Qualification Specification

GA Level 3 Certificate in Veterinary Reception Skills

(610/5173/1)

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

Section 1: Qualifications Overview

1.1 Introduction: About this Qualification

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

This specification covers the GA Level 3 Certificate in Veterinary Reception Skills.

This document provides centre staff, candidates 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 is 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 an existing qualification.

1.2 British Veterinary Receptionist Association

The Level 3 Certificate in Veterinary Reception Skills is a comprehensive qualification that will give veterinary receptionists or those interested in becoming a veterinary receptionist, the skills and insights to develop their veterinary receptionist career. It gives a nationally recognised qualification which can be used to progress to further learning within the veterinary sector, or beyond.

This qualification aims to equip learners with comprehensive knowledge of key aspects of a veterinary receptionist's role, including the principles of working as a veterinary receptionist, communication, customer service skills and teamwork, administration, diary management and practice operations. Learners will gain an understanding of preventative health and welfare and gain the essential skills in dealing with pet bereavement and grief support and, assessing the urgency of various emergencies to prioritise appropriately.

This qualification has been developed in association with the British Veterinary Receptionist Association (BVRA), a membership association committed to supporting the role of veterinary receptionists. BVRA does this through training, education, and development, improving the standards of welfare and communication within practices, to the benefit of clients, patients and colleagues.

Membership of the BVRA incorporates a wealth of resources for both the individual receptionist as well as those who train and support them. BVRA also provides a community for veterinary receptionists, and associated roles.

1.3 Qualification Title, Qualification Number and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 3 Certificate in Veterinary Reception Skills	610/5173/1	23/12/2024	Dec 2029

1.4 Qualification Aims and Objectives

The Gatehouse Awards (GA) Level 3 Certificate in Veterinary Reception Skills is designed for individuals currently working as veterinary receptionists or those aspiring to enter this role.

This qualification underlines not only the technical knowledge needed for competence but also the development of essential soft skills like teamwork and communication.

The course provides learners with a comprehensive understanding of the veterinary receptionist's role, covering effective communication, practice operations, interpersonal skills, and teamwork. Learners will learn effective communication skills, time and diary management, strategies for assessing and prioritising emergency cases and the grief and bereavement process.

1.5 Qualification Structure and Overview: Units, GLH, TQT, Level and Credit Value

The structure of this qualification is as follows:

GA Level 3 Certificate in Veterinary Reception Skills (610/5173/1)				
Mandatory Units	**Unit Reference**	**Credits**	**GLH***	**GLH + Study Time****
1. Communication and Customer Service Skills	Y/651/4399	5	23	49
2. The Principles of Working as a Veterinary Receptionist	J/651/4400	3	16	32
3. Administration and Veterinary Practice Operations	K/651/4401	6	30	60
4. Preventative Health Care	L/651/4402	5	19	45
5. Animal Triage and First Aid	M/651/4403	1	8	14
6. Euthanasia Process and Bereavement Support	R/651/4404	3	16	30
		Total Credits 23	**Total GLH* 112**	**TQT**** **230**

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

Level

The qualifications within this specification are designated at Level 3 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 this qualification is considered by GA to lead to the outcome as follows:

Achievement at Level 3 reflects the ability to identify and use factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine, interpret and evaluate relevant information and ideas, and reflects an awareness of the nature of the area of study or work and different perspectives or approaches within the area of study or work.

1.6 Rules of Combination

This qualification consists of 6 mandatory units.

In order for a Learner achieve the GA Level 3 Certificate in Veterinary Reception Skills, the Learner must achieve all mandatory units and a total of 23 credits.

The mandatory units within the qualification are detailed in Section 1.4 above. Learners must successfully demonstrate their achievement of all the learning outcomes and assessment criteria within the mandatory units.

The learning outcomes and assessment criteria for the unit are provided in Section 4 below.

There are no further rules of combination.

1.7 Intended Audience, Age and Entry Requirements

This qualification is aimed at learners working full- or part-time in a front of house role, are involved in veterinary receptionist duties already, have previous experience of working in the role, or wish to enter a role as a veterinary receptionist.

This qualification is intended for learners aged 16 and above.

There are no other formal entry requirements for this qualification; however, due to the nature of the qualification content, those undertaking the qualification must have a proficient level of spoken and written English (e.g. GCSE Grade C / Grade 4 or above or equivalent). It may also be appropriate for learners to be undertaking Level 2 maths and English qualifications alongside studying for this vocational qualification at Level 2.

It is recommended that prior to commencing a programme of study leading to this qualification, candidates 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 Unit or Units prior to the candidate 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 candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the candidate'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). The requirement for RPL in such instances must also include a consideration of the currency of the knowledge gained by the candidate 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.

No transfer of credits is permitted.

1.9 Relationship to Other Qualifications & Progression Opportunities

The GA Level 3 Certificate in Veterinary Reception Skills is an ideal qualification from which a learner might progress onto higher level study, practical occupational training or a career in the animal care industry.

1.10 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.

1.11 Grading

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

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

Learners who aren't successful can resubmit work within the registration period.

1.12 Qualification Availability

This qualification is available via GA Approved Centres 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 Model and Certification

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.

Candidates must have suitable access to teaching and assessment staff as well as technical support. Specialist staff, high quality learning materials and access to assessment opportunities are essential for all centres.

Further details and guidance on the content of teaching and learning for each unit can be found in the Unit Specifications in Section 4 below.

2.2 Assessment and Quality Assurance Model

This qualification is delivered in-centre, where learners' work is internally assessed and internally moderated by centre staff to clearly show where learners have achieved the learning outcomes and qualification requirements. There is no requirement for external assessment.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA. Centres delivering this qualification are subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

2.3 Registering Candidates & Unique Learner Numbers

Candidates 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 24 months. Should a candidate 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 candidate is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

2.4 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.

2.5 Record Keeping

Records of learner's 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 related to 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, centres 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.

Section 3 – Centre Requirements: Assessment & Quality Assurance

Course providers offering this GA qualification must ensure that they have the following resources in place.

3.1 Staff

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.

The course provider 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:

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

The course provider must also ensure that they have the management and administrative arrangements in place which are suitable to support the registration of candidates and the qualification delivery.

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 teaching and learning of practical skills.

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

All Teachers and Assessors must:

- be occupationally competent and hold, or be working towards, a regulated qualification at a higher level that the level being taught* in the subject area or related subject area
- hold, or be working towards, a recognised teaching or training qualification, e.g. Level 3 Award in Education and Training (or equivalent)*.

AND

- 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.

An Assessor must be able to recognise competence, knowledge, skills and understanding in line with the qualification standards and requirements and therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth subject knowledge related to the qualifications they are assessing.

Assessors must therefore also:

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

*In the absence of a regulated teaching qualification, the Teacher or Assessor 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 18 months of commencing their role in order to continue to deliver the qualification.

**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 staff involved with the delivery and assessment of this qualification must also be able to demonstrate ongoing professional development relevant to the sector subject area.

Requirements for Internal Moderators (also referred to as an Internal Quality Assurers or IQA)

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.

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

Assessors may have one or several appointed Internal Moderators.

This qualification is assessed by an Assessor and internally moderated and quality assured by an Internal Moderator to ensure standardisation, reliability, validity and sufficiency of the Assessor's assessment decisions.

To be able to perform the internal moderation and quality assurance role, an Internal Moderator must:

- meet all requirements for Assessors, as outlined above

AND

- 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 Internal Moderator. Trainee Internal Moderator's decisions MUST be counter-signed by a suitably qualified, experienced Internal Moderator.

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

The Internal Moderator must have relevant occupational experience and hold relevant qualifications in the particular subject area being assessed. They must hold a regulated qualification at least at the level of the qualification they are assessing.

The knowledge and experience of Teachers, Assessors and Internal Moderators will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

External Moderation (also referred to as External Quality Assurance or EQA)

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

3.2 Assessment of Candidates

The centre must ensure that Assessors meet the requirements listed in Section 3.1 above in order to make assessment decisions leading to the award of this GA qualification.

Candidates are assessed on the evidence contained within their portfolio.

3.3 Assessment Strategy

The table below indicated the methods of assessment for each of the units within the GA Level 3 Certificate in Veterinary Reception Skills.

Unit	Assessment Criteria	Assessment Method
1. Communication and Customer Service Skills	ALL	Portfolio
2. The Principles of Working as a Veterinary Receptionist	ALL	Portfolio
3. Administration and Veterinary Practice Operations	ALL	Portfolio
4. Preventative Health Care	ALL	Portfolio
5. Animal Triage and First Aid	ALL	Portfolio
6. Euthanasia Process and Bereavement Process	ALL	Portfolio

3.4 Portfolio Requirements

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

Various types of evidence may be used, for example:

- essays/assignments
- short questions and answers
- workbooks
- professional discussions
- observations of performance in the workplace
- product evidence
- reflective accounts
- witness testimony
- records of questioning

Evidence in the portfolio should be mapped against the learning outcomes, reflect the type of evidence supplied and indicate its location within the portfolio. By using portfolio reference numbers, it will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

All evidence must meet GA's CRAVES requirements.

3.5 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 candidate'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.

3.6 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 incorporates 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. A Guide is provided in Appendix 1 of this Qualification Specification.

3.7 External Moderation and Quality Assurance Arrangements

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. These 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 qualifications, 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 qualifications
- 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 candidates
- 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 candidates
- administrative arrangements
- ensuring that any actions from moderation and wider quality assurance activity have been carried out by the centre

- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner's 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.

3.8 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.

Centres must ensure that all products and equipment used in the delivery and assessment of this qualification must be authorised by GA and 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 centres.

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.

3.9 Teaching and Learning Resources

GA does not prescribe the use of set course books, workbooks or other materials but expects that centres providing such courses should use relevant and up-to-date, high quality teaching and learning materials which allow candidates to adequately prepare for assessment.

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

Please note, any references to books, journals, websites or other third-party materials and publications made by GA does not infer that GA's accepts responsibility for the content of such materials or any opinions expressed within them.

3.10 Results

Centres may make claims for certification via the Ark when learners complete and the Assessor and Internal Moderator have confirmed achievement. Such claims for certification are subject to successful external moderation (EQA).

Following the External Moderator'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.

3.11 Certificates

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.

3.12 Direct Claims Status (DCS)

Direct Claims Status is not available for this qualification.

3.13 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.

3.14 Ongoing Support

There are a number of documents on the GA website that centres and candidates may find useful: www.gatehouseawards.org

The website is updated regularly with news, information about all 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 candidates are correct and up to date.

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

At the time of approval, centres are 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 GA Level 3 Certificate in Veterinary Reception Skills

Mandatory Unit		GLH	Credits	Unit Reference
1	**Communication and Customer Service Skills**	23	5	Y/651/4399

In this unit, learners will develop their understanding of communication and customer service skills within the veterinary profession. Learners will explore the roles of the various veterinary regulatory bodies and their governance of the profession, as well as the limitations of the veterinary receptionist role.

Learners will develop their knowledge of effective communication techniques to enhance client and colleague satisfaction, including strategies for managing complaints with professionalism and empathy. Learners will also examine the critical role of team communication in ensuring the smooth operation of a veterinary practice.

Additionally, learners will address sensitive topics such as pet bereavement, and develop their skills in communicating compassionately with grieving clients. By the end of this unit, learners will have a solid foundation in how effective communication in all aspects of veterinary practice contributes to both client and team satisfaction.

Assessment Guidance & Indicative Content

Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Know the different veterinary regulatory bodies.	1.1 State the different veterinary regulatory bodies and their purpose.
	1.2 Explain the limitations of the role of a veterinary receptionist under governance
2. Understand factors contributing to client	2.1 Describe how to create and maintain relationships with clients.

relationships and patient care.	2.2 Explain how to create a welcoming environment for clients and patients.
	2.3 Describe how to build trust through effective communication with clients and patients.
	2.4 Explain the importance of good communication skills when working as a veterinary receptionist.
3. Understand the role of effective team communication in veterinary practice.	3.1. Describe how effective teamworking leads to client satisfaction.
	3.2. Explain how team communication impacts client and patient outcomes.
	3.3. Identify undesirable behaviours and situations that can inhibit teamwork.
4. Understand the principles of effective communication skills.	4.1 Explain the different forms of communication.
	4.2 Describe active listening.
	4.3 Explain the importance of showing empathy and compassion.
	4.4 Describe how to communicate efficiently.
5. Understand the importance of effective client complaint handling.	5.1 Describe common situations that may lead to client dissatisfaction or complaints.
	5.2 Evaluate practice complaint handling procedures and protocols.
	5.3 Describe appropriate times to show empathy and compassion when dealing with dissatisfied clients.
	5.4 Establish strategies to prevent re-occuring complaints.

6. Understand the importance of time and diary management.	6.1 Prioritise tasks according to urgency and importance
	6.2 Explain the importance of time management.
	6.3 Describe the importance of diary management.

Mandatory Unit		GLH	Credits	Unit Reference
2	**The Principles of Working as a Veterinary Receptionist**	**16**	**3**	J/651/4400

In this unit, learners will explore the dynamics of the human-animal bond, both its positive and negative aspects, and understand the importance of communicating with clients compassionately.

Learners will gain insight into workplace stressors and learn how mindfulness and resilience can positively impact personal wellbeing. Learners will also develop an understanding of how to identify and address regulatory changes, including the challenges these changes may present in the workplace. Learners will define the role of human resources and highlight its significance in ensuring a productive and supportive work environment. Additionally, learners will learn the principles of equality, diversity, and inclusion for both clients and colleagues, including relevant legislation and strategies to recognise and address discriminatory behaviour.

By the end of this unit, learners will have acquired the knowledge and skills to treat clients and colleagues with compassion, adapt to trends and regulatory changes, and promote inclusivity and fairness in the workplace.

Assessment Guidance & Indicative Content

Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand the human animal bond.	1.1 Explain the different types of bond between humans and their pets.
	1.2 Describe the health and wellbeing benefits of the human-animal bond.
2. Understand mindfulness and resilience.	2.1. Define the terms mindfulness and resilience.
	2.2 State common veterinary workplace stressors.

	2.3 Explain the importance of mindfulness and resilience.
	2.4 Evaluate how mindfulness techniques enhance wellbeing.
3. Understand the role and purpose of Human Resources.	3.1 Explain the role and purpose of a Human Resources department.
	3.2 Evaluate the impact of Human Resources on organisational culture
4. Understand equality, diversity and inclusion in the workplace.	4.1 Explain the importance of treating colleagues and clients equitably.
	4.2 Summarise legislation relating to equality and diversity.
	4.3 Describe how to provide accessibility to all clients without discrimination.
	4.4 Recognise potential discriminatory behaviour and know when and how to escalate.
5. Understand the process of grief and pet bereavement.	5.1 State the reasons for pet euthanasia.
	5.2 Describe compassionate communication during the euthanasia process.
	5.3 State the resources available to support pet owners and staff through bereavement.

Mandatory Unit		GLH	Credits	Unit Reference
3	**Administration and Veterinary Practice Operations**	30	6	K/651/4401

In this unit, learners will develop a comprehensive understanding of key administrative and operational processes in veterinary practice. They will explore patient admission and discharge procedures, including how to handle payments and manage insurance paperwork while maintaining clear communication and recognising their professional limitations.

Learners will differentiate between various types of pet insurance and understand what a pet healthcare plan is. They will also deepen their knowledge of veterinary finances, learning how to request payments effectively, the importance of providing accurate estimates, and strategies for debt recovery. Learners will be able to define medicine classification, ensuring safe handling, accurate dispensing, and the correct processes for stock-taking. They will also build a solid foundation in health and safety protocols within a veterinary practice, including adherence to relevant legislation.

This unit will also introduce learners to the requirements for pet travel schemes and the necessary documentation. They will develop skills in marketing the practice, evaluating the advantages and disadvantages of social media for professional use. Learners will gain a clear understanding of GDPR, including its implications for veterinary practice and strategies to ensure full compliance with data protection regulations.

By the end of this unit the learner will have acquired the knowledge and skills to confidently handle practice administrative tasks and have a deeper understanding of practice operations.

Assessment Guidance & Indicative Content

Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand admission and discharge protocols and processes.	1.1 Describe the admission and discharge protocols and processes.
	1.2 Explain how to address client queries during in-patient care.

	1.3 Explain how to efficiently communicate information from the clinical team to the client.
2. Understand pet insurance policies and pet healthcare plans.	2.1 Describe the different types of pet insurance policies.
	2.2 State the difference between pet healthcare plans and pet insurance.
	2.3 Describe the benefits of pet insurance and pet healthcare plans.
3. Understand financial transactions.	3.1 State different payment methods.
	3.2 Describe the different methods of requesting payment.
	3.3 Explain the purpose of providing an estimate.
	3.4 Describe the procedures for recovering debt.
4. Understand the classification and regulation of veterinary medicines.	4.1 State the different classifications of medicines and who can prescribe them.
	4.2 Describe how to handle and store all classifications of medication in line with regulations.
	4.3 State the procedures for safely dispensing medication.
	4.4 Describe the process of a stock take.
5. Understand the importance of health and safety in veterinary practice.	5.1. Explain the importance of health and safety.
	5.2. State potential risks and hazards.

	5.3 State the appropriate control measure for risks and hazards.
	5.4 Summarise health and safety legislation relevant to veterinary practice.
6. Understand the Pet Travel Scheme.	6.1. Describe the purpose of Animal Health and Export Health Certificates.
	6.2. State the schedule of Animal Health and Export Health Certificate and Rabies vaccination appointments.
	6.3. State the protolcols to follow when booking an appointment.
7. Understand the importance of effective marketing.	7.1. Describe ways to market the veterinary practice effectively.
	7.2. Explain the benefits and drawbacks of social media marketing.
	7.3 Explain the importance of adhering to internal and external social media guidelines.
8. Understand record-keeping, data protection and privacy regulations.	8.1 Explain the principles of data protection and privacy regulations.
	8.2 Explain record-keeping requirements in relation to veterinary practice.
	8.3 Explain data protection and privacy requirements in relation to veterinary practice.
	8.4 Explain how to recognise a data breach and when and how to escalate.

Mandatory Unit		GLH	Credits	Unit Reference
4	**Preventative Health Care**	**19**	**5**	L/651/4402

In this unit, learners will develop their knowledge and understanding of preventative health care in pets, relating this to animal wellbeing and welfare. Learners will understand the importance of vaccinations for pet and human health and the types of diseases pets are vaccinated against.

Learners will be able to define what pet identification is, and what the legal regulations around pet identification in the UK are. Learners will develop an understanding of dental disease, how it affects pets' health and how pet owners can prevent it. Learners will also gain knowledge on endo- and ectoparasites and the importance of preventative treatment. They will learn what neutering is and the potential benefits and risks associated with neutering pets, as well as developing their knowledge and understanding of the principles of the different types of imaging and diagnostic testing and the role of these in veterinary practice. Additionally, learners will understand the different life stages of pets and the physical and behaviour changes through each stage.

By the end of this unit, learners will have acquired the knowledge and understanding of the importance of preventative health care for the welfare and wellbeing of pets.

Assessment Guidance & Indicative Content

Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand preventative healthcare for animal welfare.	1.1 Explain preventative healthcare and its importance in animal welfare.
	1.2 Explain the benefits of preventative healthcare plans.
	1.3 Explain the reasons why clients may be hesitant to purchase preventative healthcare plans.

2. Understand the importance of vaccination in animals.	2.1 Explain how vaccinations help prevent disease in animals.
	2.2 Identify diseases prevented by vaccinations.
	2.3 Identify vaccination schedules and the significance of ensuring timely and effective protection.
3. Understand pet identification and the associated legislation.	3.1. Outline the legislation relating to pet identification.
	3.2 Identify methods of pet identification.
	3.3 Identify when a dog is exempt from wearing identification.
	3.4 Identify who is authorised to implant a microchip.
4. Understand dental disease and how owners can prevent it.	4.1 Explain what dental disease is and its causes.
	4.2 Recognise signs of dental disease.
	4.3 Explain how dental disease can affect an animal's overall health and wellbeing.
	4.4 Identify the different types of dental procedures.
	4.5 Explain the importance of dental disease prevention to pet owners.
	4.6 Outline common pet owner objections to dental procedures.
5. Know the common types of endo- and ectoparasites and the	5.1. Outline the difference between endoparasites and ectoparasites.

importance of preventative treatment.	5.2 Identify types of endo and ectoparasites.
	5.3. Explain the importance of parasite prevention and treatment.
	5.4 Identify the different treatments available and how they are administered.
	5.5 Identify who is authorised to prescribe parasite prevention and treatment.
6. Understand the different neutering procedures, risks and benefits, in different species and sex.	6.1. Describe neutering and the differences in neutering procedures.
	6.2 Describe the reasons for neutering.
	6.3 Outline the potential risks and benefits of neutering.
7. Understand types of imaging and diagnostic testing.	7.1 Recognise different imaging techniques.
	7.2 Explain how diagnostic imaging helps in pet healthcare.
	7.3 Describe situations where diagnostic tests are needed.
8. Know companion animal life stages.	8.1 Describe the key life stages of animals.
	8.2 Explain the physical and behavioural changes that occur during each life stage.
	8.3 Explain the benefits of early exposure to a vet.

Mandatory Unit		GLH	Credits	Unit Reference
5	**Animal Triage and First Aid**	**8**	**1**	M/651/4403

In this unit, learners will become equipped with the essential knowledge required to handle emergency situations effectively in their role as a veterinary receptionist. Learners will know who can administer first aid and the limitations of what they can do in their role as a veterinary receptionist.

Learners will learn what triage is and be able to explain the different types of triage and understand practice protocols on how to deal with emergency situations. Additionally, learners will develop the ability to communicate calmly and confidently with clients during emergencies. They will learn how to categorise emergency calls, identify true emergencies versus urgent and non-urgent cases, and relay accurate information to the clinical team. This unit also will deepen the learner's knowledge of how to provide guidance to clients in emergency situations, understanding the vital signs in cats and dogs, and the fundamental principles of CPR.

By the end of the unit, learners will be well-prepared to triage calls effectively, support clients and colleagues with clear and professional communication, and apply the principles of pet first aid.

Assessment Guidance & Indicative Content
Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand the principles of animal first aid.	1.1 Explain the principles of animal first aid.
	1.2 Identify who can administer first aid.
	1.3 Describe limitations of the veterinary receptionist during an emergency.

	1.4 Explain the importance of gaining owner consent in an emergency.
2. Understand triage and the different types.	2.1 Explain triage and its aims.
	2.2 Describe the different types of triages.
	2.3 Identify the importance of having a practice triage protocol.
3. Understand how to communicate and prioritise during triage.	3.1 Describe how to communicate with distressed clients during an emergency.
	3.2 Explain how to categorise and prioritise calls.
	3.3 Explain how to communicate with the clinical team.
4. Understand the categories of an emergency.	4.1 Define life-threatening emergencies.
	4.2 Identify situations that have the potential to become an emergency.
	4.3 Explain what would be classed as non-urgent.
5. Understand how to advise clients in an emergency situation.	5.1 Identify the vital signs.
	5.2 Describe when and how to use CPR.
	5.3 Describe the advice given to clients for different types of emergencies.

Mandatory Unit		GLH	Credits	Unit Reference
6	**Euthanasia Process and Bereavement Support**	**16**	**3**	R/651/4404

In this unit, learners will develop a comprehensive understanding of the human-animal bond, exploring its depth, benefits, and the ways it influences grief when a pet is lost. Learners will gain insight into pet bereavement and its emotional and physical impact on pet owners, as well as an understanding of grief, its definition, and the stages involved.

Learners will develop an understanding of the concept of euthanasia, including its definition, the procedure itself, the terminology associated with it, and how to handle situations involving unplanned euthanasia. Learners will develop skills in empathetic and compassionate communication, enabling them to confidently discuss cremation options and provide guidance to clients during emotionally charged situations. Learners will also learn how to approach sensitive topics such as payment following euthanasia and will be equipped to explain the various disposal options available. They will understand how to support clients in the days following euthanasia, as well as the resources and assistance the practice can offer during this time.

Additionally, learners will explore cultural and religious beliefs surrounding euthanasia and pet disposal, enabling them to provide respectful and inclusive support. The unit also emphasises the importance of offering emotional support not only to clients but also to the veterinary team, recognising the impact of pet loss on everyone involved.

By the end of this unit, learners will have a strong foundation in understanding the human-animal bond, the euthanasia process, the effects of grief, and the tools to provide compassionate bereavement support for both clients and colleagues.

Assessment Guidance & Indicative Content

Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.

Learning Outcomes The learner will	Assessment Criteria The learner can
1. Understand the emotional impact of the	1.1 Explain the emotional impact of pet bereavement.

death of a pet and the grieving process.	1.2 Describe the meaning of grief.
	1.3 Explain the stages of grief.
	1.4 Explain how the human-animal bond influences grief.
2. Know euthanasia methods and how to deal with unplanned euthanasia.	2.1 Explain what euthanasia is and the different terms used to describe euthanasia.
	2.2 Describe the euthanasia process and legal requirements.
	2.3 Describe unplanned euthanasia and how to support the client.
3. Understand how to communicate with clients with empathy and compassion.	3.1 Explain how to communicate during emotionally charged interactions.
	3.2 Explain how practice bereavement packs can be used to help clients prepare for pet euthanasia.
	3.3 Describe the importance of communicating with pet owners with compassion and empathy.
4. Understand the process following euthanasia.	4.1 Describe the appropriate timing of payment requests.
	4.2 Describe the different cremation processes.
	4.3 Describe how to provide cremation information.
	4.4 Outline the various disposal options following euthanasia.
5. Understand how to support clients following euthanasia.	5.1. Explain how to support clients after pet euthanasia.

	5.2 Describe ways the practice can offer support.
	5.3 Outline clients' wishes and cultural sensitivities.
6. Know how to offer pet loss support to clients and colleagues.	6.1. Describe the various bereavement support options available for clients.
	6.2. Describe ways of supporting veterinary teams dealing with euthanasia cases.

Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

1.1 Introduction to Internal Moderation

Internal Moderation is a centre's internal system that ensures learner evidence is complete and genuinely meets all the required criteria by which the learner is judged to have met in order to be awarded a qualification. The process involves regularly sampling and evaluating the centre's assessment practices and decisions, and it is the Internal Moderator's responsibility to act on their findings to ensure consistency and fairness.

Ensuring quality standards are maintained and are consistent within and across a centre's provision is the responsibility of the head of centre, who must ensure that suitable staff are in place to act as Internal Moderator(s) and provide full support and standards scrutiny of the centre's Assessment decisions.

1.2 Internal Moderation Processes

Internal Moderation involves three key processes: co-ordination of the assessment process, standardisation of assessment practice, and sampling of assessed work.

These processes are conducted by one Internal Moderator or, if there is more than one, a team of Internal Moderators who are under the direction of a Lead Internal Moderator.

Information about the experience and qualification requirements for Internal Moderators is provided in the *Qualification Specification.*

1.3. Co-ordination of the Assessment Process

Prior to delivery commencing, it is the Internal Moderator who will confirm that assessment tasks are appropriate. This may involve checking that proposed assessment activities, plans for practical assessments, or the briefs of any assignments or reports are fit for purpose. It may also include checking that internal tests or examination materials are fit for purpose.

In order to ensure that the planned assessment activities and materials are fit for purpose, the Internal Moderator will consider and judge whether the activities and materials provide inclusive opportunities for all learners to meet the assessment objectives and generate evidence which is current, reliable, authentic, valid, able to be evaluated and sufficient to meet the requirements of the qualification.

During delivery of assessment, Internal Moderators will work with the Assessment team, ensuring that assessment practices are being carried out correctly. This may involve observing assessment taking place.

1.4 Standardisation of Assessment

The standardisation process helps to ensure that all centre staff involved in the delivery, assessment and quality assurance are consistent and fair to all learners and interpret and follow the requirements of the qualification in the same way.

Internal Moderators are expected to ensure high levels of consistency across Assessors and centre delivery sites through sharing good practice and providing feedback and support, doing so accurately and in good time. The internal Moderator may highlight areas for further CPD or additional training as necessary.

1.5. Sampling Process

When planning and carrying out internal moderation activities, it is important that the Internal Moderator works to a sound sampling strategy to ensure that standardisation of assessment decisions can take place.

A centre's sampling strategy involves reviewing the quality of Assessor's judgements, which will include reviewing learner work.

The learner work may be sampled before the learner has completed the full qualification, for example by sampling one or two assignments, topic areas or units, as the learner completes them.

The Internal Moderator should check that planning and reviewing has taken place and feedback is given to learners by the Assessor. The Internal Moderator will also check and confirm the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The Internal Moderator will therefore be able to evaluate the quality and consistency of the Assessor's assessment decisions and be able to identify any problems at an early stage. It will highlight individual Assessor training and development needs, which in turn can inform the programme of CPD for the assessment team as a whole.

The Internal Moderator must plan their sampling activities as outlined below.

1.6 Establishing a Sampling Strategy

Sampling should enable the Internal Moderator to evaluate how Assessors have reached their decisions. They must be able to follow documentation which clearly shows that Assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by Assessors as '**CRAVES**'

- **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 resulting in improvements in knowledge or competency leading to the award
- **Sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

1.7 Planning Sampling Activities

The Internal Moderator should consider the following when considering the volume of work that they should sample:

- the learners' ethnic origin, age and gender to ensure a representative range of learners are sampled
- the Assessors' experience and qualifications, workload and their occupational competence. For example, if Assessors are qualified and experienced it may not be necessary to look at everything in a learner's portfolio. If Assessors have less than 12 months' experience, are new to the centre or a particular qualification, or perhaps have not assessed for a length of time, the Internal Moderator will need to sample substantially more of their decisions for the first 6 - 12 months
- the full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, products, RPL, simulation, etc and ensure a good, representative range of assessment evidence is sampled
- previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the Internal Moderator has a particular concern regarding the assessment decisions of a particular Assessor they should focus on increasing the volume of work from that Assessor to continue increased monitoring and evaluation of risk
- whether any changes have been implemented relating to the assessment of the qualification or its units, for example if there have been amendments to the

qualification specification, or instances where industry practice or legislation has changed

- the range of locations where assessments have taken place
- the sampling process must not be determined by any rule of thumb such as '10%.'

1.8 Producing a Sampling Plan

The Internal Moderator must develop a sampling plan at the beginning of the learner's (or cohort's) programme and record, on the plan, which topic areas/assessment methods they plan to sample, and when.

Copies of sampling plans should be made available to other Internal Moderators and the assessment team, and sampling carried out according to the plan.

Where variations are made, these should be recorded on the plan.

1.9 Completing a Sample Record

The Internal Moderator should record the quality assurance sampling activities on a Sample Record. As a minimum, this record must indicate the Assessor's decision, the content of the sample, the Internal Moderator's decision and relevant feedback to the Assessor.

Where the Internal Moderator agrees with the assessment decisions, certification claims can go ahead.

Where the Internal Moderator does not agree with the assessment decisions, full feedback must be given to the Assessor, with action points agreed which relate to the Assessor's areas for improvement and instructions for how the learner can be supported to produce the required evidence of knowledge and skills.

Sampling must take place before any certification claims are made by the centre and all records, including those of standardisation meetings, feedback to Assessors and CPD activity should be made available to the GA-appointed External Moderator (also referred to as the EQA) upon request.

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