medicinal products must be covered and the prescription writing requirements. All other laws and acts should be covered, but learners must be aware of any updates that may come into force. Knowledge of drug schedules and restrictions would be useful.

Learners will also be able to assist qualified staff in the administration of fluid therapy. Therefore, they should become familiar with all the equipment used for this purpose. Product catalogues would be useful as reference to enable recognition of consumables not used within their place of work. All types of fluids should be covered where possible, i.e. colloids, crystalloids, blood and oral rehydration solutions.

The learner should be able to effectively prepare all necessary equipment for this procedure to take place. They will also be expected to carry out any fluid replacement calculations correctly. An awareness of different rates of administration by different types of giving sets should be noted. All fluid types and giving sets should be used for dogs and cats. The learner should be able to liaise closely with their colleagues to enable accurate recording and monitoring of any potential problems. This could include reaction to any fluid administered and infection at the administration

site. Infusion pumps can be used if available, but learners should be familiar with manual monitoring or any contingency plans in the event of equipment failure.

In Outcome 8, the learner will be able to state the common routes and sites for administration of medications, such as intra-venously, sub-cutaneously, topically. The different routes of administration and their advantages and disadvantages should be noted, even if not routinely used in practice. Therefore, underpinning knowledge of the drugs used within the practice is desirable. The learner should be familiar with any data sheets or compendiums and liaise with veterinary surgeons at all times. Regular and accurate recording should be adhered to and the relevant staff informed if any problems occur. These could include reaction to medication or interaction with any other medication given. Health and Safety in the pharmacy is paramount and learners must be aware of COSHH and risk assessments. Any policies or working practices regarding personal safety must be read and adhered to. The candidate must be able to state the legal requirements of dispensing medications and describe the main dispensing categories. Learners must also be aware of stock purchase and maintenance and effective stock rotation. Common conditions requiring fluid therapy and the various methods available should be noted to ensure fluid administration is being carried out effectively. These could be surgical or medical cases and the learner must know the potential hazards that could occur when administering medication.

Bibliography

Blood, D.C., Studdert, V. & Gay, C. eds., 2006. *Comprehensive Veterinary Dictionary*. 3rd ed. Saunders Ltd.

Lane, D. & Guthrie, S., 2004. *Dictionary of Veterinary Nursing*. 2nd ed. Butterworth-Heinemann

Lane, D.R., Cooper, B. & Turner, L. eds., 2007. *BSAVA Textbook of Veterinary Nursing*. 4th ed. British Small Animal Veterinary Association.

Unit 203 Principles and practices of administrative duties in the veterinary care environment

Level: 2

Credit value: 16

Unit aim

Upon completion of this unit, the learner will be able develop skills in communication, reception and administration within a veterinary practice as well as working effectively within their team. The learner will become a professional and responsible member of the team. The necessary skills required to manage reception and deal with the clients will be learnt and implemented such as advising clients on different aspects of veterinary care and gaining good reception skills covering telephone techniques, good record keeping within the workplace and all aspects of health and safety that relate to daily employment and tasks undertaken. The learner will also develop the skills in letter and CV writing, self evaluation and appraisal techniques to develop future prospects and career progression. The learner will also develop skills in dealing with animal euthanasia and death and how to recognise and cope with stress both personally and in colleagues within the veterinary practice.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Be able to effectively carry out administrative duties within the veterinary care environment
2. Understand the importance of accuracy and efficiency whilst carrying out administrative duties within a veterinary care environment
3. Be able to implement and comply with health and safety legislation relevant to the veterinary care environment
4. Understand the importance of complying with health and safety legislation relevant to the veterinary care environment
5. Be able to apply for a new job, perform work in accordance with the contract of employment and work effectively within a team and develop personal performance
6. Understand the main features of employment contracts
7. Be able to provide information on the processes and procedures associated with animal euthanasia and bereavement within a veterinary care environment
8. Understand the processes, emotions and procedures involved with animal euthanasia, bereavement and stress within the veterinary care environment

Guided learning hours

It is recommended that **120** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

Veterinary nursing and auxiliary services National Occupational Standards

July 2010 AUX1 Receive clients and their animals for appointments

AUX2 Support the admission of animals for care

AUX3 Maintain clinical environments in a veterinary practice

CU129 Process payments for clients

CU2 Monitor and maintain health, safety and

security CU5 Maintain and develop personal
performance

CU5A Establish and maintain working relationships with

others CU7.2 Maintain and store records within the
workplace

UnitA4 Give customers a positive impression of yourself and your organisation (Institute
of Customer Service)

Endorsement of the unit by a sector or other appropriate body

This unit is supported by Lantra SCC

Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge.

Outcome 1 Be able to effectively carry out administrative duties within the veterinary care environment

Assessment Criteria

The learner can:

1. **Communicate with clients, colleagues, other industry professionals and members of the public** using appropriate methods of communication to meet the needs of others
2. **Arrange appointments** for clients and their animals using the correct practice procedures
3. **Receive clients and their animals** and retrieve **appropriate documentation**
4. **Provide information** to clients on available products and services
5. Maintain the **working environment and public areas**
6. Maintain **client and animal records**
7. Produce **client invoice** and **receive payment**

Unit content

Communicate with clients, colleagues, other industry professionals and members of the public

Telephone, letter, email, fax, face to face contact and communication

Identify client needs

Consultation, surgery, routine, non-routine, emergency, insurance, health check etc

Direct client enquiries

Supervisor, veterinary surgeon, veterinary nurse, receptionist, accounts

Seek clarification

Supervisor, veterinary surgeon, veterinary nurse, receptionist, accounts

Arrange appointments

Date, time, reason, precautions, notes, prior history

Identify types of appointments & greet clients
Routine, non-routine, surgical, emergency, urgent

Receive clients and their animals

Identify needs, urgency, requirements; enter onto waiting system, following practice procedures and protocols

Provide information

To include services and products available, opening times, contact details, out of hours service, members of staff, directions etc

Working environment and public areas

Keep clean and tidy, remove hazards and debris, ensuring relevant health & safety regulations are considered, reception, consultation rooms, pharmacy

Record any maintenance

Follow practice procedures; recognise any faulty or damaged equipment, record general maintenance of equipment

Dispose of waste

Adhering to correct health & safety regulations and segregation, storage and disposal of all types of waste found in a veterinary practice

Maintain displays and merchandise stock

Up to date materials, point of sale items, keep tidy, produce eye catching accurate and informative materials

Client and patient records

Accurate manual and electronic filing, alphabetical, numerical, retrieve records and update accurately

Client invoice

Accurately calculate veterinary fees, calculate VAT and provide itemised invoice to client

Receive payment

Cash, credit card, debit card, cheque, BACS, direct debit, standing order, bankers draft

Outcome 2 Understand the importance of accuracy and efficiency whilst carrying out administrative duties within a veterinary care environment

Assessment Criteria

The learner can:

1. Describe the **importance of providing accurate information** to clients
2. State the **legal and ethical responsibilities** of those employed within the veterinary care environment
3. **List the staff and their roles and responsibilities** within the veterinary care environment
4. Describe how **appointments are prioritised**
5. Describe the **importance and format of a clients consent form**
6. Explain why **areas** should be maintained and any maintenance needs recorded
7. State the importance of **practice security**
8. Describe a **petty cash** system
9. State the practices procedures for **petty cash** expenditure

Unit content

Client care

Define client care: Customer Service is the commitment to providing value added services to external and internal customers, including attitude knowledge, technical support and quality of service in a timely manner

Importance of providing accurate information

Inaccuracies in treatment, products or services, client experience

Correct communication procedures

New clients, telephone enquiries, complaints, clients who have experienced bereavement of their pet

Legal and ethical responsibilities

Client confidentiality and data protection, treatment of animals, role of veterinary surgeon, qualified nurse, registered nurse and all staff in the veterinary care environment

List the staff and their roles and responsibilities

Vet, qualified nurse, registered nurse, veterinary care assistant, kennel staff, auxiliary staff, receptionist, accounts, administrator, students

Referred to an appropriate colleague

Recognise own knowledge and limitations

Methods of communication

Verbal, non-verbal, gestures, signs and symbols, posture, behaviour

Key features of good communication

Ability to listen, remain calm and collected, show interest

Appointments are prioritised

Routine, illness, emergencies, urgent, potential contagious, clients needs, veterinary environments needs

Importance and format of a clients consent form

Understanding of reason consent requested, prevent misunderstandings, age, legal implications and regulations

Areas

Reception/waiting area, consulting rooms, treatment rooms, preparation room, kennels and theatre, staff areas, storage areas, pharmacy

Practice security

Prevention of theft of personal belongings, prevention of theft of veterinary products, veterinary medicines and controlled drugs, safety of staff, animals and clients, prevention of damage

Petty cash

Imprest system, receipts, float, and record any transactions, items purchased with petty cash

Outcome 3 Be able to implement and comply with health and safety legislation relevant to the veterinary care environment

Assessment Criteria

The learner can:

1. Comply with **health and safety** to ensure the safety of self and others
2. Maintain **safe working** conditions and systems
3. Perform **safe manual handling**
4. Explain **when an accident report must be sent to the Health and Safety Executive**
5. Complete the **accident book** when necessary
6. Control chemical risks **using a COSHH risk assessment**

Unit content

Health and safety

Health & Safety at Work Act 1974, RIDDOR, COSHH

Safe working

Perform risk assessments

Given areas, specific hazards, risks, hazards, protocols in place, review

List common protocols

PPE, training, manual handling, isolation, cleaning, maintenance

Personal protective equipment

When to use it, where to find it, gloves, aprons, face masks, goggles, lead PPE, shoe covers

Safe manual handling

Safe techniques to avoid back injuries, crushing injuries, sprains and strains, bend knees, keep back straight, assistance if required

Manual handling risk assessment

Hazard, risks, prevention, protocol, review

When an accident report must be sent to the Health and Safety Executive

Written, verbal, postal, email, type of accident, 3 day injury, amputation, fractures etc

Accident book

Details of person that has had accident, details of any witness, details of the accident and where it occurred, signatures and dates, reporting under RIDDOR

Using a COSHH risk assessment

Chemical name, type, precautions, contraindications, storage, use, dilution, review, risks and hazards etc

Outcome 4 Understand the importance of complying with health and safety legislation relevant to the veterinary care environment

Assessment Criteria

The learner can:

1. Identify the key aspects of the regulations regarding **health and safety** in the workplace
2. State the requirements for Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR)
3. State the correct use of **hazard warning signs** in the veterinary environment
4. List the **main dispensing categories** and explain their differences
5. State the requirements for the **safe storage and disposal methods** for different types of veterinary medicines

Unit content

Health and safety

IRR 1999, COSHH 2000/2002, HSAWA 1974, RIDDOR 1995, Public Liability Certificate

Responsibilities of self, practice staff, clients and members of the public
Safety of self and others

Two cause of accidents in the work place
Unsafe acts & unsafe conditions

Describe the potential areas of risk
Reception, waiting room, consulting room, pharmacy, preparation room, theatre etc

Control measures to reduce risk
Training, protocols and procedures

Purpose and importance of risk assessment
Identify and prevent and reduce likelihood of accidents, recognise areas of risk and take appropriate actions

Explain common protocols for safe working practice
Animal accommodation, theatre and preparation rooms, staff rooms, reception, waiting room, consultation rooms, storage rooms and pharmacy etc

List the types of personal protective equipment
Masks, gloves, aprons, shoe covers etc

Purpose and function of the Health & Safety Executive
To protect the safety, health and welfare of people engaged in work or employment

State the requirements for accident reporting
RIDDOR 1995, to report work-related deaths, major injuries or over-three-day injuries, work related diseases, and dangerous occurrences (near miss accidents)

Application of COSHH

To control substances that are hazardous to health within the veterinary care environment. To prevent or reduce workers' exposure to hazardous substances

Safe use and storage of chemicals

COSHH 1995 and risk assessment for all substances used within a veterinary care environment

Correct use of hazard warning signs

Wet floor sign, poison, irritant, harmful, flammable, acid etc

List the main dispensing categories

Prescription only medicine – Veterinarian (POM-V), Prescription only medicine Veterinarian, Pharmacist, Suitably Qualified person (POM-VPS), Non – Food Animal Veterinarian, Pharmacist, Suitably Qualified person (NFA – VPS), Authorised Veterinary Medicine – General Sales List (AVM-GSL)

The safe storage and disposal of veterinary medicines

COSHH 1995, group and type of medicine, lockable cabinet, hazardous waste, incineration, DOOP bins

Outcome 5 Be able to apply for a new job, perform work in accordance with the contract of employment, work effectively within a team and develop personal performance

Assessment Criteria

The learner can:

1. **Produce a letter** and an accurate **up to date CV** to apply for a job
2. Complete an application form for a job
3. **Perform work duties in accordance with a contract** of employment
4. **Work effectively** as an individual and with supervisors and others in authority for the benefit of the organisation
5. Demonstrate a **positive attitude** towards colleagues, staff and clients
6. **Review performance** with line manager

Unit content

Produce a letter, up to date CV

Cover letter, CV: name, DOB, personal details, education, skills and abilities, employment history, personal statement, referees

Perform work duties in accordance with contract

Importance and legalities of employment contract, know limitations and adhere to ability and job role etc

Work effectively

Follow instructions and recognise own ability and limitations
Recognise authority and importance of working as part of a team

Positive attitude

'Can do' mentality, polite, courteous, helpful, supportive, constructive, positive body language

Review performance

Reflect on and record progress for identifying training requirements and positive contributions to the team, setting objectives, reviewing performance against objectives, motivation, support

**Outcome 6 Understand the main features of
employment contracts**

Assessment Criteria

The learner can:

1. State the required contents of a **contract of
employment**

Unit content

Contract of employment

Hours of work, salary, job title, date of commencement of employment, holiday entitlement, sickness, maternity, paternity, termination, disciplinary, grievance procedure, probationary period

Outcome 7 Be able to provide information on the processes and procedures associated with animal euthanasia and bereavement within a veterinary care environment

Assessment Criteria

The learner can:

1. Provide information on **animal euthanasia and bereavement**
2. **Prepare materials**, equipment and the environment for a planned euthanasia
3. Carry out the procedures associated with the **storage and disposal of cadavers**
4. Demonstrate how to deal with personal **stress** and stress felt by colleagues in the veterinary environment

Unit content

Animal euthanasia and bereavement

Provide accurate information on practice protocols and procedures related to euthanasia Practice policies for dealing with emotional/distressed clients

Prepare materials

Room, medicines, storage and disposal

Storage and disposal of cadavers

Safe manual handling, correct choice of waste bag, correct form completed for disposal method

Stress

Work-related stress e.g. bullying, over-worked, lack of confidence, intimidated, insecurities, personal stress e.g. relationships, money

Outcome 8 Understand the processes, emotions and procedures involved with animal euthanasia, bereavement and stress within the veterinary care environment

Assessment Criteria

The learner can:

1. State the **reasons why people have animals as pets**
2. **Define** the terms
 - a. **euthanasia**
 - b. **bereavement**
3. State the five **stages of grief**
4. List the **methods of euthanasia**
5. State the **legislation** relating to the **disposal of a cadaver**
6. List **common reactions to emotional stress**
7. Identify **support services** available for practice staff and clients

Unit content

Reasons people have animals as pets

Companionship, disability assistance, working, protection, income generation, sporting

Define euthanasia and bereavement

Euthanasia - The deliberate ending of life in an easy and painless way

Bereavement - The period after a loss during which grief is experienced and mourning occurs

Stages of grief

Shock; denial, fear, anger, anxiety, guilt; grief and acceptance

Issues associated with euthanasia

Healthy animals, unwanted animals, ill, injured and suffering animals, old and infirm animals

Cultural influences

Religion, beliefs or up bringing

Required procedure for animal euthanasia

Option for client to be present, animals of different temperaments, sedation prior to euthanasia, planned, emergency and compulsory euthanasia

Methods of euthanasia

Intravenous injection, intracardiac injection, intrarenal injection, gun, captive bolt

Support and professionalism

Client emotional support, the handling and disposal of cadavers, environmental and health and safety considerations

Legislation disposal of a cadaver

Health and Safety at Work, Animal Welfare Act

Storage and identification

methods Coloured sacks,
labelling etc

List the options available for the disposal of cadavers

Mass cremation, individual cremation, burial, eco-friendly options, other

Common reactions to emotional stress

Anger, withdrawal, tears/upset, denial, absenteeism, blame, substance abuse, physical effects including nausea, vomiting, weight loss, inappetence etc

Support services

Line manager, mentor, senior vet, Citizens Advice Bureau, Samaritans, General Practitioners, The Blue Cross, BVNA

Notes for Guidance

This unit consists of the communication, reception and administration skills the learner will need, as well as how to work effectively within their team. The focus is on how the learner can become a responsible professional who is fully integrated into the veterinary practice team. This will include learning about the necessary skills required to manage a reception. One of the key areas of this unit is client contact; being able to deal with clients in the correct way and promoting and marketing the practice. The learner will know how to give advice to clients on different aspects of animal care as well as gaining good reception skills, e.g. telephone techniques. Additionally the learner will also learn about good record keeping within the workplace and all aspects of health and safety that relate to their daily work. Working within an effective team is also covered. Learners will learn how to produce a detailed cover letter and CV when applying for a job, as well as how to manage themselves at an appraisal review. The learner will also learn how to deal with animal euthanasia and death and how to recognise and cope with stress within the veterinary practice.

The emphasis of this unit is for the learner to take the initiative in all areas of work and be able to discuss all aspects of work with veterinary surgeons, veterinary nurses, clients, etc. This unit is also about the learner taking responsibility for their own work ethics and for managing their own career.

In Outcome 1, the learner must have experience of regular communication with clients. The learner could be put on reception duties to answer the phone or receive clients. This will ensure the learners are able to deal with a range of issues such as identifying clients' needs, taking clients' enquiries, making appointments, etc. The learner must ensure they pass on the information to the correct member of staff. The learner should be able to communicate with clients in regards to their query or request, and be aware of which member of staff within practice the issue should be directed to. The learner should be able to tell who's who in the practice and what each person's responsibility is. The learner must also be able to make appointments for a variety of animals.

The learner should be able to spend enough time on reception dealing with clients to enable them to be confident in all areas of reception work.

The learner's communication skills should range from dealing effectively with colleagues, other members of staff, clients and external people both from within and outside of the veterinary industry. The learner needs to be aware of the manner in which they greet clients, for instance some practices may require staff to greet clients with a certain statement. Therefore, displaying a professional front is essential as reception is usually the first point of contact between the practice and client. The learner will learn to efficiently communicate with clients and admit their pets by carefully explaining the practice's procedures and services available. The learner should have a good knowledge of the products and services offered by the practice and be able to aptly describe them to the client.

Additionally the learner must be able to handle and restrain a client's pet safely and in the correct manner according to Health and Safety guidelines. Thus, the learner will need to have contact with various species of animals and be able to admit them in a safe manner. The learner should have access to all areas of the veterinary practice. It is important for the learner to be aware of their work surroundings in order to ensure areas are clean, and free from clutter. It is important to project a clean and hygienic outlook throughout the practice, especially the reception area which is the first point of contact with clients. This helps to build the reputation of the practice.

The clearing of waste and stocking of merchandise such as bandages or information flyers should be carried out by all members of staff. The learner will need to explain the importance of this, i.e. maintenance of medications, keeping the notice board current, etc, and ensure they understand how to market relevant veterinary materials.

The learner will also learn how to maximise any opportunity for retail sales. For example, they can highlight to clients any showcase displays in the reception area where leads, collars, etc may be on sale.

The learner will also be able to create new client records as well as file documents into current clients' records. This is most essential as a record holds all the necessary medical information about an animal brought to the practice. At a glance, veterinary nurses/surgeons should be able to check on past illness and have a better understanding of a potential problem when the animal is brought in again. For these reasons accurate recording is most important for the learner to grasp.

The learner will also produce an invoice and process payment. Once again, it is important that the learner processes payment especially a variety of payments such as, cash, debit card, credit card, etc. Accuracy when calculating VAT is most essential in order to ensure there are no errors. Mistakes of this nature may damage the reputation of the practice.

In Outcome 2, the learner must be able to understand the ethical and legal responsibilities of working in a veterinary practice. This includes knowledge of the rules and regulations of working with animals, such as treatment of animals and client confidentiality and the correct procedure for obtaining legal consent for surgical or anaesthesia procedures. The learner would also need to be able to state the procedures of the practice they work for and the necessary codes of conduct that particular practice has applied to its staff. The learner should have a good knowledge of fees charged, especially for common or routine consultations/operations etc.

Maintaining petty cash is essential as it builds confidence when dealing with cash transactions. It also gives a sense of responsibility to the learner and therefore, a sense of ownership towards the practice. The learner will need to be taught about all aspects of the practice's petty cash system. It would be good practice for them to compare between a typical petty cash system and that of their practices. The learner should be able to complete and record petty cash transactions when purchasing items such as coffee, tea, stationery, etc. Awareness of the process of logging petty cash transactions is important. Ensuring they replace the amount of money logged out by replacing it with official receipts to tally the amount taken from petty cash is one example of this. Different practices will have their own way of logging petty cash transactions. For this reason the learner will need to be aware of how the petty cash system in their practice works.

In Outcome 3, the learner will know about risk assessments. With the support and supervision of a senior member of staff, the learner would be able to highlight any potentially dangerous situations in the veterinary practice. This could be anywhere from the reception area to where the animals are housed, theatre rooms etc. For this reason the learner should have access to all areas of the practice. The learner needs to develop an understanding about how a particular situation could be hazardous and the potential repercussions. It is essential that they have a firm understanding of the various Health and Safety legislation. Health and Safety of humans and animals in the practice should be observed at all times especially considering they are surrounded by medications, medical equipment, etc. It is essential to know about hazards in the practice in relation to client, animal and staff safety. A potentially hazardous situation witnessed by a client could mean a tarnished reputation for the practice resulting in the loss of business. It is also a good idea for the learner to be aware of solutions to how risks can be minimised, contained or entirely eliminated. Experienced members of staff would be a good source for such information.

The learner will also need to complete an entry of a real or simulated accident in an accident book. The entry has to be recorded in the correct log book; completed accurately, legibly and neatly. The learner will also need to state if the accident needs to be reported under RIDDOR. The learner will demonstrate the correct manner of transporting and moving equipment and other materials in their place of work. The learner should demonstrate how to display manually lifting materials correctly; the right way to use a sack truck; etc. The learner would need to take into consideration the weight of the object, positioning, etc. Unsafe acts and conditions are two of the main causes of accidents in the workplace, so it is vital to be aware of the correct manner when it comes to manual handling techniques. The learner should also be aware of incorrect handling techniques so that this can be avoided.

In Outcome 4, the learner will display their level of proficiency in their position in the practice in terms of their job role and responsibilities. They need to show awareness of the organisation's policies and legislation in their daily work, particularly when dealing with hazardous and non-hazardous waste. The learner will need to deal with a real life situation involving hazardous and non-hazardous waste. This should include how it must be disposed

of, types of PPE they used and why, etc. The learner should be aware of Health and Safety legislation when working in all rooms of the practice such as in the theatre and preparation rooms, the kennels, staff rooms, etc.

The learner should also be aware of general safe practice standards for staff, clients and patients. This includes correctly identifying which PPE is suitable for an individual in relation to a certain situation; separating two animals if one is suspected to be infected with a contagious disease; or making sure clients and their pets are sufficiently safe in the reception area should a potentially dangerous animal be brought in.

There should be files which the learner should record or update if hazardous situations occur and recording what precautions were taken. This will allow staff to be aware of such situations and help prevent a similar situation from occurring again. The learner will need to know how to report an accident using Health and Safety guidelines and practice protocols, an awareness of the definition of Health and Safety, the regulations, and the purpose of Health and Safety needs to be demonstrated. The learner will need to state the signs for identifying a particular accident; cause of the accident; importance of reporting it; who to report to and any other procedure necessary, to ensure this is done properly. The learner will have to be able to state the legal and practical reasons for reporting an accident. Practically – so the rest of the members of staff can learn from it and prevent it from happening again, legally – to prevent any legal law suits being taken against the practice for not adhering to Health and Safety regulations. The learner will also need to be aware of what the Health and Safety Executive (HSE) is, and the role or purpose of this organisation when it comes to reporting an accident or casualty. The learner will need to know the definition and be able to identify the requirements of RIDDOR when reporting accidents.

The learner must demonstrate their understanding of COSHH and its application within the veterinary practice along with stating the main dispensing categories, the correct use of hazard warning signs and the safe storage and disposal of veterinary medicines. The learner, together with a trained member of staff, should experience handling various chemicals which the practice uses. The learner should be able to name the chemicals; identify the hazardous quality of these chemicals; and assess the risks. Specifically the learner will need to know how to work safely with the chemicals considering the correct type of PPE equipment to use for a particular chemical. The learner has to be aware of dosage rates, problems that can arise with chemical use and what to do if there is a problem. The learner would also need to be aware of the safe storage of chemicals such as making sure hazard warning signs are placed in the right places to be visible to all members of staff.

In Outcome 5, , the learner will need to demonstrate the ability to write a letter applying for a job in a local newspaper, e.g. TP Times, Veterinary Nurse Times, etc. The letter should be based on an actual job advertisement for a veterinary position and of a suitable role for the learner. The letter needs to be written in an appropriate format, word processed and sent to the tutor as if actually applying for the job. A word processed letter is preferable as it appears professional, neat, and legible to a potential employer. The letter should be accurate and contain all relevant information. The learner will also need to produce a Curriculum Vitae (CV) based on their own work and education experiences. Attention must be paid to spelling and grammar. Accurate information and the correct amount of information are essential. Incorrect spelling will reflect badly on the learner as will an overly lengthy CV. The learner should also research employee issues such as equal opportunities and data protection, etc.

The learner will need to provide a recent appraisal document as conducted by their line manager or supervisor. It should include areas of achievement; areas where development is needed; comments from the appraiser and the student; and future objectives. Appraisals help the employee and also the employer and organisation. It is essentially a review of the progress of an employee held with their supervisor. This will benefit the employee as they will know in which areas they are doing well in and others they need to improve on.

The learner should also get the opportunity to discuss further training, i.e. CPD. As for the employer, these appraisals allow them to speak to their employees in confidence and listen to their views. They can take their points into consideration effectively making the practice a better working environment.

In Outcome 6, the learner will need to know about the main aspects of a contract of employment such as hours of work; salary; holiday entitlement; termination, etc. A contract is a legally binding document between two parties where the employee has been contracted to provide a service to the employer. Therefore, as long as the employee provides this service in accordance with the contract, the employer will provide them with agreed salary, benefits, good working conditions, etc. This aspect of the outcome is essential for anyone embarking on a career. The learner should be aware of their rights in employment, as well as current employer policies, e.g. disciplinary and grievance policies, etc. Within this outcome, the learner will also be able to demonstrate an understanding of the importance of working well with others and team cooperation. When working in a veterinary practice, it is essential to develop a positive work attitude.

In Outcome 7, the learner will be introduced to the principles of animal euthanasia and bereavement within the veterinary practice. The outcome will also cover how to assist clients before, during and after euthanasia and begin to understand the stages of grief and stress, both personal and client based. The learner will need to demonstrate the importance of understanding the needs of a client and the sensitivity involved during any pre- euthanasia discussions. The learner will need to produce a report on their practice procedures and policies on euthanasia. It must show an understanding of the disposal options available along with dealing with distressed clients. The report must also cover documentation required for the euthanasia to take place, whether planned or not. The report will help the student understand the needs of clients and the importance of correct practice protocols. The learner will need to consider the processes involved in arranging euthanasia and how they can relay this information to their clients. The learner needs to have a good understanding of the many ways different people deal with death. The learner must also display knowledge on how to differentiate between adults and children at this sensitive time. The learner must also have an understanding of the different ways euthanasia can be performed to ensure they can provide accurate information to their clients.

In Outcome 8, the learner will explore the signs of emotional stress in their colleagues, clients and themselves. This will enable them to understand the processes both physical and emotional and how to recognise them. It will also cover how best to offer support and seek help if noticing the signs in themselves including recognition of the stages of grief and reasons why people have animals as pets. It is a valuable outcome as it will provide a greater understanding of the differences between people. It will also highlight that the processes of stress vary greatly from one person to the next and will allow the learner to help and support their peers, colleagues and clients.

The learner will need to evaluate a real incident that happened within their practice that caused them personal stress. This reflection is designed to encourage the student to discuss their own experiences. It is hoped it may also help to prevent a similar situation occurring to themselves or colleagues in the future. They are encouraged to discuss any support measure they received or if they felt they could have been supported any differently. The learner will list the methods of euthanasia and disposal of cadavers to include any relevant legislation and regulations.

Bibliography

- Blood, D.C., Studdert, V. & Gay, C. eds., 2006. *Comprehensive Veterinary Dictionary*. 3rd ed. Saunders Ltd.
- Lane, D. & Guthrie, S., 2004. *Dictionary of Veterinary Nursing*. 2nd ed. Butterworth-Heinemann
- Lane, D.R., Cooper, B. & Turner, L. eds., 2007. *BSAVA Textbook of Veterinary Nursing*. 4th ed. British Small Animal Veterinary Association.
- Corsan, J. & Mackay, A., R., 2008. *The Veterinary Receptionist: Essential Skills for Client Care*. 2nd ed. Butterworth Heinemann.
- Shilcock, M., 2000. *The Veterinary Support Team (Pocket Practice Guides)*. Threshold Press Ltd.
- Shilcock, M. & Stutchfield, G., 2003. *Veterinary Practice Management – A Practical Guide*. Elsevier Science Ltd
- Shilcock, M. 2001. *Interviewing and Recruiting Veterinary Staff*. Threshold Press Ltd.
- Gorman, C. & Albrecht, H., 2000. *Clients, Pets and Vets: Communication and Management (Pocket Practice Guides)*. Threshold Press Ltd.
- Bower, J., Gripper, J., Gripper, P. & Gunn, D., 2001. *Veterinary Practice Management*. 3rd ed. Wiley - Blackwell
- Jackson, T. & Jackson, E., 1997. 1997. *The Perfect CV: How To Get The Job You Really Want*. 2nd rev ed. Piatkus Book

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to www.cityandguilds.com or click on the links below:

Centre handbook: quality assurance standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The centre handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre assessment: quality assurance standards

This document sets out the minimum common quality assurance requirements for our qualifications that feature centre-assessed components.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides guidance on administering portfolios and controlled assessments, including a definition of supervised conditions.

Access arrangements: when and how applications need to be made to City & Guilds

This provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the **contact us** section of the City & Guilds website.

City & Guilds

For almost 150 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

Copyright

The content of this document is, unless otherwise indicated, © City & Guilds Limited and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- learners may copy the material only for their own use when working towards a City & Guilds qualification.

The Standard Copying Conditions (which can be found on the City & Guilds website) also apply.

Contains public sector information licensed under the Open Government Licence v3.0.

Published by City & Guilds

5 – 6 Giltspur Street

London

EC1A 9DE

customersupport@cityandguilds.com

www.cityandguilds.com

City & Guilds is a global skills partner, empowering people, organisations and economies to develop the skills they need for growth.