Qualification Specification

GA Level 5 Certificate in Leadership and Management for Animal Rehabilitation Services (610/7151/1)

This qualification is subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.

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Section 1: Qualification Overview

1.1 Introduction: About this Qualification

Gatehouse Awards (GA) qualifications are designed to give learners the skills to be active in the modern labour market and progress in their career and/or into higher level study.

This Qualification Specification covers the GA Level 5 Certificate in Leadership and Management for Animal Rehabilitation Services qualification (610/7151/1).

This document provides centre staff, learners and employers with an overview of the qualification content as well as the assessment and quality assurance requirements for this qualification.

This qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and are part of the Regulated Qualifications Framework (RQF).

All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at http://register.ofqual.gov.uk.

This qualification is not designed to replace any existing qualifications.

1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 5 Certificate in Leadership and Management for Animal Rehabilitation Services	610/7151/1	04/03/2026	March 2031

1.3 Qualification Aims and Objectives

This qualification is designed to support learners in developing the knowledge, understanding and skills required to undertake leadership and management roles within animal rehabilitation services.

The aim of the GA Level 5 Certificate in Leadership and Management for Animal Rehabilitation Services is to prepare learners to demonstrate effective leadership judgement, ethical decision making and organisational responsibility within complex professional settings,

where animal welfare, client expectations, staff wellbeing and regulatory requirements must be balanced.

Learners will develop an understanding of leadership capability, professional effectiveness and ethical responsibility, underpinned by relevant leadership and management theory, reflective practice and evidence-informed decision making.

The qualification provides learners with an understanding of core organisational leadership responsibilities within animal rehabilitation services, including communication, safeguarding and health and safety, alongside opportunities to develop more specialist leadership knowledge through optional units focusing on multidisciplinary working, team leadership or marketing and brand reputation management.

The qualification will equip learners with the knowledge and understanding required to lead animal rehabilitation services effectively, support continuous improvement and quality assurance, and contribute positively to organisational culture and service sustainability. The qualification also supports progression to higher-level leadership and management study and/or increased leadership responsibility within the workplace.

1.4 Qualification Structure and Overview: Units, GLH, TQT and Credit Value

The structure of this qualification is as follows:

GA Level 5 Certificate in Leadership and Management for Animal Rehabilitation Services (610/7151/1)					
Mandatory Units: the learner must complete ALL units 1-6:	Unit Reference	Level	Credits	GLH*	Study Time
1. Principles of Leadership and Management in Animal Rehabilitation Services	Y/651/9835	5	3	15	15
2. Developing Leadership Capability and Professional Effectiveness	A/651/9836	5	3	15	15
3. Ethical Leadership and Decision Making in Animal Rehabilitation	D/651/9837	5	3	15	15
4. Leadership and Management of Health and Safety in Animal Rehabilitation Environments	F/651/9838	5	3	15	15
5. Leadership and Management of Client Communication and Difficult Conversations	H/651/9839	5	3	15	15

6. Leadership Responsibilities for Safeguarding in Animal Rehabilitation	L/651/9840	5	3	15	15
Optional Units: the learner must complete ONE unit from 8-10:	Unit Reference	Level	Credits	GLH*	Study Time
7. Leadership, Management and Oversight of Multidisciplinary Teams in Animal Rehabilitation Services	M/651/9841	5	3	15	15
8. Leadership and Management of Internal Teams in Animal Rehabilitation Services	R/651/9842	5	3	15	15
9. Leadership Oversight of Marketing and Brand Reputation for Animal Rehabilitation Services	T/651/9843	5	3	15	15
			Total Credits 21	Total GLH* 105	TQT** (GLH + ST) 210

*Guided Learning Hours (GLH): Definition

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

**Total Qualification Time (TQT): Definition

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a learner is expected to undertake in order to complete each unit is expressed in the 'Study Time' above. This, including the GLH, provides the Total Qualification Time, or TQT, and represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education

and training and are in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

Level

The qualification within this specification is designated at Level 5 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that the qualifications are considered by GA to lead to the outcome as follows:

Achievement at Level 5 reflects the ability to use practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts and analyse, interpret and evaluate relevant information, concepts and ideas. It reflects an awareness of the nature and scope of the area of study or work and an understanding of different perspectives, approaches or schools of thought and the reasoning behind them. It also reflects the ability to determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems, use relevant research or development to inform actions and evaluate actions, methods and results.

1.5 Rules of Combination

In order to meet the rules of combination for the GA Level 5 Certificate in Leadership and Management for Animal Rehabilitation Services qualification, the learner must achieve all 6 mandatory units and 1 optional unit. The learner must achieve 21 credits.

Learners must successfully demonstrate their achievement of all learning outcomes and meet all qualification requirements in order to achieve the qualification.

There are no further rules of combination.

1.6 Intended Audience

This qualification is intended for individuals working, or aspiring to work, in leadership and management roles within animal rehabilitation services or an allied animal health environment.

It is suitable for practitioners who have responsibility for leading people, managing services, overseeing professional practice or contributing to organisational decision making within animal rehabilitation environments, including those progressing into first-line or middle leadership roles.

The qualification is also appropriate for individuals seeking to develop their leadership capability, professional effectiveness and ethical judgement in preparation for increased management responsibility, service leadership or progression to higher-level study in leadership, management or related professional disciplines.

1.7 Age and Entry Requirements

This qualification is intended for learners aged 18 and above.

The entry requirements for this qualification are:

Learners should hold:

- a recognised qualification at Level 3 or above in one of the following qualifications:

  o Veterinary Nursing
  o Veterinary Physiotherapy
  o Animal Rehabilitation
  o Veterinary Medicine
  o A related animal health, animal therapy or other clinical discipline

or

- demonstrable evidence of a minimum two years of relevant professional experience in a supervisory, leadership or management role within a veterinary rehabilitation centre or in a closely related field.

Applicants who do not meet the formal qualification requirements above may be considered on an individual basis where they can demonstrate substantial professional experience at a senior level, for example in a supervisory, leadership or management role within another sector.

Applicants must also have appropriate language, literacy and numeracy, e.g., English and maths at GCSE levels A*- C / Grade 4 or above.

Where English is not the applicants' first language, an International English level of minimum B2 (CEFR) level, or equivalent, is required.

Centre recruitment and enrolment processes must be carried out by suitably qualified and experienced centre staff.

It is recommended that prior to commencing a programme of study leading to this qualification, learners receive detailed advice and guidance from the training provider in order to ensure the programme and qualification will meet their needs.

1.8 Recognition of Prior Learning and Transfer of Credits

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA qualification, prior to the learner taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a learner must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the learner's knowledge and skills are current, valid and sufficient, the use of RPL may be acceptable for recognising achievement of assessment criteria, learning outcome or unit(s), as applicable. The requirement for RPL in such instances must also include a consideration of the currency of the knowledge gained by the learner at the time they undertook the prior learning.

RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

All RPL decisions and processes are subject to External Quality Assurance (EQA) scrutiny and must be documented in line with GA's quality assurance requirements.

No transfer of credits is permitted.

1.9 Reasonable Adjustments and Special Considerations

Assessment for this qualification is designed to be accessible and inclusive. The assessment methodology is appropriate and rigorous for individuals or groups of learners.

Please refer to the GA Candidate Access Policy, available on the GA website, which contains information about Reasonable Adjustments and Special Considerations. This policy document provides centre staff with clear guidance on the reasonable adjustments and arrangements

that can be made to take account of disability or learning difficulty without compromising the achievement of the qualification.

1.10 Relationship to Other Qualifications and Progression Opportunities

Learners will typically progress to this qualification from qualifications in the field of animal welfare and/or animal rehabilitation services.

Upon successful completion, learners may progress to higher level qualifications in animal rehabilitation practice or management, or onto cross-sector business, leadership, management or operational management qualifications.

The qualification also supports career progression into more senior leadership and management roles within an animal rehabilitation service. The qualification may contribute towards recognition by relevant professional bodies.

1.11 Language of Assessment

This qualification is offered in English.

Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

1.12 Qualification Availability

This qualification is available in the UK and internationally.

If you would like further information on offering this qualification, please contact us. Our contact details appear on our website, www.gatehouseawards.org

Section 2: Qualification Delivery: Assessment, Quality Assurance Model and Administration

2.1 Teaching and Learning Requirements

Courses leading to this qualification may consist of e-learning courses or classroom-based courses, or a blended option.

Learners can therefore undertake learning and assessment on a flexible basis.

Learners must have suitable access to teaching and assessment staff as well as technical support. It is essential that the centre provides specialist staff, high quality learning materials and access to assessment opportunities.

2.2 Assessment & Quality Assurance Model

This qualification is a centre-assessed qualification. This means that it is internally assessed and internally moderated by centre staff who must clearly show where learners have achieved the learning outcomes, assessment criteria and qualification requirements.

Detailed Assessment Instructions for each component unit of this qualification is provided in Section 4 *Unit Specifications* below.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA.

This qualification is subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

2.3 Assessment of Learners and Portfolio Requirements

All learners must complete assessment for all six mandatory units and one optional unit.

Assessment will enable learners to demonstrate understanding of leadership and management principles and their practical application within animal rehabilitation service contexts.

Assessment will address core leadership and management theories and their application to professional practice, the development of personal leadership capability through reflective practice and planned professional development, ethical leadership and decision making in

relation to animal welfare and organisational accountability, the leadership and management of health and safety within animal rehabilitation environments, leadership responsibilities for client communication and the management of difficult conversations, and safeguarding requirements and the embedding of a safeguarding culture within animal rehabilitation services.

Learners will also demonstrate knowledge in one optional area of specialist leadership practice, selecting from multidisciplinary team oversight, internal team leadership and management, or the governance of marketing and brand reputation.

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements.

To meet the assessment requirements, learners must:

- follow a suitable programme of learning.
- maintain and submit a portfolio of all coursework incorporating all materials related to assessment.

All evidence must be mapped against the learning outcomes and assessment criteria, reflecting the type of evidence supplied and indicating its location. Using portfolio reference numbers will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

Suitable sources of evidence may include the following:

- essays/assignments
- short questions and answers
- professional discussions
- workbooks
- reflective accounts
- records of questioning
- case studies

The centre must ensure that the learner's work is authentic.

Assurances that learner work is authentic can be gained via:

1. oral questioning to confirm knowledge and understanding.
2. written questions answered under controlled supervised conditions to compare the learner's writing style against their other work.

All knowledge and understanding evidence must be marked and assessed by centre assessors in line with the GA CRAVES requirement, clearly indicating where the learner has achieved the requisite knowledge and understanding.

Assessors are responsible for providing feedback and instructions for re-submission, where applicable.

All assessment decisions and internal moderation are externally quality assured by GA.

2.4 CRAVES Requirements

Assessors must ensure that all evidence within the learner's portfolio judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the learner's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy

2.5 Resubmissions

GA recommends that the centre operates a policy of allowing learners to resubmit assessed work a maximum of two times. However, the acceptance and management of resubmissions of assessed work is at the discretion of the centre.

The decision regarding whether to permit a learner to resubmit work and/or attempt an assessment again will be based on an evaluation of how closely their previous attempts met the passing criteria. This evaluation will consider the extent to which the learner's work demonstrated progress towards meeting the required standards.

Resubmitted work will be assessed with the same rigour and adherence to standards as the initial submission.

If a learner does not pass after three attempts at submitting assessed work, the centre must consider the following course of action:

- Additional support – consider whether the learner could benefit from additional support, remedial guidance, or additional resources to help them understand the material better. This could involve providing extra teaching sessions, study materials, or one-on-one tutoring to address specific areas of difficulty. Sometimes, extending deadlines or providing additional time can alleviate pressure and allow for better comprehension and performance.

- Review and feedback - consider whether sufficient detailed feedback, which highlights areas that need improvement and provides specific guidance on how the learner can enhance their work, has been provided after each attempt.

- Alternative assessment methods - consider whether an alternative assessment method, such as the use of professional discussion, may provide opportunities for the learner to demonstrate their understanding. The centre should refer to the GA Candidate Access Policy for further information.

- Reconsideration of participation - assess whether the learner might need to take a break from the programme or whether, despite supportive measures and multiple attempts, the learner's progress is not indicative that they will meet the qualification requirements. They may be issued with a final 'Fail' grade or withdraw from the programme.

The centre must ensure that their policies and procedures regarding learner dismissal or failure are communicated clearly to learners to maintain fairness and transparency.

2.6 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that assessors are assessing to the same standards, i.e., consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing assessors with clear and constructive feedback
- supporting assessors and providing training and development where appropriate

- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which takes into account the number of learners, number of assessors, and the experience and competency of assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

2.7 Grading and Recording Achievement

All learning outcomes and assessment requirements must be met before a learner can be considered as having achieved the qualification.

This qualification is not graded on a scale. Learners are assessed as Pass or Fail.

The centre must ensure that regulations relating to the resubmission of work are adhered to.

2.8 Unit and Portfolio Sign Off

Upon completion, each unit must be signed off by the assessor and IQA to confirm the learner's achievement.

The content of the portfolio that contains all units the learners has achieved is subject to final portfolio sign off by the assessor and IQA to confirm that the specific qualification requirements and rules of combination have been met.

The learner is also required to sign an authenticity declaration, stating that the work contained in their portfolio is their own.

2.9 External Moderation and Quality Assurance Arrangements

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications.

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the *GA Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval. This will include:

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualification, including physical resources and staffing, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualification
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of assessors and assessment sites, according to the number of learners
- the internal moderation and quality assurance arrangements
- sampling internal moderation records against the qualification requirements across the range of levels, number of assessors and assessment sites, according to the number of learners
- administrative arrangements
- ensuring that any actions from moderation and wider quality assurance activities have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner work, moderation of assessment, talking to learners and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

2.10 Registering Learners and Unique Learner Numbers (ULNs)

Learners must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be two years. Should a learner not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a learners is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

2.11 ID Requirements

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

2.12 Record Keeping

Records of learner details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care and comply with clinical and information governance requirements, with appropriate policies and procedures in place to maintain confidentiality, both related to patients and clients, staff and learners.

All records must be easily retrievable and made available to GA or the Regulator upon request.

Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, the centre may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.

2.13 Results and Certification

Centres may make claims for certification via the Ark when learners complete and the assessor and IQA have confirmed achievement. Claims for certification are subject to successful external quality assurance (EQA).

Following the EQA's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account. Certificates are usually issued within 10 working days of the award of the qualification.

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g., learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

2.14 Direct Claims Status (DCS)

Direct Claim Status is not available for this qualification.

2.15 Appeals and Enquiries

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

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Section 3: Staff and Resource Requirements for Centres

In order to deliver this qualification, the centre must ensure that they meet the following requirements for staff and physical resources.

3.1 General Staff Requirements

It is the centre's responsibility to ensure that all staff involved in the delivery, assessment and internal quality assurance of this qualification are suitably qualified in line with the stipulations for teachers, assessors and Internal Quality Assurers (IQAs) detailed below.

The centre must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of this qualification and must make records available to GA upon request. The information GA expects the course provider to hold for each member of staff includes, as a minimum:

- a current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

Centre staff must be familiar with the qualification requirements prior to offering the qualification or unit and planning the centre's assessment and moderation strategy.

The centre must also ensure that they have the management and administrative staffing arrangements in place which are suitable to support the registration of learners and the receipt of results and certificates.

The knowledge and experience of all staff involved in the teaching, assessment and internal quality assurance of this qualification will be considered during the approval and re-approval process and at External Quality Assurance Visits.

3.2 Requirements for Teachers and Assessors

Teaching staff include those who deliver teaching and learning content for knowledge and understanding elements and those who are involved in practical teaching and learning in the clinical environment.

The primary responsibility of an assessor is to assess a learner's performance and ensure that the evidence submitted by the learner meets the requirements of the qualification.

It is the centre's responsibility to select and appoint suitably qualified and experienced teachers and assessors.

The teacher and assessor may be the same person, subject to meeting the criteria below:

All teachers and assessors must meet the criteria in either Option A or Option B below:

Option A	Option B
• hold a qualification in animal rehabilitation, veterinary nursing, or a closely related animal health discipline at Level 3 or above AND • have demonstrable knowledge and experience of leading or managing an animal rehabilitation service or related animal care business	• hold a qualification in leadership, management or business at Level 5 or above AND • have demonstrable knowledge and experience of animal rehabilitation services or related animal care practice

In all cases, teachers and assessors must be able to evidence a minimum of two years' experience in a leadership or management role within an animal rehabilitation service or related animal health setting.

Teachers must also:

- hold, or be working towards, a recognised teaching or training qualification, e.g. Level 3 Award in Education and Training or equivalent*

*In the absence of a regulated teaching qualification, the teacher must ensure that they are able to demonstrate that they have delivered a minimum of 30 hours of teaching or assessing. They are then required to agree to update their training to an Ofqual-regulated teaching qualification within two years of commencing their role in order to continue to deliver the qualification. Trainee teachers MUST be mentored by a suitable qualified teacher.

Assessors must also:

- hold, or be working towards, a recognised assessor qualification or their recognised equivalent** e.g.,
  o Level 3 Award in Assessing Competence in the Work Environment
  o Level 3 Certificate in Assessing Vocational Achievement
  o A1 Assess Candidate Performance Using a Range of Methods
  o D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence.

**Assessors may be working towards a relevant equivalent qualification in assessing under the guidance of a suitably qualified and experienced Assessor and their IQA. Trainee assessors' decisions MUST be counter-signed by a suitably qualified, experienced assessor.

All teachers and assessors must also:

- be able to evidence relevant and up to date teaching/assessing experience.
- understand the qualification structure, unit learning outcomes and criteria related to the teaching and learning being delivered.
- have access to appropriate guidance and support.
- participate in continuing professional development in the specific subject they are teaching and/or assessing.

Further information about supporting staff members working towards required qualifications, including requirements for mentoring, counter-signatories and record-keeping, along with expectations for participation in centre-led standardisation activities and instructions for increased sampling and internal moderation activities are also detailed in the Centre Handbook.

3.3 Requirements for IQA (Internal Quality Assurers, also referred to as Internal Moderators).

IQAs are responsible for internal moderation and quality assurance of the qualification to ensure standardisation, reliability, validity and sufficiency of the assessor's assessment decisions.

It is the centre's responsibility to select and appoint IQAs.

All IQAs must meet the criteria in either Option A or Option B below:

Option A	Option B
• hold a qualification in animal rehabilitation, veterinary nursing, or a closely related animal health discipline at Level 3 or above AND • have demonstrable knowledge and experience of leading or managing an animal rehabilitation service or related animal care business	• hold a qualification in leadership, management or business at Level 5 or above AND • have demonstrable knowledge and experience of animal rehabilitation services or related animal care practice

IQAs must also

- hold, or be working towards***, one of the following internal quality assurance qualifications or their recognised equivalent:

  o Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
  o Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
  o V1 Conduct internal quality assurance of the assessment process
  o D34 Internally verify the assessment process

***Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced IQA. Trainee IQA's decisions MUST be counter-signed by a suitably qualified, experienced IQA.

IQAs must also have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring.

Each assessor may have one or several appointed IQAs.

Staff may undertake more than one role within the centre, e.g., teacher, assessor and IQA. However, members of staff must NOT IQA their own assessment decisions.

The knowledge and experience of tutors, assessors and IQAs will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

3.4 CPD Requirements

All staff must ensure their role and subject-specific knowledge, understanding and competence is current and therefore must keep up to date with sector changes and developments.

Participation in continuing professional development in order to evidence contemporaneous proficiency must take place regularly. There is no set minimum number of hours of CPD required; however, the CPD activities must reflect contemporary standards and developments in the subject matter and content being delivered.

Records of CPD activities (both planned and those that have taken place) must be made available to GA at EQA visits or upon request.

3.5 Teaching, Learning and Assessment Resources

When devising teaching, learning and assessment materials for this qualification, the centre must:

- ensure teaching and learning materials directly address the learning outcomes and sufficiently prepare learners for assessment.
- structure materials to be accessible and engaging.
- use clear, unambiguous language appropriate for the level.
- align materials to the specific topics and content.
- pitch the level and depth of materials accurately based on the content to be delivered.
- ensure materials can be clearly attributed back to the centre.
- offer opportunities and resources for additional research and study, where appropriate.
- offer opportunity for learners to relate teaching and learning content to their own experience.
- ensure materials provide any relevant guidance to staff on consistent delivery.

Course programmes must be designed using the assessment requirements and unit specifications content below.

Teaching and learning resources must be relevant, up-to-date and of industry standard, in order to allow learners to adequately prepare for assessment. This will be considered at approval and during the on-going monitoring of the centre.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of learners.

3.6 Venue and Equipment Requirements

When training premises are used in the delivery of teaching and assessment of this qualification, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply.

The centre must ensure that all products and equipment used in the delivery and assessment of this qualification are confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of the centre.

Where specific products and equipment are required for the delivery and assessment of a GA qualification, the suitability of the products and equipment at the centre will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

For this qualification, suitable equipment includes:

- access to library resources, academic journals, and relevant service/practice management and business literature
- IT facilities and systems to support research, presentations, and access to online learning materials
- case study materials or scenario-based resources relevant to leadership and management within animal rehabilitation service contexts
- a suitable environment for assessment activities, including facilities for presentations, examinations, or viva voce assessments where applicable
- a virtual learning environment (VLE) or online platforms to support blended or distance learning delivery models

3.7 Ongoing Support

There are a number of documents on the GA website that centres and learners may find useful: www.gatehouseawards.org. The website is updated regularly with news, information about GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and learners are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so the centre can be provided with the best level of support and guidance.

At the time of approval, the centre is assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website www.gatehouseawards.org.

Section 4: Unit Specifications

4.1 Mandatory Unit 1: Principles of Leadership and Management in Animal Rehabilitation Services

	Mandatory Unit	GLH	Credits	Level	Unit Reference
1	Principles of Leadership and Management in Animal Rehabilitation Services	15	3	5	Y/651/9835

In this unit the learner will develop an understanding of key leadership and management principles and theories relevant to animal rehabilitation services and related professional environments.

Learners will explore a range of leadership models, management theories and organisational frameworks, examining how these inform professional roles, responsibilities and approaches to service delivery within animal rehabilitation contexts.

The unit focuses on the application of leadership and management principles to professional practice, requiring learners to analyse how effective leadership and management support accountability, consistency, ethical practice and long-term service sustainability within animal rehabilitation services.

Assessment Instructions and Guidance

There are no specific instructions or guidance for this unit.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand key leadership and	1.1 Explain key leadership theories and models used in professional practice

management theories relevant to animal rehabilitation services	1.2 Explain key management theories and frameworks relevant to service delivery
	1.3 Analyse how leadership and management theories support effective practice within animal rehabilitation services
2. Understand the roles and responsibilities of leaders and managers in animal rehabilitation services	2.1 Explain the main roles and responsibilities of leaders and managers within animal rehabilitation services
	2.2 Analyse how leaders and managers balance competing responsibilities within animal rehabilitation services
3. Understand how leadership and management principles support effective animal rehabilitation services	3.1 Explain how leadership and management principles contribute to consistent and professional service delivery within animal rehabilitation services
	3.2 Explain how leadership and management principles establish clear direction and accountability within animal rehabilitation services
	3.3 Analyse the importance of leadership and management in supporting sustainable animal rehabilitation services

4.2 Mandatory Unit 2: Developing Leadership Capability and Professional Effectiveness

	Mandatory Unit	GLH	Credits	Level	Unit Reference
2	Developing Leadership Capability and Professional Effectiveness	15	3	5	A/651/9836

In this unit the learner will develop an understanding of leadership capability and professional effectiveness as developmental processes within animal rehabilitation services and related professional environments.

Learners will explore how leadership capability is demonstrated in professional practice and examine how professional effectiveness is evidenced. The unit places particular emphasis on ongoing professional development as a means of maintaining and strengthening leadership capability over time.

The unit focuses on planned professional development and reflective practice, requiring learners to assess development opportunities and design a personal leadership development plan that supports improved leadership capability, professional effectiveness and sustainable service delivery within animal rehabilitation services.

Assessment Instructions and Guidance

There are no specific instructions or guidance for this unit.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand leadership capability and professional effectiveness as	1.1 Explain leadership capability in professional practice
	1.2 Analyse how professional effectiveness is demonstrated in practice

developmental processes	1.3 Evaluate the role of ongoing professional development in maintaining leadership capability
2. Understand methods for assessing leadership capability and identifying development needs	2.1 Explain methods used to assess leadership capability within professional practice
	2.2 Analyse how feedback and structured reflection contribute to identifying leadership development needs
	2.3 Evaluate leadership capability and development needs using appropriate assessment methods
3. Be able to plan development opportunities to enhance leadership capability and professional effectiveness	3.1 Assess a range of personal and professional development opportunities that support leadership capability and professional effectiveness
	3.2 Develop a personal leadership development plan to improve leadership capability and professional effectiveness
	3.3 Evaluate how a leadership development plan will enhance leadership capability and professional effectiveness

4.3 Mandatory Unit 3: Ethical Leadership and Decision Making in Animal Rehabilitation

	Mandatory Unit	GLH	Credits	Level	Unit Reference
3	Ethical Leadership and Decision Making in Animal Rehabilitation	15	3	5	D/651/9837

In this unit the learner will develop an understanding of ethical leadership and management considerations within animal rehabilitation services and related professional environments.

Learners will explore key ethical principles and ethical decision-making approaches, examining how leaders and managers identify, analyse and respond to ethical challenges arising from animal welfare considerations, professional responsibilities and organisational demands.

The unit focuses on ethical leadership responsibility and accountability, requiring learners to analyse how organisational policies, guidance and leadership oversight support consistent, defensible and reflective ethical decision making, and how ethical practice is monitored, reviewed and strengthened through continuous improvement within animal rehabilitation services.

Assessment Instructions and Guidance

There are no specific instructions or guidance for this unit.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand ethical leadership and management considerations in animal rehabilitation services	1.1 Explain key ethical principles relevant to animal rehabilitation services
	1.2 Analyse the importance of ethical awareness for leaders and managers of animal rehabilitation services

	1.3 Analyse ethical challenges encountered by leaders and managers when making decisions in animal rehabilitation services
2. Understand ethical decision-making approaches in animal rehabilitation services	2.1 Explain ethical decision-making theories and frameworks
	2.2 Analyse the strengths and limitations of ethical decision-making approaches within animal rehabilitation services
	2.3 Evaluate how ethical decision-making approaches support leaders and managers to make reasoned and defensible decisions
3. Understand the leadership role in promoting and sustaining ethical practice within animal rehabilitation services	3.1 Explain leadership responsibilities for promoting ethical practice within animal rehabilitation services
	3.2 Analyse how organisational policies, procedures and formal guidance support ethical decision making
	3.3 Analyse how leaders ensure ethical standards are monitored and strengthened over time within animal rehabilitation services

4.4 Mandatory Unit 4: Leadership and Management of Health and Safety in Animal Rehabilitation Environments

Mandatory Unit		GLH	Credits	Level	Unit Reference
4	Leadership and Management of Health and Safety in Animal Rehabilitation Environments	15	3	5	F/651/9838

In this unit the learner will develop a leadership level understanding of the health and safety legislative, regulatory and sector guidance framework governing animal rehabilitation services.

Learners will examine how these external requirements are translated into organisational health and safety policies and procedures, and how compliance expectations are embedded within structured management systems. The unit explores how leaders structure accountability within governance arrangements, allocate resources, prioritise risk and direct professional conduct in order to uphold health and safety standards in practice.

It also considers how leaders monitor health and safety performance, respond to incidents and change, and implement improvements to organisational systems over time in order to protect the welfare of animals, staff and clients while maintaining regulatory compliance and professional integrity.

Assessment Instructions and Guidance

There are no specific instructions or guidance for this unit.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand key processes involved in managing human	1.1 Analyse the purpose, scope and key requirements of health and safety legislation, regulations and sector guidance relevant to animal rehabilitation services

resources within organisations	1.2 Analyse how legislative and regulatory requirements are translated into organisational health and safety policies and procedures within animal rehabilitation services
2. Understand how leaders manage health and safety responsibilities within animal rehabilitation environments	2.1 Explain how health and safety accountability is structured within organisational leadership and management systems
	2.2 Explain leadership responsibility for allocating resources and prioritising risk to support effective health and safety management
	2.3 Analyse how leaders direct and control professional conduct to uphold health and safety standards within organisational practice
3. Understand leadership responsibilities for monitoring and improving health and safety practice within animal rehabilitation environments	3.1 Explain leadership responsibility for monitoring health and safety performance, risk and compliance within animal rehabilitation environments
	3.2 Analyse the importance of systematic review of health and safety arrangements in response to incidents, emerging risk or regulatory and operational change
	3.3 Analyse leadership responsibility for implementing improvements to health and safety practice and safe systems of work within animal rehabilitation services

4.5 Mandatory Unit 5: Leadership and Management of Client Communication and Difficult Conversations

Mandatory Unit		GLH	Credits	Level	Unit Reference
5	Leadership and Management of Client Communication and Difficult Conversations	15	3	5	F/651/9838

In this unit the learner will develop an understanding of leadership and management responsibilities for establishing effective, professional and ethically appropriate client communication within animal rehabilitation services.

Learners will examine leadership approaches to supporting staff in managing difficult or sensitive client conversations, including how organisational systems, policies and escalation routes enable consistent, proportionate and defensible responses within professional practice.

The unit focuses on leadership oversight, monitoring and continuous improvement of client communication practice, requiring learners to analyse how feedback, complaints and client outcomes are used to review communication approaches and strengthen service quality, professionalism and organisational accountability within animal rehabilitation services.

Assessment Instructions and Guidance

There are no specific instructions or guidance for this unit.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand leadership and management responsibilities for establishing effective client communication	1.1 Explain leadership and management responsibilities for setting standards and expectations for professional client communication within animal rehabilitation services
	1.2 Explain how organisational policies, procedures and guidance establish standards for consistent and appropriate client communication within animal rehabilitation services

within animal rehabilitation services	1.3 Analyse the potential risks arising from ineffective leadership oversight of client communication within animal rehabilitation services
2. Understand leadership and management approaches to supporting difficult conversations within animal rehabilitation services	2.1 Explain situations within animal rehabilitation services where difficult or sensitive client conversations are likely to arise
	2.2 Explain leadership and management responsibilities for ensuring staff are supported to handle difficult conversations appropriately
	2.3 Analyse how organisational systems and escalation routes support effective management of difficult client interactions
3. Understand leadership and management responsibilities for monitoring, reviewing and improving client communication practice	3.1 Explain leadership and management responsibilities for monitoring client communication practices within animal rehabilitation services
	3.2 Explain how feedback, complaints and client engagement patterns can inform structured review of communication approaches
	3.3 Analyse the importance of leadership responsibility for continuous improvement of client communication within animal rehabilitation services

4.6 Mandatory Unit 6: Leadership Responsibilities for Safeguarding in Animal Rehabilitation

Mandatory Unit		GLH	Credits	Level	Unit Reference
6	Leadership Responsibilities for Safeguarding in Animal Rehabilitation	15	3	5	L/651/9840

In this unit, the learner will develop a leadership level understanding of safeguarding within animal rehabilitation services. This includes recognising safeguarding requirements, understanding the types of safeguarding concerns that may arise through professional contact, and appreciating the contextual risks associated with animal-facing environments.

Learners will examine how leaders establish and embed a safeguarding culture, including the development and review of appropriate policies, procedures and reporting routes, and the promotion of workforce awareness, competence and professional boundaries.

The unit also explores how leaders monitor, review and strengthen safeguarding practice within their organisation, ensuring that safeguarding arrangements are responsive to emerging risks, informed by learning and supported through accountability and continuous improvement.

Assessment Instructions and Guidance

There are no specific instructions or guidance for this unit.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand safeguarding requirements and contextual risks within animal rehabilitation services	1.1 Explain safeguarding legislation and statutory requirements relevant to animal rehabilitation services
	1.2 Analyse the types of safeguarding concerns and contextual risks that may arise within animal rehabilitation services

2. Understand how leadership establishes and embeds a safeguarding culture within animal rehabilitation services	2.1 Explain how leaders establish and promote a safeguarding culture within animal rehabilitation services
	2.2 Review the effectiveness and suitability of safeguarding policies, procedures and reporting routes within animal rehabilitation services
	2.3 Analyse how leaders build safeguarding awareness, competence and confidence within animal rehabilitation services
3. Understand how leadership monitors, reviews and improves safeguarding practice within animal rehabilitation services	3.1 Explain how leaders monitor safeguarding practice and organisational safeguarding risk within animal rehabilitation services
	3.2 Analyse how leaders review safeguarding arrangements in response to incidents, emerging risks or changes in practice
	3.3 Evaluate how leaders strengthen and improve safeguarding practice through learning, accountability and continuous improvement

4.7 Optional Unit 7: Leadership, Management and Oversight of Multidisciplinary Teams in Animal Rehabilitation Services

	Optional Unit	GLH	Credits	Level	Unit Reference
7	Leadership, Management and Oversight of Multidisciplinary Teams in Animal Rehabilitation Services	15	3	5	M/651/9841

In this unit the learner will critically examine the purpose, value and structural complexity of multidisciplinary working within animal rehabilitation services, with particular emphasis on cross organisational coordination and professional accountability.

Learners will analyse the range of professional roles, regulatory frameworks and external accountability arrangements that shape multidisciplinary practice, and examine leadership responsibilities for establishing clear referral pathways, defined professional boundaries, coordinated communication systems and proportionate risk oversight across multidisciplinary teams.

The unit focuses on organisational level ownership of multidisciplinary governance, requiring learners to analyse how effectiveness, outcomes and inter professional risks are reviewed, and how structured learning and reflection are used to strengthen collaboration, protect professional standards and ensure accountable service delivery within animal rehabilitation services.

Assessment Instructions and Guidance
There are no specific instructions or guidance for this unit.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below. |

| Learning Outcomes

The learner will | Assessment Criteria

The learner can |
|---|---|
| 1. Understand the purpose and complexity | 1.1 Explain the purpose of multidisciplinary working within animal rehabilitation services |

of multidisciplinary working within animal rehabilitation services	1.2 Explain the range of professional roles and perspectives that may contribute to multidisciplinary working within animal rehabilitation services
	1.3 Analyse the organisational, professional and regulatory factors that contribute to the complexity of multidisciplinary working within animal rehabilitation services
2. Understand leadership responsibilities for supporting effective multidisciplinary working	2.1 Explain leadership responsibilities for establishing clear roles, responsibilities and professional boundaries within multidisciplinary teams
	2.2 Explain how leadership supports effective communication and coordination across multidisciplinary teams
	2.3 Analyse leadership responsibilities for identifying and managing risks associated with multidisciplinary working within animal rehabilitation services
3. Understand how leaders monitor, evaluate and improve multidisciplinary working at organisational level	3.1 Explain how leaders establish oversight mechanisms to monitor multidisciplinary working
	3.2 Analyse how leaders interpret evidence to assess multidisciplinary effectiveness
	3.3 Analyse how leaders use review findings to strengthen governance, coordination and professional accountability

4.8 Optional Unit 8: Leadership and Management of Internal Teams in Animal Rehabilitation Services

	Optional Unit	GLH	Credits	Level	Unit Reference
8	Leadership and Management of Internal Teams in Animal Rehabilitation Services	15	3	5	R/651/9842

In this unit the learner will develop an understanding of leadership and management principles underpinning effective leadership of internal teams within animal rehabilitation services.

Learners will assess theories and models of team leadership and team management, and examine how leadership principles are applied to establish clear structure, authority and accountability within internal teams. The unit explores the importance of consistency and fairness in team management and how leadership shapes organisational conditions that support team wellbeing and resilience.

The unit also explores leadership responsibility for oversight of internal team capability. Learners will examine why evaluation of team capability is essential for service quality and organisational assurance, and how leaders use organisational evidence to strengthen team capability and service resilience.

Assessment Instructions and Guidance

There are no specific instructions or guidance for this unit.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand leadership and management principles underpinning effective team leadership within	1.1 Assess theories and models of team leadership and team management relevant to internal teams within animal rehabilitation services
	1.2 Explain how leadership and management principles guide the effective organisation and coordination of internal teams

animal rehabilitation services	1.3 Analyse the importance of consistency and fairness in leadership and management approaches to team management
2. Understand how leaders and managers support team wellbeing and resilience within animal rehabilitation services	2.1 Assess theories and concepts of team wellbeing and resilience relevant to animal rehabilitation services
	2.2 Explain how leaders and managers develop a culture that supports team wellbeing and resilience
	2.3 Analyse the impact of team wellbeing and resilience on sustainable service delivery
3. Understand leadership responsibility for evaluating and strengthening internal team capability within animal rehabilitation services	3.1 Explain the importance of leadership oversight of internal team capability for service quality and organisational assurance
	3.2 Analyse organisational sources of evidence used to evaluate internal team capability and effectiveness
	3.3 Evaluate how leaders use evaluation findings to strengthen team capability and service resilience

4.9 Optional Unit 9: Leadership Oversight of Marketing and Brand Reputation for Animal Rehabilitation Services

	Optional Unit	GLH	Credits	Level	Unit Reference
9	Leadership Oversight of Marketing and Brand Reputation for Animal Rehabilitation Services	15	3	5	T/651/9843

In this unit the learner will develop an understanding of leadership responsibilities for shaping, governing and overseeing marketing and brand reputation within animal rehabilitation services.

Learners will examine the legal, regulatory and ethical constraints that influence marketing practice and analyse how leadership judgement determines organisational positioning, brand identity and public representation within a regulated professional environment.

The unit also focuses on leadership accountability for managing reputational risk, establishing governance frameworks and ensuring that marketing activity reflects organisational values, professional standards and strategic direction.

Learners will also explore how leaders monitor public perception, evaluate reputational evidence and use findings to strengthen marketing governance, protect long term brand credibility and support continuous organisational improvement within animal rehabilitation services.

Assessment Instructions and Guidance

There are no specific instructions or guidance for this unit.

Indicative Content (IC) is provided against each individual Assessment Criteria in the table below.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand professional, regulatory	1.1 Assess legal and regulatory requirements shaping marketing and promotional activity within animal rehabilitation services

and ethical constraints influencing the marketing of animal rehabilitation services	1.2 Explain professional and ethical expectations governing marketing practice within animal rehabilitation services
	1.3 Explain risks arising from misleading, unethical or noncompliant marketing practice
2. Understand leadership responsibilities in relation to marketing and brand reputation within animal rehabilitation services	2.1 Explain how leaders shape marketing strategy and brand positioning within animal rehabilitation services
	2.2 Analyse leadership accountability for marketing decision making and public representation
	2.3 Evaluate how leadership oversight of marketing supports organisational credibility and professional standards
3. Understand how leaders monitor, evaluate and improve marketing and brand reputation within animal rehabilitation services	3.1 Explain leadership responsibilities for monitoring public perception of marketing and brand reputation
	3.2 Analyse how leaders evaluate public perception evidence to identify reputational risk and improvement priorities
	3.3 Evaluate how leaders use evaluation findings to strengthen marketing governance and long-term brand credibility

Document Specification:					
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