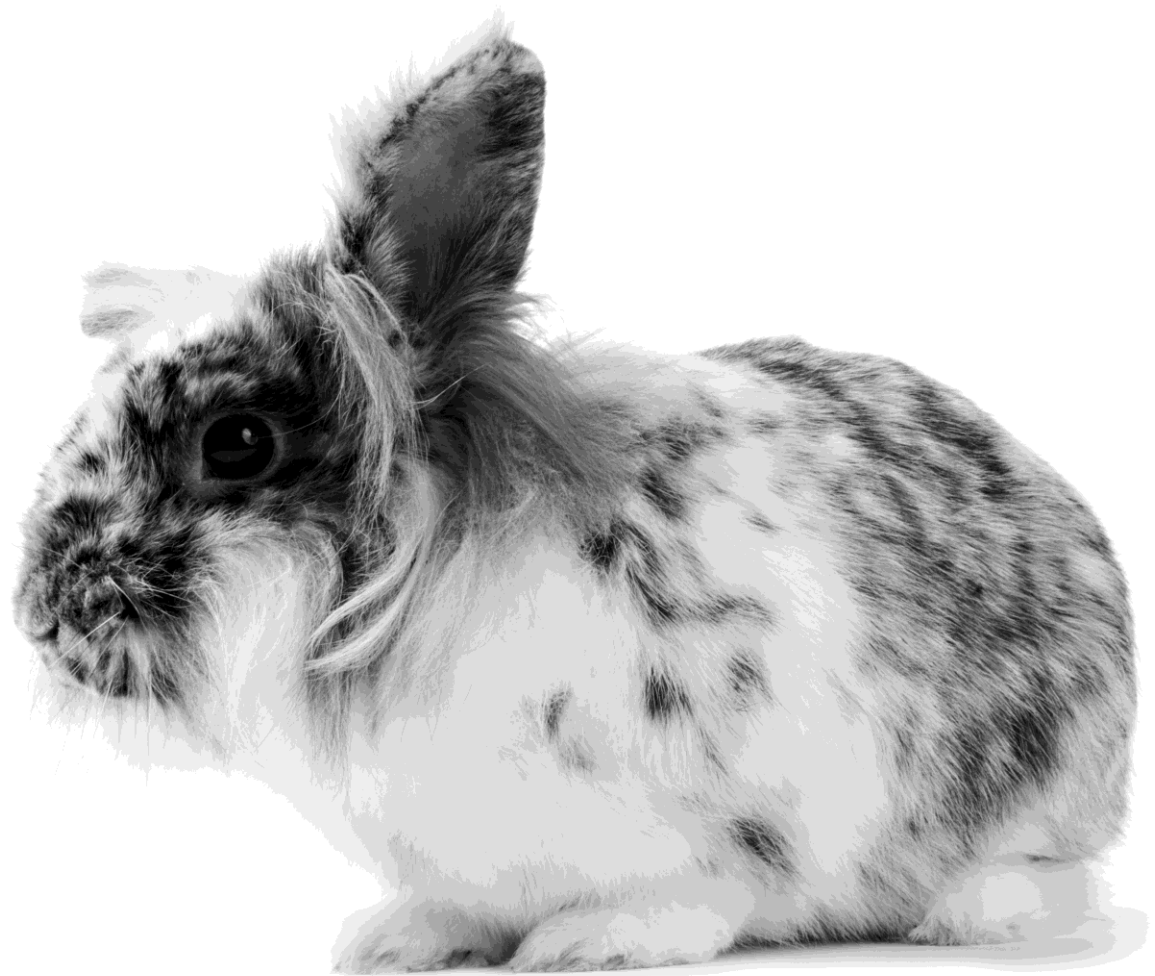


# Veterinary Nursing Assistant

Qualification Handbook



COQ

CENTRAL QUALIFICATIONS



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<b>Amendment details</b>	<b>Section/page number</b>	<b>Date</b>
Assessment guidance amended	VNA1 1.2 - Page 12	August 2013
Learning outcome 1.2 moved to CSL	VNA1 - Page 15 VNA1 in Assessment table - Page 101	August 2013
Qualification grading	Page 9	August 2015

<b>MANDATORY UNITS</b>	<b>PAGE</b>
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CQ reserve the right to issue content and assessment updates to Centres if any of the indicative content goes out-of-date with legislative and/or other changes during the life of the award.

## QUALIFICATION OVERVIEW

### QUALIFICATION OVERVIEW

The Veterinary Nursing Assistant qualification aims to prepare and support students for a career as a veterinary nursing assistant. All units will be taught in the context of small animals (dogs, cats, rabbits, gerbils, hamsters and other small mammals and may include reptiles, birds, turtles and tortoises).

The key purposes of the qualification are:

- to give students the ability to gain the knowledge and skills necessary to work safely and competently
- to allow students to grow as individuals and give them the chance to learn life skills essential for working in a veterinary practice environment, and other similar environments
- to provide a progression onto other qualifications or within employment

The programme will include a balance of practical learning and theoretical teaching, and use a variety of strategies to ensure students can undertake tasks proficiently.

A relevant work placement will allow for the acquisition of skills and will enable students to become competent and confident in a veterinary environment.

### QUALIFICATION STRUCTURE

#### Group A - Mandatory units

Mandatory unit code	Mandatory unit number	Title of mandatory unit	Level	Credits
F/502/1689	VNA1	Maintain and develop personal performance	2	2
H/502/6951	VNA2	Principles and practices of administrative duties in the veterinary care environment	2	16
A/502/7622	VNA3	Companion animal anatomy and physiology	2	5
M/502/6953	VNA4	Principles and practices of animal handling and care in the veterinary environment	2	16
M/502/7620	VNA5	Principles of infection control for animal nursing assistants	2	3
L/504/1900	AN1	Principles of supporting veterinary nursing care for hospitalised animals	2	5

#### Group B - Optional units

Optional unit code	Optional unit number	Title of optional unit	Level	Credits
R/504/1901	AN2	Practical support of veterinary nursing care for hospitalised patients	2	5
Y/504/1902	AN10	Practical support of peri-operative animal nursing	2	5
H/504/1899	AN12	Practical animal nursing support of small animal patients	2	5

In order to achieve the full qualification, a student must complete:

- 6 units from Group A (mandatory units)
- 2 units from Group B (optional units)

## QUALIFICATION OVERVIEW

### QUALIFICATION DELIVERY

This qualification is delivered by Centres approved by Central Qualifications.

Students can undertake the qualification on a full or part-time basis. Students can learn via a mixture of teaching techniques.

It is essential that students learn in suitable environments. Practical learning is a vital element in this qualification.

### ENTRY REQUIREMENTS

There are no formal entry requirements for this award, although it is recommended that students study for functional skills Level 2 Numeracy and Literacy if these, or equivalent, have not been achieved.

This qualification requires the acquisition of skills and competency and as such requires a work placement in a suitable environment.

No student will be subjected to unfair discrimination on the grounds of gender, race, creed, age or special needs. Equal opportunity will be adhered to on all grounds.

### PROGRESSION

This qualification allows students to work confidently and competently in veterinary environments as a veterinary nursing assistant. In addition, it may provide progression onto further qualifications such as the Diploma in Animal Nursing or the Diploma in Veterinary Nursing. Students who wish to progress further are advised to refer to the qualification handbooks for these awards for details of entry requirements.

### RECOGNITION OF PRIOR LEARNING (RPL)

Students may be credited with any unit of the award that has been gained previously, on the provision that this certification has been achieved within five years of registration for the remaining units. If a unit has been achieved more than five years prior to registration further evidence is required to support the application. Central Qualifications may accept evidence of recent and relevant experience and alternative qualifications if this has been achieved within ten years of registration.

## QUALIFICATION OVERVIEW

### SUPPORTING PROGRAMME DELIVERY

Students are required to have access to taught programmes, which will support the qualification outcomes. This may be provided by means of an attended course or via a programme of blended learning that is delivered by an approved Centre. Programme approval is required prior to commencement of delivery.

The estimated learning time is 570 hours.

Course tutors should familiarise themselves with the qualification units and structure before designing a supporting course curriculum. On condition that the learning outcomes of the qualification are addressed and suitably assessed under Central Qualifications guidance, Centres may deliver the award via methods that best focus on the needs of their students.

Practical work-based learning outcomes are incorporated throughout the syllabus. Practical skills are developed in the work placement through teaching and supervised experience. Centres are also required to have in place suitable arrangements for the teaching of practical skills.

### ASSESSMENT AND ASSESSMENT STRATEGY

**Knowledge and understanding will be assessed by:**

- Assignments set by Central Qualifications and administered by Centres
- Multiple choice examination set and administered by Central Qualifications

**Practical Skills will be assessed by:**

- Electronic work-based progress log (Central Skills Log)

Assignments are marked by the Centre according to the marking criteria set by Central Qualifications. Centres internally verify completed assignments.

Examinations are set by Central Qualifications and are held at Centres. All examination papers are multiple choice questions.

Practical skills are recorded by students using the Central Skills Log, clinical coaches/practical tutors confirm competency and Centres internally verify progress.



## QUALIFICATION OVERVIEW

### QUALIFICATION GRADING

<b>Distinction</b>	First time pass of 80% and above in all units of each theory examination Pass in all assignments Completion of CSL
<b>Merit</b>	First time pass in all units of each theory examination Pass in all assignments Completion of CSL
<b>Pass</b>	Pass in each theory examination Pass in all assignments Completion of CSL

**Assignments** - all criteria must be addressed to obtain a pass

**Examinations** - all units within an examination paper must be achieved in order to obtain a pass

**Central Skills Log** - all practical skills must be achieved to obtain a pass

Any students who fails a theory examination paper will be required to re-sit either the failed unit or the entire paper - criteria apply.

The criteria for CQ allowing a unit re-sit are:

1. Student has only failed one unit within an exam paper
2. Student has achieved a minimum overall mark in the exam paper
3. The student would be allowed one attempt at a unit re-sit
4. The single unit re-sit will require a minimum pass mark

### COMPETENCE OF ASSESSORS, MODERATORS AND CLINICAL COACHES

Programme tutors, assessors and moderators must be occupationally competent, in addition to holding appropriate educational qualifications and/or significant experience. Demonstrable experience of working in veterinary practice or related career is a requirement.

Clinical coaches/practical tutors must be suitably experienced and approved by the Centre. Centres are required to ensure clinical coaches/practical tutors are suitably trained and supported in their role. Further guidance on suitable training and/or qualifications is available from Central Qualifications.

### REASONABLE ADJUSTMENTS, SPECIAL CONSIDERATION AND APPEALS

Students with special assessment needs will be given appropriate guidance and support. Requests for special assessment consideration will be addressed once suitable supporting evidence is provided.

Centres should have in place an appeals procedure and be able to address students' concerns, and these should all be documented and made available to Central Qualifications. A review of the process will take place to ensure appropriate outcome if the student is disadvantaged.

Appeals will all be conducted in accordance with the procedures set out by Central Qualifications.

Centres and students are advised to consult Central Qualifications for current guidance and recommendations.

## QUALIFICATION OVERVIEW

### CENTRE APPROVAL AND QUALITY ASSURANCE

Centres must be approved by Central Qualifications before being able to deliver the programme. Every new Centre will be subject to a visit before approval is granted. Full details about this process are available from Central Qualifications.

Centres will have at least one external verification (EV) visit annually. These visits will include assessing administrative systems, programme delivery, student support available, the quality of the facilities, the programme assessment methods and work placements.

### ENROLMENT AND CERTIFICATION

Students must enrol on the course and be registered for the qualification before commencement of the programme. The appropriate application form can be obtained from their Centre.

Certificates will be provided to students once the award, or units, are completed and passed, and a valid claim has been received from the Centre.

Unit Title	VNA1 Maintain and develop personal performance		
URN	F/502/1689	Credit Value	2
Level	2	Relation to N.O.S.	CU5

### UNIT AIM

This unit facilitates practical competence in the essentials of maintaining and developing personal performance. It is intended to support individuals who are working towards the Veterinary Nursing Assistant qualification.

### LEARNING OUTCOMES

There are **three** learning outcomes to this unit. The student will:

1. Maintain personal performance
2. Develop personal performance
3. Know how to develop personal performance

### GUIDED LEARNING HOURS

A minimum of **15 hours** should be allocated to this unit. This may be on a full or part time basis.

### ASSESSMENT AND GRADING

The unit will be assessed by:

- Assignment
- Central Skills Log

## OUTCOME 1 *MAINTAIN PERSONAL PERFORMANCE*

### ASSESSMENT CRITERIA

#### The student can:

1. Identify current competence and areas for development using relevant techniques and processes
2. Carry out work in accordance with responsibilities and organisational requirements

#### Context

Small animals

### UNIT CONTENT

#### 1.1 *Identify current competence and areas for development using relevant techniques and processes*

- The reflective process
- Staff appraisal system and peer assessment
- Personal strengths and areas of weakness

#### 1.2 *Carry out work in accordance with responsibilities and organisational requirements*

- Undertake duties within the work environment in line with individual job requirements
- Follow work placement protocols for:
  - Communication with clients
  - Making appointments
  - Record-keeping

## OUTCOME 2 *DEVELOP PERSONAL PERFORMANCE*

### ASSESSMENT CRITERIA

#### The student can:

1. Agree personal performance and targets with an appropriate person
2. Review performance and progress regularly and use the outcome to plan future development activities
3. Seek advice from an appropriate person if clarification is required concerning specific tasks
4. Seek constructive feedback and advice from others and use it to help maintain and improve performance

#### Context

Small animals

### UNIT CONTENT

#### **2.1 *Agree personal performance and targets with an appropriate person, to include a veterinary surgeon, senior veterinary nurse and practice manager***

- Staff appraisal systems
- Use of SMART targets (Specific, Measurable, Achievable, Realistic, Time-bound)
- The limitations of veterinary nursing assistant staff in the care and treatment of animals

#### **2.2 *Review performance and progress regularly and use the outcome to plan future development activities***

- Targets and goals
- Feedback from senior staff members and peers

#### **2.3 *Seek advice from an appropriate person if clarification is required concerning specific tasks***

- Practice hierarchy
- Recognising own limitations when accepting delegated tasks

#### **2.4 *Seek constructive feedback and advice from others and use it to help maintain and improve performance***

- Feedback from other staff members
- Appropriate use of reflection
- Goal and target setting

## OUTCOME 3 *KNOW HOW TO DEVELOP PERSONAL PERFORMANCE*

### ASSESSMENT CRITERIA

#### The student can:

1. State own limits of responsibility in relation to specific tasks and activities
2. State who to obtain advice from in relation to specific tasks and activities
3. List the correct procedures for obtaining advice
4. State the risks involved in not obtaining advice where specific tasks and activities are unclear
5. Describe how to determine and agree development needs and personal targets
6. State why personal performance should be reviewed

#### Context

Small animals

### UNIT CONTENT

#### 3.1 *State own limits of responsibility in relation to specific tasks and activities*

- Limitations of a veterinary nursing assistant
- Delegation of duties from other members of staff

#### 3.2 *State who to obtain advice from in relation to specific tasks and activities*

- Roles of staff members/practice hierarchy

#### 3.3 *List the correct procedures for obtaining advice*

- Obtaining advice using a variety of methods
  - telephone, written or face to face
  - peers, senior staff, experts

#### 3.4 *State the risks involved in not obtaining advice where specific tasks and activities are unclear*

- Establishing own responsibilities
- Implications of animal welfare legislation

#### 3.5 *Describe how to determine and agree development needs and personal targets*

- Integrating feedback from senior members of staff
- Reflecting on personal performance

**3.6 State why personal performance should be reviewed**

- Maintaining personal and professional standards
- Participating in staff appraisals
- Identifying the importance of nursing audits
- Identifying progression routes

**ASSESSMENT GUIDANCE:**

Formative assessments must accompany this unit in order to test and enhance learning and provide feedback.

Summative assessment may be required where a learner is intending to achieve unit accreditation only.

	Type	Weighting	Assessment criteria
1.	Assignment	60%	1.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
2.	Central Skills Log	40%	1.2, 2.1, 2.2, 2.3, 2.4

UNIT VNA1 : MAINTAIN AND DEVELOP PERSONAL PERFORMANCE

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UNIT VNA2 : PRINCIPLES AND PRACTICES OF ADMINISTRATIVE DUTIES IN THE VETERINARY CARE ENVIRONMENT

Unit Title	VNA2 Principles and practices of administrative duties in the veterinary care environment		
URN	H/502/6951	Credit Value	16
Level	2	Relation to N.O.S.	AC7; AUX1; AUX3; CU129; CU2; CU5A; CU7.2; RVN4

### UNIT AIM

This unit facilitates practical competence in the understanding and performing of administrative duties within a veterinary environment. It is intended to support individuals who are working towards the Veterinary Nursing Assistant qualification.

### LEARNING OUTCOMES

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

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

### GUIDED LEARNING HOURS

A minimum of **120 hours** should be allocated to this unit. This may be on a full or part time basis.

### ASSESSMENT AND GRADING

The unit will be assessed by:

- Assignment
- Central Skills Log
- Examination

**OUTCOME 1** *BE ABLE TO EFFECTIVELY CARRY OUT ADMINISTRATIVE DUTIES WITHIN THE VETERINARY CARE ENVIRONMENT*

**ASSESSMENT CRITERIA**

**The student can:**

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

**Context**

Small animals

**UNIT CONTENT**

**1.1** *Communicate with clients, colleagues, other industry professionals and members of the public using appropriate methods of communication to meet the needs of others*

- Appropriate communication using different methods
  - written, oral, telephone, face-to-face, email

**1.2** *Arrange appointments for clients and their animals using correct practice procedures*

- Taking telephone information to make an appropriate appointment
- Booking routine appointments
- Booking emergency appointments
- Booking follow up appointments
- Booking nurse clinic appointments

**1.3** *Receive clients and their animals and retrieve appropriate documentation*

- Demonstrating appropriate manner when receiving clients and animals
- Vaccination cards, medications, referring documentation and insurance details

#### ***1.4 Provide information to clients on available products and services***

- Directing client to appropriate information
  - oral advice
  - leaflets, fact sheets, booklets, brochures
- Providing information on products
  - flea treatments
  - worming preparations
  - dental treats/toys
  - grooming products
  - nutrition
- Providing information on services
  - veterinary services
  - nurse clinics
  - other services available

#### ***1.5 Maintain the working environment and public areas***

- Ensuring the work area is tidy and presentable
- Dealing with any general factors in a timely manner
  - mud, leaves, litter, water
- Dealing with any potential contamination in a timely manner
  - urine, faeces, blood, discharge

#### ***1.6 Maintain client and animal records***

- Adding new data to client records
  - new client
  - new animal
- Updating data on records
  - change of address/contact numbers
  - insurance details
  - neutering status
  - booster reminders
  - euthanasia

#### ***1.7 Produce a client invoice and receive payment***

- Importance of:
  - Producing accurate invoicing
  - Receiving correct payment

**OUTCOME 2** *UNDERSTAND THE IMPORTANCE OF ACCURACY AND EFFICIENCY WHILST CARRYING OUT ADMINISTRATIVE DUTIES WITHIN A VETERINARY CARE ENVIRONMENT*

**ASSESSMENT CRITERIA**

**The student can:**

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

**Context**

Small animals

**UNIT CONTENT**

**2.1** *Describe the importance of providing accurate information to clients*

- Identifying important information that needs to be communicated to clients
- Consequences of giving inaccurate information

**2.2** *State the legal and ethical responsibilities of those employed within the veterinary care environment*

- Health and Safety at Work Act
- Animal Welfare Act
- Duty of Care

**2.3** *List the staff and their roles and responsibilities within the veterinary care environment*

- Practice partners/owners
- Practice managers
- Senior veterinary surgeons, assistant veterinary surgeons, junior veterinary surgeons
- Head nurses, senior nurses, qualified nurses, student nurses
- Receptionists, veterinary nursing assistants, other professional or lay staff

**2.4 Describe how appointments are prioritised**

- Routine, urgent and emergency appointments
- Short appointments and time consuming appointments
- Establishing an appropriate appointment list

**2.5 Describe the importance and format of a clients consent form**

- Important features of a consent form
- Consequences of inaccurate or incomplete information

**2.6 Explain why areas should be maintained and any maintenance needs recorded**

- Identifying areas requiring maintenance
- Consequences of poorly maintained areas
- Importance of accurate records in maintaining areas

**2.7 State the importance of practice security**

- Identifying areas that pose a security risk within the practice
- Measures taken to increase security of the practice

**2.8 Describe a petty cash system**

- Principles and maintenance and petty cash systems

**2.9 State the practices procedure for petty cash expenditure**

- Factors that can be used for petty cash expenditure
- Practice policy for maintaining petty cash float

**OUTCOME 3** *BE ABLE TO IMPLEMENT AND COMPLY WITH HEALTH AND SAFETY LEGISLATION RELEVANT TO THE VETERINARY CARE ENVIRONMENT*

**ASSESSMENT CRITERIA**

**The student can:**

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

**Context**

Small animals

**UNIT CONTENT**

**3.1 *Comply with health and safety to ensure safety of self and others***

- Responsibilities in maintaining the safety of self and others for all practice staff
- Legislation relevant to the safety of self and others
  - Health and Safety at Work Act
  - RIDDOR
  - COSHH
  - Ionising radiation regulations
  - Manual handling regulations

**3.2 *Maintain safe working conditions and systems***

- Safe operating practices for each area of the veterinary care environment
  - entrance/exit
  - reception and waiting room
  - consulting
  - pharmacy
  - operating theatre
  - in-patient accommodation

### ***3.3 Perform safe manual handling***

- Risks associated with inappropriate manual handling
- Effective manual handling practices

### ***3.4 Explain when an accident report must be sent to the Health and Safety Executive***

- Identifying when an accident report should be completed or sent to the Health and Safety Executive
- The role of the Health and Safety Executive

### ***3.5 Complete the accident book when necessary***

- Need for practice staff to know where accident book is kept
- Importance of accurate completion of an entry in accident book

### ***3.6 Control chemical risks using COSHH risk assessment***

- Chemicals requiring COSHH risk assessment
- Accurate completion of a COSHH risk assessment form
- Need for practice staff to know where COSHH forms are kept within the practice
- Reasons for completing risk assessment forms

**OUTCOME 4**     *UNDERSTAND THE IMPORTANCE OF COMPLYING WITH HEALTH AND SAFETY LEGISLATION RELEVANT TO THE VETERINARY CARE ENVIRONMENT*

**ASSESSMENT CRITERIA**

**The student can:**

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

**Context**

Small animals

**UNIT CONTENT**

**4.1** *Identify the key aspects of the regulations regarding health and safety in the workplace*

- Key regulations regarding health and safety in the veterinary care environment
- Identifying own responsibilities to maintain health and safety within the veterinary care environment

**4.2** *State the requirements for Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR)*

- Identifying situations that are within the requirements of RIDDOR
- RIDDOR requirements when these situations occur

**4.3** *State the correct use of hazard warning signs in the veterinary environment*

- Identifying warning hazard within practice
- Correct meaning of the signage
- Appropriate action to take regarding the signage



**4.4 *List the main dispensing categories and explain their differences***

- Main dispensing categories held within practice
- Appropriate examples of each category
- Main differences between each category
- Reasons for these differences

**4.5 *State the requirements for the safe storage and disposal methods for different types of veterinary medicines***

- Legislation relevant to storage and disposal of veterinary medicines
- Key requirements of storage within practice
- Disposal methods used in practice
- Which category of medicine is disposed by each method

**OUTCOME 5** *BE ABLE TO APPLY FOR A NEW JOB, PERFORM WORK IN ACCORDANCE WITH THE CONTRACT OF EMPLOYMENT AND WORK EFFECTIVELY WITHIN A TEAM AND DEVELOP PERSONAL PERFORMANCE*

**ASSESSMENT CRITERIA**

**The student can:**

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

**Context**

Small animals

**UNIT CONTENT**

**5.1 *Produce a letter and an accurate, up-to-date CV to apply for a job***

- Appropriate job application letters
- Producing an accurate and well presented CV

**5.2 *Complete an application form for a job***

- Importance of accurate information
- Presentation
- Personal statements

**5.3 *Perform work duties in accordance with a contract of employment***

- Key factors within a contract of employment
- Own role in relation to contract of employment

**5.4 *Work effectively as an individual and with supervisors, and others in accordance with a contract of employment, to include:***

- Ability to work under own initiative
- Ability to work under instruction
- Ability to maintain professional relationships

**5.5 *Demonstrate a positive attitude towards colleagues, staff and clients***

- Factors that ensure a positive relationship between colleagues, staff and clients
- Consequences of poor working relationships

**5.6 *Review performance with line manager***

- Key factors required in a performance review
- Reasons for regular performance reviews

**OUTCOME 6**     *UNDERSTAND THE MAIN FEATURES OF EMPLOYMENT CONTRACTS*

**ASSESSMENT CRITERIA**

**The student can:**

1. State the required contents of a contract of employment

**Context**

Small animals

**UNIT CONTENT**

**6.1** *State the required contents of a contract of employment*

- Key points in a contract of employment
- Importance of a contract of employment

**OUTCOME 7** *BE ABLE TO PROVIDE INFORMATION ON THE PROCESSES AND PROCEDURES ASSOCIATED WITH ANIMAL EUTHANASIA AND BEREAVEMENT WITHIN A VETERINARY CARE ENVIRONMENT*

**ASSESSMENT CRITERIA**

**The student can:**

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

**Context**

Small animals

**UNIT CONTENT**

**7.1 *Provide information on animal euthanasia and bereavement***

- Procedure for animal euthanasia
- Processes involved with bereavement, including additional factors when concerned with animals

**7.2 *Prepare materials, equipment and the environment for a planned euthanasia***

- Equipment and materials required for a planned euthanasia
- Preparing a suitable environment for a planned euthanasia
- Understanding the implications of asking for consent and payment for services

**7.3 *Carry out the procedures associated with the storage and disposal of cadavers***

- Appropriate storage and disposal of cadavers
- Appropriate forms required for disposal of cadavers

**7.4 *Demonstrate how to deal with personal stress and stress felt by colleagues in the veterinary environment***

- Factors that contribute to stress
- Appropriate measures taken to reduce effects

**OUTCOME 8** *UNDERSTAND THE PROCESSES, EMOTIONS AND PROCEDURES INVOLVED WITH ANIMAL EUTHANASIA AND BEREAVEMENT WITHIN A VETERINARY CARE ENVIRONMENT*

**ASSESSMENT CRITERIA**

**The student can:**

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

**Context**

Small animals

**UNIT CONTENT**

**8.1** *State the reasons why people have animals as pets*

- Reasons for people to keep pets
- Understanding the implications of these reasons with regard to euthanasia

**8.2** *Define the terms: i) euthanasia ii) bereavement*

- Euthanasia with regard to small animals
- Bereavement with regard to small animals

**8.3** *State the five stages of grief*

- Five stages of grief
- Signs associated with each stage
- Understanding how the progression of the stages can get delayed

**8.4** *List the methods of euthanasia*

- Methods that can be used to euthanise small animals

**8.5 State the legislation relating to the disposal of a cadaver**

- Legislation relevant to the disposal of cadavers
- Procedures to ensure compliance with this legislation

**8.6 List the common reactions to emotional stress**

- Common signs associated with emotional stress
- Consequences of not dealing with emotional stress appropriately
- Implications of emotional stress in a veterinary environment

**8.7 Identify support services available for practice staff and clients**

- Support services within practice
- External support services
  - family and friends
  - GP
  - counselling services
  - Blue Cross

**ASSESSMENT GUIDANCE:**

Formative assessments must accompany this unit in order to test and enhance learning and provide feedback.  
 Summative assessment may be required where a learner is intending to achieve unit accreditation only.

	Type	Weighting	Assessment criteria
1.	Assignment	30%	2.1, 2.3, 2.8, 2.9, 5.1, 5.2, 7.1, 7.4, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7
2.	Central Skills Log	40%	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 3.2, 3.3, 3.5, 3.6, 4.3, 5.3, 5.4, 5.5, 5.6, 7.2, 7.3
3.	Examination	30%	2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 6.1

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Unit Title	VNA3 Companion animal anatomy and physiology		
URN	A/502/7622	Credit Value	5
Level	2	Relation to N.O.S.	AUX6

### UNIT AIM

This unit facilitates understanding of the anatomy and physiology of companion animals. It is intended to support individuals who are working towards the Veterinary Nursing Assistant qualification.

### LEARNING OUTCOMES

There are **nine** learning outcomes to this unit. The student will:

1. Know the cardiovascular system of companion animal species
2. Know the major body cavities of companion animal species
3. Know the skeletal structure of companion animal species
4. Know tissue structure and shape of companion animal species
5. Know the digestive system and excretory systems of companion animal species
6. Know the respiratory systems of companion animal species
7. Be able to use appropriate terminology when describing companion animal species anatomy and physiology
8. Know the types and effects of the endocrine glands
9. Know the components of the nervous system

### GUIDED LEARNING HOURS

A minimum of **38 hours** should be allocated to this unit. This may be on a full or part time basis.

### ASSESSMENT AND GRADING

The unit will be assessed by:

- Central Skills Log
- Examination

## OUTCOME 1 *KNOW THE CARDIOVASCULAR SYSTEM OF COMPANION ANIMAL SPECIES*

### ASSESSMENT CRITERIA

#### The student can:

1. Outline the major systems of the heart
2. Describe the function of each
3. Identify key differences between arteries, veins and capillaries
4. Locate the main vessels used in venepuncture and pulse taking on a canine and feline
5. Describe the role of the cardiovascular system in canines and felines
6. Describe the cardiovascular system

#### Context

Small animals

### UNIT CONTENT

#### 1.1 *Outline the major systems of the heart*

- Structure of the heart to include:
  - the atria
  - the ventricles
  - the atrioventricular valves
- Describe the location of the major blood vessels to include:
  - aorta
  - vena cava
  - pulmonary artery
  - pulmonary vein

#### 1.2 *Describe the function of each of the following:*

- The atria
- The ventricles
- The atrioventricular valves
- Blood vessels to include:
  - aorta
  - vena cava
  - pulmonary artery
  - pulmonary vein

#### 1.3 *Identify the key differences between arteries, veins and capillaries*

- Structure and function of:
  - arteries
  - veins
  - capillaries
- Key differences between these types of vessel

### ***1.4 Locate the main vessels used in venepuncture and pulse taking on a canine and feline***

- Main veins used for venepuncture to include:
  - administration of intravenous medication
  - obtaining blood samples
- Location of these vessels on a dog and cat - on diagram and live model
- Main arteries used for taking a pulse
  - core pulses
  - peripheral pulses
- Location of these vessels on a dog and cat - on diagram and live model
- Key differences with exotic animals

### ***1.5 Describe the role of the cardiovascular system in canines and felines***

- Function of the cardiovascular system to include:
  - transport of nutrients, gases, waste products
  - temperature control
  - blood pressure and tissue perfusion
  - transportation of hormones and enzymes
- Mechanisms used to maintain cardiovascular function
  - cardiac output
  - vascular constriction and dilation

### ***1.6 Describe the circulatory system***

- Components of the circulatory system - heart, vessels, blood
- Features of a double circulatory system
- Main blood vessels within the circulatory system
- Components and functions of blood
- Basic differences between mammalian, reptilian and avian circulatory systems

## OUTCOME 2 *KNOW THE MAJOR BODY CAVITIES OF COMPANION ANIMAL SPECIES*

### ASSESSMENT CRITERIA

#### The student can:

1. Describe the key purpose, function and location of fundamental body cavities in companion animal species
2. Identify the major organs and structures within the thoracic cavity
3. Identify the major organs and structures within the abdominal cavity

#### Context

Small animals

### UNIT CONTENT

#### *2.1 Describe the key purpose, function and location of fundamental body cavities in companion animal species*

- Body cavities found in dogs and cats
- Structures that define the barriers to each cavity
- Correct terminology used when describing the location of these structures - cranial, caudal, ventral, dorsal, proximal, distal, superficial, deep

#### *2.2 Identify the major organs and structures of the thoracic cavity*

- Main structures in the thoracic cavity to include:
  - thoracic inlet
  - mediastinum
  - heart and pericardium
  - lungs
  - pleura
  - diaphragm
  - structures passing through diaphragm
- Functions of the main structures
- Correct terminology used when describing the location of these structures

#### *2.3 Identify the major organs and structures of the abdominal cavity*

- Main structures in the abdominal cavity to include:
  - digestive organs, liver and spleen
  - reproductive organs
  - kidneys and bladder
  - peritoneum
- Functions of these structures
- Correct terminology used when describing the location of these structures

**OUTCOME 3**    *KNOW THE SKELETAL STRUCTURE OF COMPANION ANIMAL SPECIES*

**ASSESSMENT CRITERIA**

**The student can:**

1. Identify the location of named key bones within each of the following areas of a companion animal species - axial, appendicular, splanchnic regions

**Context**

Small animals

**UNIT CONTENT**

**3.1** *Identify the location of named key bones within each of the following areas of a companion animal species - axial, appendicular, splanchnic regions*

- Definitions of axial, appendicular and splanchnic skeleton
- Bones that comprise the axial skeleton and location on a diagram/skeleton
- Key points of the axial skeleton on a live model
  - occipital crest and occiput
  - mandible
  - thoracic dorsal processes
- Bones that comprise the appendicular skeleton and location on a diagram/skeleton
- Key points of the appendicular skeleton on a live model to include:
  - humerus, radius, ulna, carpus, phalanges
  - pelvis, femur, tibia, fibula, tarsus, hock, phalanges
  - ribs
- Bones that comprise the splanchnic skeleton in dogs and cats and location on a diagram/skeleton

## OUTCOME 4 *KNOW TISSUE STRUCTURE AND SHAPE OF COMPANION ANIMAL SPECIES*

### ASSESSMENT CRITERIA

#### The student can:

1. Describe basic cell shape and structure
2. Specify the classification of tissues
3. Compare and contrast the characteristics and purpose of two tissue types

#### Context

Small animals

### UNIT CONTENT

#### 4.1 *Describe basic cell shape and structure to include:*

- Basic shape and structure of the generic animal cell
- Main organelles that can be found within an animal cell
- Function of these organelles
- How the shape differs with different cell types

#### 4.2 *Specify the classification structure of tissues*

- Tissue structure with regard to the organisation of cells
- Different types of connective tissue

#### 4.3 *Compare and contrast the characteristics and purpose of two tissue types*

- Structure and function of epithelial tissue - to include modified epithelium such as nails, fur, sweat glands, sebaceous glands
- Structure and function of connective tissue
- Comparison between the two tissues with regard to their characteristics and purpose

**OUTCOME 5**    *KNOW THE DIGESTIVE AND EXCRETORY SYSTEMS OF COMPANION ANIMAL SPECIES*

**ASSESSMENT CRITERIA**

**The student can:**

1. Identify the major structures of the digestive systems of canines and felines
2. Describe the function of each major structure
3. Describe the process of digestion in canines and felines
4. Identify the major structures of the urinary system in canines and felines
5. Describe the function of each major system
6. Outline the role of the urinary system in canines and felines
7. Describe the normal urinary output for canines and felines

**Context**

Small animals

**UNIT CONTENT**

**5.1** *Identify the major structures of the digestive systems of canines and felines*

- Main structures of the digestive system to include:
  - teeth
  - tongue and taste buds
  - salivary glands
  - pharynx
  - oesophagus
  - stomach
  - small intestine
  - caecum, large intestine, rectum
  - pancreas
  - liver

**5.2** *Describe the function of each major structure*

- Functions of the organs listed in 5.1

**5.3** *Describe the process of digestion in canines and felines*

- Process of mechanical digestion
- Process of chemical digestion - gastric, pancreatic and duodenal enzymes
- Basic difference between digestion in canines and felines

**5.4 *Identify the major structures of the urinary system in canines and felines***

- Main structures of the urinary system
  - kidneys
  - ureters
  - bladder
  - urethra
  - external orifice in males and females

**5.5 *Describe the function of each major system***

- Functions of the organs listed in 5.4

**5.6 *Outline the role of the urinary system in canines and felines***

- Role of the kidney in filtering waste and maintaining electrolyte balance
- Role of the bladder in storage of urine until voluntarily voided
- Role of voluntary and involuntary sphincters

**5.7 *Describe the normal urinary output for canines and felines***

- Normal urinary output for dogs and cats
- Normal appearance of urine in dogs and cats



## OUTCOME 6 *KNOW THE RESPIRATORY SYSTEMS OF COMPANION ANIMAL SPECIES*

### ASSESSMENT CRITERIA

#### The student can:

1. Identify key structures of the respiratory system of canines and felines
2. Explain the function of each major structure
3. Identify normal respiratory systems in canines and felines
4. Outline the role of the respiratory system in canines and felines

#### Context

Small animals

### UNIT CONTENT

#### 6.1 *Identify the key structures of the respiratory systems of canines and felines*

- Main structures of the respiratory system to include:
  - nares
  - nasal passages and turbinate bones
  - pharynx
  - larynx
  - trachea
  - bifurcation
  - bronchi
  - bronchioles
  - alveoli
  - lung lobes
  - ribs
  - diaphragm

#### 6.2 *Explain the function of each major structure*

- Functions of each of the structures listed in 6.1

#### 6.3 *Identify normal respiratory patterns and three factors that affect respiration function in canines and felines*

- Mechanisms involved in respiration
- Normal respiratory rates for dogs and cats
- Describe how factors affect respiration - to include exercise, temperature regulation, structural changes to the respiratory system (brachycephalic)

#### 6.4 *Outline the role of the respiratory system in canines and felines to include:*

- Processes involved with respiration
- Internal and external respiration
- Gaseous exchange between alveoli and blood
- Differences between mammalian and avian respiratory systems

**OUTCOME 7** *BE ABLE TO USE APPROPRIATE TERMINOLOGY WHEN DESCRIBING COMPANION ANIMAL SPECIES ANATOMY AND PHYSIOLOGY*

**ASSESSMENT CRITERIA**

**The student can:**

1. Employ appropriate terminology when describing the anatomical and physiological features of companion animal species

**Context**

Small animals

**UNIT CONTENT**

**7.1** *Employ appropriate terminology when describing the anatomical and physiological features of companion animal species*

- Correct use of anatomical and physiological terminology when describing a range of organ systems to include:
  - Common prefixes and suffixes
  - Common terms for anatomical planes and directions

## OUTCOME 8 *KNOW THE TYPES AND EFFECTS OF THE ENDOCRINE GLANDS*

### ASSESSMENT CRITERIA

#### The student can:

1. Name the 8 main endocrine glands
2. State the hormones secreted by each of these glands
3. Describe the effect of each of these hormones on the target organ or gland

#### Context

Small animals

### UNIT CONTENT

#### 8.1 *Name the 8 main endocrine glands*

- Main endocrine glands to include:
  - pituitary gland - anterior
  - pituitary gland - posterior
  - thyroid glands
  - parathyroid glands
  - adrenals
  - ovaries
  - testes
  - pancreas

#### 8.2 *State the hormones secreted by each of these glands*

- Hormones produced by each of the glands listed in 8.1

#### 8.3 *Describe the effect of each of these hormones on the target organ or gland to include:*

- Feedback mechanism used by the endocrine system to ensure hormonal balance
- Function of each of the hormones in 8.2 and its effect on the animal

**OUTCOME 9 LIST THE MAIN COMPONENTS OF THE NERVOUS SYSTEM**

**ASSESSMENT CRITERIA**

The student can:

1. List the main components of the nervous system

**Context**

Small animals

**UNIT CONTENT**

**9.1 List the main components of the nervous system to include:**

- Central and peripheral nervous systems
- A generic nerve cell
- A reflex arc

**ASSESSMENT GUIDANCE:**

Formative assessments must accompany this unit in order to test and enhance learning and provide feedback.

Summative assessment may be required where a learner is intending to achieve unit accreditation only.

	Type	Weighting	Assessment criteria
1.	Central Skills Log	10%	1.4, 3.1, 7.1
2.	Examination	90%	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 6.1, 6.2, 6.3, 6.4, 7.1, 8.1, 8.2, 8.3, 9.1

Unit Title	VNA4 Principles and practices of animal handling and care in the veterinary environment		
URN	M/502/6953	Credit Value	16
Level	2	Relation to N.O.S.	

### UNIT AIM

This unit facilitates practical competence in the essentials of handling animals and providing care in the veterinary environment. It is intended to support individuals who are working towards the Veterinary Nursing Assistant qualification.

### LEARNING OUTCOMES

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

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

### GUIDED LEARNING HOURS

A minimum of **120 hours** should be allocated to this unit. This may be on a full or part time basis.

### ASSESSMENT AND GRADING

The unit will be assessed by:

- Assignment
- Central Skills Log
- Examination

**OUTCOME 1** *BE ABLE TO IDENTIFY THE NEEDS OF COMMON SPECIES WHILST UNDER VETERINARY CARE*

**ASSESSMENT CRITERIA**

**The student can:**

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

**Context**

Small animals

**UNIT CONTENT**

**1.1 *Maintain accommodation for common species within a veterinary care environment***

- Accommodation needs for a range of species - dog, cat, rabbit, wildlife
- Accommodation needs for a range of conditions - medical, surgical, emergency
- Principles of predator-prey and how this applies to the siting of accommodation within a veterinary care environment

**1.2 *Undertake feeding and watering regimes for the common species whilst in a veterinary care environment***

- Normal feeding and watering requirements for a range of species - dog, cat, rabbit, wildlife, reptile
- Recognising how these requirements may change within a veterinary care environment
- Advantages and disadvantages of ad lib feeding

## OUTCOME 2 *KNOW THE ACCOMMODATION REQUIREMENTS OF ANIMALS IN A VETERINARY CARE ENVIRONMENT*

### ASSESSMENT CRITERIA

#### The student can:

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

#### Context

Small animals

### UNIT CONTENT

#### 2.1 *Describe species specific environment conditions required for animal accommodation in the veterinary care environment*

- Environmental requirements for a range of species - dog, cat, rabbit, wildlife, reptile
- Providing for these needs in a veterinary care environment

#### 2.2 *Identify appropriate contents and fixtures required in animal accommodation*

- Appropriate contents and fixtures for a range of species - dog, cat, rabbit, wildlife, reptile
- Providing for these needs in a veterinary care environment
- Adaptations required when considering the reason for hospitalisation

#### 2.3 *Identify construction materials and design requirements for animal accommodation*

- Appropriate construction materials for a range of species - dog, cat, rabbit, wildlife, reptile
- Complications involved with animal accommodation - toxic substances, durability, visibility, stress
- Measures to be taken to reduce these complications

**2.4 *State the health and safety regulations for cleaning and maintaining animal accommodation***

- Safety regulations relevant to cleaning and maintaining animal accommodation
  - Health and Safety at Work
  - COSHH
  - Electrical testing (PAT)
- How these regulations apply to cleaning and maintaining animal accommodation
- Zoonotic and nosocomial diseases that may be present in animal accommodation within the veterinary care environment

**2.5 *State the waste disposal regulations relevant to the veterinary care environment***

- Disposal regulations relevant to a veterinary care environment
- Different requirements for general waste, soiled waste and contagious waste
- Disposal procedures used in practice
- Understanding how these procedures comply with the regulations



**OUTCOME 3** *BE ABLE TO HANDLE EACH OF THE COMMON SPECIES IN PREPARATION FOR VETERINARY PROCEDURES AND CARRY OUT THEIR SAFE MOVEMENT WITHIN THE VETERINARY PRACTICE*

**ASSESSMENT CRITERIA**

**The student can:**

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

**Context**

Small animals

**UNIT CONTENT**

**3.1 *Handle and restrain common species in preparation for veterinary procedures***

- Normal behavioural patterns for a range of species - dog, cat, rabbit
- Understanding how a knowledge of normal behaviour aid handling and restraint
- Appropriate handling techniques for getting animals into and out of accommodation
- Appropriate restraint techniques for a range of veterinary procedures to include:
  - medication - topical, subcutaneous, intramuscular, intravenous
  - blood sampling
  - clinical examination
  - induction of anaesthesia
  - intravenous catheterisation

**3.2 *Select appropriate handling equipment***

- Handling and restraint equipment to include:
  - slip-leads
  - muzzles - tape, fabric, basket
  - cat-bags
  - towels
  - gauntlets
  - snake hooks
  - padded nets
- Appropriate techniques for this equipment
  - Advantages and disadvantages of each technique
  - Appropriate use of each technique

**3.3 *Move animals from one place to another within the veterinary care environment***

- Safety of patient, self and others when moving animals
- Consideration of patient's behaviour and welfare when moving animals
- Appropriate transportation equipment, such as baskets, where necessary

**3.4 *Advise on the safe transportation of animals to and from a veterinary care environment***

- Providing accurate advice to clients regarding transportation of their pets, to include a range of species
- Providing accurate advice to clients regarding transportation of their pets, to include:
  - geriatric
  - juvenile
  - post-surgical
  - emergency

**OUTCOME 4**     *KNOW HOW TO IDENTIFY ANIMALS WHILST IN THE VETERINARY CARE ENVIRONMENT*

**ASSESSMENT CRITERIA**

**The student can:**

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

**Context**

Small animals

**UNIT CONTENT**

**4.1 *Identify the characteristics of common species***

- Recognising a range of species commonly seen in practice
- Breeds/classifications within each species
- Characteristics for each of these breeds/classifications
- Terminology used to describe different colours in these breeds

**4.2 *List the different systems of animal identification***

- Different methods of identification used on animals to include:
  - tattoo
  - identichip
  - leg ring
- Advantages and disadvantages of each method
- Methods of patient identification in a veterinary care environment
  - ID collars
  - kennel sheets

**OUTCOME 5** *BE ABLE TO CARRY OUT CHECKS AND ADMINISTER TOPICAL AND ORAL MEDICATION TO ANIMALS UNDER DIRECT SUPERVISION OF A VETERINARY SURGEON, SQP OR VN IN ACCORDANCE WITH VETERINARY INSTRUCTION AND CURRENT RCVS GUIDANCE*

### ASSESSMENT CRITERIA

The student can:

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

### Context

Small animals

### UNIT CONTENT

#### 5.1 *Carry out a basic health check on animals*

- Components of a basic health check on animals
- Normal presentations for each element

#### 5.2 *Check animals for injuries and abnormalities*

- Abnormal presentations for each element of the health check
- Actions that should be taken in the event of abnormalities being detected
- Consequences of abnormalities and injuries with regard to medication, disease progression and animal welfare

#### 5.3 *Administer care and medication for sick or injured animals in accordance with veterinary instructions*

- Care and medication techniques that may be required for sick or injured animals
- Checks to be performed after administration of care and medication in order to identify any side effects and maintain animal welfare
- Actions to be taken in the event of concerns or side effects

#### 5.4 *Record and maintain veterinary health records*

- Importance of accurate, concise and comprehensible record keeping

**OUTCOME 6**      *KNOW THE CARE REQUIREMENTS FOR ANIMALS UNDER VETERINARY CARE*

**ASSESSMENT CRITERIA**

**The student can:**

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

**Context**

Small animals

**UNIT CONTENT**

**6.1 *List the signs of good and poor health in animals***

- Signs of good health in a range of species - dog, cat, rabbit, reptile, bird to include:
  - behaviour
  - posture
  - feeding/drinking
  - coat/skin
  - eyes/ears/mouth
  - urination/defecation
- Signs of poor health in a range of species - dog, cat, rabbit, reptile, bird to include:
  - behaviour
  - posture
  - feeding/drinking
  - coat/skin
  - eyes/ears/mouth
  - urination/defecation
- Implications of poor health
- Appropriate actions to take when poor health detected

**6.2 *Describe the care requirements of animals: i) at different life stages ii) in pain iii) in recovery from a veterinary procedure***

- Care requirements of adult patients
- Recognising how these requirements may change for juvenile, geriatric, pregnant animals
- Clinical signs of an animal in pain, for a variety of species
- Appropriate actions to take where evidence of pain detected
- Clinical signs that need to be observed for animals recovery from veterinary procedures - anaesthesia, surgery, diagnostic procedures
- Appropriate actions to take with each of these procedures

**OUTCOME 7**     *BE ABLE TO RECOGNISE, ASSIST WITH AND CARE FOR ANIMAL EMERGENCIES*

**ASSESSMENT CRITERIA**

**The student can:**

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

**Context**

Small animals

**UNIT CONTENT**

**7.1 *Assist in animal emergency situations for two species***

- Recognising emergency situations for dogs and cats
- Appropriate actions to take during an emergency situation
- Importance of assisting appropriately during an emergency situation

**7.2 *Contribute to the administration of first aid to animals***

- Recognising own role in the administration of first aid
- Appropriate actions to take when administering first aid
- Appropriate contributions to the administration of first aid

**7.3 *Produce a first aid kit suitable for owners to use in animal emergency situations***

- Essential contents of an animal first aid kit
- Appropriate use of the contents in an animal first aid kit
- Appropriate advice to owners regarding first aid kits

## OUTCOME 8 *KNOW HOW TO DEAL WITH ANIMAL EMERGENCIES AND FIRST AID*

### ASSESSMENT CRITERIA

#### The student can:

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

#### Context

Small animals

### UNIT CONTENT

#### **8.1 *Identify the limitations, principles and aims of animal first aid within veterinary practice***

- Aims, principles and limitations of first aid
- Recognising urgent, emergency and life-threatening conditions
- Difference between a veterinary surgeon and a lay person with regard to first aid

#### **8.2 *Name the precautions to be taken when handling or transporting injured animals within the veterinary practice***

- Considerations to be made when handling or transporting injured animals to include:
  - behaviour
  - injuries
  - shock
  - haemorrhage
  - pain

#### **8.3 *Identify common first aid injuries and the first aid provided***

- Presentations of first aid situations commonly seen within veterinary practice to include:
  - poisons
  - skeletal injuries
  - burns and scalds
  - soft tissue injuries
  - foreign bodies
  - respiratory emergencies
  - haemorrhage
- Describe the appropriate first aid actions to be taken with each situation

**ASSESSMENT GUIDANCE:**

Formative assessments must accompany this unit in order to test and enhance learning and provide feedback.

Summative assessment may be required where a learner is intending to achieve unit accreditation only.

	Type	Weighting	Assessment criteria
1.	Assignment	10%	2.1, 2.2, 2.3, 5.4
2.	Central Skills Log	50%	1.1, 1.2, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 5.3, 5.4, 6.2, 7.1, 7.2, 7.3
3.	Examination	40%	2.4, 2.5, 4.1, 4.2, 6.1, 6.2, 8.1, 8.2, 8.3



Unit Title	VNA5 Principles of infection control for animal nursing assistants		
URN	M/502/7620	Credit Value	3
Level	2	Relation to N.O.S.	AUX3; RVN2; RVN3; CU2

### UNIT AIM

This unit facilitates knowledge and practical competence in the essentials of infection control within a veterinary care environment. It is intended to support individuals who are working towards the Veterinary Nursing Assistant qualification.

### LEARNING OUTCOMES

There are **seven** learning outcomes to this unit. The student will:

1. Understand the importance of disinfection in the control of infection
2. Understand the principles of sterilisation
3. Be able to use antiseptics and disinfectants
4. Know how to maintain clinical environments
5. Understand the importance of personal hygiene
6. Understand how to maintain hand hygiene
7. Understand how to dispose of veterinary waste to prevent infection

### GUIDED LEARNING HOURS

A minimum of **25 hours** should be allocated to this unit. This may be on a full or part time basis.

### ASSESSMENT AND GRADING

The unit will be assessed by:

- Central Skills Log
- Examination

**OUTCOME 1**    *UNDERSTAND THE IMPORTANCE OF DISINFECTION IN THE CONTROL OF INFECTION*

**ASSESSMENT CRITERIA**

**The student can:**

1. Explain what disinfection is and how it is used in a clinical environment
2. Identify the limitations and usage of disinfectants

**Context**

Small animals

**UNIT CONTENT**

**1.1** *Explain what disinfection is and how it is used in a clinical environment*

- Definitions of infection, contagion, antiseptic, disinfection and sterilisation
- Use of disinfection in clinical areas to include:
  - reception and waiting areas
  - consulting rooms
  - in-patient accommodation
  - diagnostic rooms
  - operating theatres

**1.2** *Identify the limitations and usage of disinfectants*

- Reasons for using disinfectants
- Limitations of disinfectants
- Appropriate usage of disinfectants within a veterinary care environment

## OUTCOME 2 *UNDERSTAND THE PRINCIPLES OF STERILISATION*

### ASSESSMENT CRITERIA

#### The student can:

1. Explain what sterilisation is and how it is used in a clinical situation
2. Identify two methods of sterilisation
3. Identify the suitability of items for sterilisation

#### Context

Small animals

### UNIT CONTENT

#### 2.1 *Explain what sterilisation is and how it is used in a clinical environment*

- Definitions of chemical, steam-pressure and gaseous sterilisation
- Use of sterilisation in clinical areas to include:
  - reception and waiting areas
  - consulting rooms
  - in-patient accommodation
  - diagnostic rooms
  - operating theatres

#### 2.2 *Identify two methods of sterilisation*

- Processes involved with:
  - steam-pressure sterilisation
  - ethylene oxide sterilisation

#### 2.3 *Identify the suitability of items for sterilisation*

- Items commonly used within practice that are suitable for sterilisation, and those that are not
- Items that are suitable for:
  - steam-pressure sterilisation
  - ethylene oxide sterilisation

### OUTCOME 3 *BE ABLE TO USE ANTISEPTICS AND DISINFECTANTS*

#### ASSESSMENT CRITERIA

##### The student can:

1. List the commonly used antiseptics and disinfectants in veterinary practice
2. Demonstrate the safe use of disinfectants
3. Demonstrate the safe storage of disinfectants
4. Identify the factors that affect the efficacy of disinfectants

##### Context

Small animals

#### UNIT CONTENT

##### 3.1 *List the commonly used antiseptics and disinfectants in veterinary practice*

- Antiseptics used within a veterinary care environment
- Disinfectants used within a veterinary care environment
- Areas that require antiseptics and those that require disinfection

##### 3.2 *Demonstrate the safe use of disinfectants*

- Safe and effective procedures for using disinfectants
- Safe and effective methods of using disinfectants
- COSHH risk assessments for the disinfectants used

##### 3.3 *Demonstrate the safe storage of disinfectants*

- Safe and effective procedures for storing disinfectants
- Safe and effective methods of storing disinfectants

##### 3.4 *Identify the factors that affect the efficacy of disinfectants to include:*

- Storage factors
- Usage factors
- Patient factors

## OUTCOME 4 *KNOW HOW TO MAINTAIN CLINICAL ENVIRONMENTS*

### ASSESSMENT CRITERIA

#### The student can:

1. Describe the methods used to maintain clinical environments to include:
  - i. animal accommodation
  - ii. clinical environment
  - iii. waiting room
  - iv. consulting room
  - v. theatre
2. Describe how to maintain clinical environments during a contagious outbreak
3. Describe how to maintain clinical environments during a zoonotic outbreak

#### Context

Small animals

### UNIT CONTENT

#### **4.1 *Describe the methods used to maintain clinical environments to include:***

- Animal accommodation
- Clinical environment
- Waiting room
- Consulting room
- Theatre

#### **4.2 *Describe how to maintain clinical environments during a contagious outbreak to include:***

- Common conditions that would constitute a contagious outbreak
- Clinical signs associated with these conditions
- Appropriate measures to take to limit spread of the contagion

#### **4.3 *Describe how to maintain clinical environments during a zoonotic outbreak to include:***

- Common conditions that would constitute a zoonotic outbreak
- Clinical signs associated with these conditions
- Appropriate measures to take to limit spread of the zoonosis

**OUTCOME 5**    *UNDERSTAND THE IMPORTANCE OF PERSONAL HYGIENE*

**ASSESSMENT CRITERIA**

**The student can:**

1. Explain and/or demonstrate appropriate personal hygiene techniques to be used in clinical practice

**Context**

Small animals

**UNIT CONTENT**

**5.1** *Explain and/or demonstrate appropriate personal hygiene techniques to be used in clinical practice to include:*

- Nosocomial disease or hospital acquired infection
- Reasons why this occurs in clinical practice
- Importance of personal hygiene in reducing risk of cross-contamination within clinical practice
- Appropriate personal hygiene techniques

## OUTCOME 6 *UNDERSTAND HOW TO MAINTAIN HAND HYGIENE*

### ASSESSMENT CRITERIA

#### The student can:

1. Explain and demonstrate how to use alcohol hand gels effectively
2. Demonstrate the safe use of antiseptic solutions
3. Demonstrate the WHO six step hand disinfection technique

#### Context

Small animals

### UNIT CONTENT

#### 6.1 *Explain and demonstrate how to use alcohol hand gels effectively*

- Safe and effective use of alcohol hand gels in clinical practice

#### 6.2 *Demonstrate the safe use of antiseptic solutions*

- Safe and effective use of antiseptic solutions in clinical practice

#### 6.3 *Demonstrate the WHO six step hand disinfection technique*

- Explain the WHO six step hand disinfection technique
- Demonstrate the WHO six step hand disinfection technique

**OUTCOME 7    *UNDERSTAND HOW TO DISPOSE OF VETERINARY WASTE TO PREVENT INFECTION***

**ASSESSMENT CRITERIA**

**The student can:**

1. State how to dispose of infected waste
2. Identify the key implications of clinical waste regulations for clinical practice
3. Describe how to handle contaminated waste
4. Explain how to store and dispose of cadavers

**Context**

Small animals

**UNIT CONTENT**

***7.1 State how to dispose of infected waste***

- Differences between organic waste and infected waste
- Appropriate measures that should be taken with infected waste

***7.2 Identify the key implications of clinical waste regulations for clinical practice***

- Key regulations for disposal of clinical waste
- Appropriate procedures in practice for storage and disposal of clinical waste

***7.3 Describe how to handle contaminated waste***

- Recognise reasons for waste to become contaminated
- Appropriate procedures in practice for handling contaminated waste

***7.4 Explain how to store and dispose of cadavers***

- Regulations and requirements for the storage and disposal of cadavers
- Appropriate procedures in practice for storing and disposing of cadavers



**ASSESSMENT GUIDANCE:**

Formative assessments must accompany this unit in order to test and enhance learning and provide feedback.

Summative assessment may be required where a learner is intending to achieve unit accreditation only.

	Type	Weighting	Assessment criteria
1.	Central Skills Log	30%	3.2, 3.3, 5.1, 6.1, 6.2, 6.3
2.	Examination	70%	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.4, 4.1, 4.2, 4.3, 5.1, 7.1, 7.2, 7.4

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Unit Title	AN1 Principles of supporting veterinary nursing care for hospitalised animals		
URN	L/504/1900	Credit Value	5
Level	2	Relation to N.O.S.	AUX5

### UNIT AIM

This unit facilitates an understanding of the essentials of nursing sick animals within a veterinary environment. It is intended to support individuals who are working towards the Veterinary Nursing Assistant qualification.

### LEARNING OUTCOMES

There are **five** learning outcomes to this unit. The student will:

1. Outline how to assess the condition of patients
2. Outline the use of different types of accommodation for hospitalised animals
3. Outline the nursing care and management of patients taking into account species, life stage and temperament
4. Be able to contribute to a nursing care plan
5. Describe how to safely dispose of medications and equipment

### GUIDED LEARNING HOURS

A minimum of **50 hours** should be allocated to this unit. This may be on a full or part time basis.

### ASSESSMENT AND GRADING

The unit will be assessed by:

- Central Skills Log
- Examination

## OUTCOME 1 *OUTLINE HOW TO ASSESS THE CONDITION OF PATIENTS*

### ASSESSMENT CRITERIA

#### The student can:

1. Outline how a nursing model is used to inform patient assessment
2. Outline an appropriate assessment protocol to examine an animal
3. Outline how to record and monitor vital signs

#### Context

Small animals

### UNIT CONTENT

#### 1.3 *Outline how a nursing model is used to inform patient assessment to include:*

- Physical
- Behavioural
- Owner-related factors
- In-patient assessment, using a logical sequence and methodology
- Holistic approach

#### 1.2 *Outline an appropriate assessment protocol to examine an animal*

- Procedure protocol of the practice to include:
  - admission
  - initial assessment
  - hospitalised animals

#### 1.3 *Outline how to record and monitor vital signs to include:*

- Temperature
- Pulse
- Respiration
- Capillary refill time and mucous membranes
- Blood pressure
- Normal parameters of the vital signs to include:
  - dogs
  - cats
  - rabbits

- Techniques for measuring vital signs to include:
  - the correct use and placement of thermometers
  - procedure for taking pulse and location of pulse points
  - procedure for measuring capillary refill time
  - significance of mucous membrane colour
  - invasive and non-invasive methods of blood pressure monitoring
- Methods of recording information on vital signs to include graphs
- Reasons for abnormalities and variations in vital sign parameters
- Descriptive and functional terms associated with pulse, respiration and body temperature
- Use of and maintenance of associated equipment to include stethoscope and blood pressure monitoring equipment

## OUTCOME 2 *OUTLINE THE USE OF DIFFERENT TYPES OF ACCOMMODATION FOR HOSPITALISED ANIMALS*

### ASSESSMENT CRITERIA

#### The student can:

1. Outline the requirements of hospital accommodation for small animals
2. Outline safety considerations in relation to the use of accommodation and associated equipment

#### Context

Small animals

### UNIT CONTENT

#### 2.1 *Outline the requirements of hospital accommodation for small animals*

- Layout and access to facilities to include:
  - ease of use
  - essential equipment and furniture
- Size, design and construction materials to include:
  - minimum size requirements for accommodation
  - design aspects to aid access to patient and cleaning
  - properties of construction materials e.g. insulation, reflection, noise levels, ease of cleaning, absorbency
  - maintenance of accommodation
- Maintaining temperature and ventilation to include:
  - provision of additional heat
  - air conditioning units
  - control of individual units of accommodation
- Isolation to include:
  - location and layout of isolation facilities
  - provisions for equipment, food, bedding, laundry
  - facilities for barrier nursing
- Bedding and substrates to include:
  - properties of a range of bedding and substrate materials e.g. warm, dust free, absorbent, antimicrobial, appropriate type for species
  - disposal of waste

**2.2 *Outline safety considerations in relation to the use of accommodation and associated equipment***

- Safe use of accommodation and equipment to include:
  - design
  - state of repair
  - fitness for purpose
  - maintenance protocols
  - reporting and managing unsafe accommodation and equipment
  - appropriate accommodation for requirements of animal and personnel
  - Personal Protective Equipment (PPE)

**OUTCOME 3**     *OUTLINE THE NURSING CARE AND MANAGEMENT OF PATIENTS  
TAKING INTO ACCOUNT SPECIES*

**ASSESSMENT CRITERIA**

**The student can:**

1. Outline principles of species-specific medical and surgical nursing

**Context**

Small animals

**UNIT CONTENT**

**3.1** *Outline the principles of species-specific medical and surgical nursing*

- Principles of in-patient nursing care and stimulation in health and ill-health
  - nursing plans that take into account five animal freedoms to include mental stimulation, environment, care and attention, grooming or equivalent for species, nutrition, fluids and feeding patterns, mobility, hygiene and elimination
  - records for hospitalised patient care
  - physiological effects of recumbency and hospitalisation and measures to reduce effects
  - basic post-operative patient care and the physiological effects of recovery from a range of anaesthetic agents
  - planning for discharge to include assessment of patient condition prior to discharge
  - guidance for owners including home care, post-operative issues, medication, possible complications
  - basic wound care and management including aseptic techniques in wound management, application of dressings and bandages
  - identifying purposes and types of bandage - dressing retention, pressure and support



**OUTCOME 4** *BE ABLE TO CONTRIBUTE TO A NURSING CARE PLAN*

**ASSESSMENT CRITERIA**

**The student can:**

1. Demonstrate how nursing activities contribute to the review of patient care plans

**Context**

Small animals

**UNIT CONTENT**

**4.1** *Demonstrate how nursing activities contribute to the review of patient care plans*

- Accurate recording of observations
- Making relevant and accurate reports
- Recognising and reporting significant factors
- Recognising and reporting potential nursing problems

**OUTCOME 5**    *KNOW HOW TO SAFELY DISPOSE OF MEDICATIONS AND EQUIPMENT*

**ASSESSMENT CRITERIA**

The student can:

1. Describe requirements for the safe disposal of used equipment and surplus medication

**Context**

Small animals

**UNIT CONTENT**

**5.1** *Describe requirements for the safe disposal of used equipment and surplus medication*

- Basic disposal of unused medicines and equipment/materials
- Disposal of equipment used for administration of injections
- Control of Substances Hazardous to Health (COSHH) Regulations 2002
- Hazardous Waste (England and Wales) Regulations (HWR) 2005
- Veterinary Medicines Regulations 2011 (VMD)

**ASSESSMENT GUIDANCE:**

Formative assessments must accompany this unit in order to test and enhance learning and provide feedback.

Summative assessment may be required where a learner is intending to achieve unit accreditation only.

	Type	Weighting	Assessment criteria
1.	Central Skills Log	40%	1.2, 4.1, 5.1
2.	Examination	60%	1.1, 1.3, 2.1, 2.2, 3.1

Choose 2 from the following optional units:

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Unit Title	AN2 Practical support of veterinary nursing care for hospitalised patients		
URN	R/504/1902	Credit Value	5
Level	2	Relation to N.O.S.	AUX6

### UNIT AIM

This unit facilitates practical competence in the essentials of nursing sick animals within a veterinary environment. It is intended to support individuals who are working towards the Veterinary Nursing Assistant qualification.

### LEARNING OUTCOMES

There are **six** learning outcomes to this unit. The student will:

1. Be able to support and monitor the condition of in-patients
2. Be able to maintain the hygiene of in-patients
3. Be able to provide food and fluids to in-patients
4. Be able to support the mobility and behavioural requirements of in-patients
5. Be able to apply simple wound dressings and bandages
6. Be able to assist in the preparation of medications for administration

### GUIDED LEARNING HOURS

A minimum of **50 hours** should be allocated to this unit. This may be on a full or part time basis.

### ASSESSMENT AND GRADING

The unit will be assessed by:

- Central Skills Log

**OUTCOME 1** *BE ABLE TO SUPPORT AND MONITOR THE CONDITION OF IN-PATIENTS*

**ASSESSMENT CRITERIA**

**The student can:**

1. Monitor and report the animal's physical condition and behaviour at suitable intervals
2. Monitor and record vital signs
3. Monitor and record levels of consciousness
4. Observe and monitor bodily functions
5. Monitor and record signs of pain and/or stress
6. Report and record observations of in-patients effectively to colleagues

**Context**

Small animals

**UNIT CONTENT**

**1.1 *Monitor and report the animal's physical condition and behaviour at suitable intervals***

- Physical condition to include:
  - appearance - nose, ears, eyes, mouth, limbs, coat, skin, genital area, weight and body scoring
  - posture and movement
  - appetite, water intake and hydration level
  - bodily function - urine and faeces, vomiting
  - wounds, surgical incisions, visual signs of ecto- and endoparasites
  - signs of trauma, swelling, discharge
- Behaviour
  - social interaction
  - visual signs of stress, discomfort, pain
  - behaviour and body language

**1.2 *Monitor and record vital signs***

- Temperature - core body and extremities including identifying normal parameters for range of species
- Pulse rate, rhythm and quality - including identifying normal parameters for species
- Respiration - rhythm and depth - including identifying normal parameters for species
- Mucous membranes including capillary refill time and identifying normal parameters for species
- Blood pressure - invasive and non-invasive methods

**1.3 *Monitor and record levels of consciousness***

- Altered states ranging from normal, complete alertness to depression, confusion, delirium and finally loss of consciousness

**1.4 *Observe and monitor bodily functions to include:***

- Urine
- Faeces
- Vomitus and gastric reflux

**1.5 *Monitor and record signs of discomfort, pain and/or stress to include:***

- Vasoconstriction to vital organs
- Reduced wound healing
- Inappetance
- Restlessness
- Apprehension
- Uncooperative
- Separation anxiety
- Behavioural changes
- Vocalisation
- Destructive behaviour
- Aggression dependent on species

**1.6 *Report and record observations of in-patients effectively to colleagues to include:***

- Handwritten
- Computer
- Verbal communication
- Updating records

## OUTCOME 2 *BE ABLE TO MAINTAIN THE HYGIENE OF IN-PATIENTS*

### ASSESSMENT CRITERIA

#### The student can:

1. Clean, prepare and maintain accommodation for in-patients
2. Demonstrate maintenance of hygiene for individual in-patients
3. Demonstrate appropriate methods of handling and disposing of soiled and infected material

#### Context

Small animals

### UNIT CONTENT

#### *2.1 Clean, prepare and maintain accommodation for in-patients to include:*

- Differing requirements of species
- Nature of clinical condition
- Cleaning preparation and the use of Personal Protective Equipment (PPE)
- Appropriate selection of cleaning equipment, solutions and disinfectant
- Appropriate use of holding cages, kennels and baskets
- Cleaning routines, spot clean, full clean, isolation and barrier nursing
- The safe and effective use of cleaning equipment, solutions and disinfectant including dilution rates and contact time
- Cleaning fixtures and fittings and the replenishment of bedding or substrate and furniture e.g. bowls, litter trays

#### *2.2 Demonstrate maintenance of hygiene for individual in-patients to include:*

- Cleaning of wounds - may include puncture, lacerated, incised, stitched, stapled, glued, attached, external fixators
- Accurate monitoring and recording of changes
- The use of hygiene cleaning solutions - PPE and practice procedures, protocols and safe working practice
- Cleaning of mouth, catheter and cannula areas, drains, perianal area and orifices including on neonates, juveniles, adults, lactating and geriatric animals
- Grooming - using combs, mitts and brushes on appropriate areas dependent on species and condition
- Safe and effective handling techniques - dependent on condition and species
- Bedding - soft, warm and absorbent dependent on condition and species
- Isolation and barrier nursing
- Drying techniques - suitable and safe for species and condition



**2.3 *Demonstrate appropriate methods of handling and disposing of soiled and infected material to include:***

- Hazardous and non-hazardous waste to include:
  - clinical waste
  - deceased animals
  - sharps
  - used syringes
  - bodily fluids
  - body parts
  - expired medications
  - cytotoxic and hormonal preparations
  
- Legislation and best practice guidelines
  - local and environmental health guidelines
  - COSHH
  - RIDDOR
  - current Veterinary Medicines Regulations
  - the use of PPE
  - safe working practices in line with practice procedure and protocols

### OUTCOME 3 *BE ABLE TO PROVIDE FOOD AND FLUIDS TO IN-PATIENTS*

#### ASSESSMENT CRITERIA

##### The student can:

1. Prepare appropriate food and fluids for patients
2. Demonstrate methods of assisted feeding
3. Assist in the monitoring and maintenance of intravenous fluid therapy
4. Monitor and record fluid and dietary intake

##### Context

Small animals

#### UNIT CONTENT

##### 3.1 *Prepare appropriate food and fluids for patients taking into account:*

- Medical dietary requirements
- Type and size of animal
- Known likes, dislikes and normal feeding regimes and diet, to include:
  - the determination of nutritional energy requirements considering feeding according to type and size of animal and life stage - neonate, juvenile, adult, lactating or geriatric
  - consideration of the metabolic rate
  - the provision of nutritional support and appetite stimulants
  - the preparation of water, fluids and electrolyte replacements
  - preparing food - fresh, frozen, dried, tinned, prescription, quality, frequency according to condition, species and veterinary instructions

##### 3.2 *Demonstrate methods of assisted feeding to include:*

- Hand feeding
- Syringe feeding
- The maintenance of safety and comfort for the animal
- Monitoring before during and after feeding

**3.3 *Assist in the monitoring and maintenance of intravenous fluid therapy to include:***

- Cannula site, patency
- Flow rate
- Indications of adverse reactions - change in pulse rate, rhythm, respiration rate, pyrexia
- Patient interference
- Signs of discomfort or pain
- Mucous membrane colour and moistness
- Record keeping and reporting
- Monitoring and reporting dehydration and hydration levels in accordance with veterinary surgeon or veterinary nurse instructions
- Control of fluid flow rate to include:
  - maintenance of a patent line
  - prevention of sepsis
  - dealing with problems and reporting procedure
  - health and safety considerations
  - adding supplements and/or additional fluid to the bag

**3.4 *Monitor and record fluid and dietary intake***

- Use fluid and feeding charts
- Measure and record intravenous fluids
- Weigh and measure foods
  - solid food - tinned, fresh, dried
  - liquid food - prescribed
- Measure water intake through oral route

**OUTCOME 4** *BE ABLE TO SUPPORT THE MOBILITY AND BEHAVIOURAL REQUIREMENTS OF IN-PATIENTS*

**ASSESSMENT CRITERIA**

**The student can:**

1. Provide care for in-patients with compromised mobility
2. Use strategies to address the psychological needs of in-patients

**Context**

Small animals

**UNIT CONTENT**

**4.1 *Provide care for in-patients with compromised mobility***

- Maintain the five animal freedoms to include:
  - positioning and changes to position according to species and condition
  - ensuring the patient has the ability to evacuate bowels and bladder, checking and providing assistance as required
  - alleviation of boredom and stress
  - encouraging mental stimulation
  - using positioning aids
  - bedding requirements - to prevent decubital ulcers, urine or faecal scalding
  - provision of physiotherapy
  - provision of movement techniques, passive, active movement, hydrotherapy
  - pain relief

**4.2 *Use strategies to address the psychological needs of in-patients to include:***

- Environment - lighting, heating, ventilation, noise levels
- Grooming and touch - companionship
- Addressing stress and boredom - enrichment opportunities according to species and condition
- Adapting nursing techniques for patients with sensory impairment

**OUTCOME 5    *BE ABLE TO APPLY SIMPLE WOUND DRESSINGS AND BANDAGES***

**ASSESSMENT CRITERIA**

**The student can:**

1. Perform a simple wound dressing
2. Apply safe and effective simple bandages
3. Demonstrate safe and effective strategies to prevent patient wound or dressing interference

**Context**

Small animals

**UNIT CONTENT**

**5.1 *Perform a simple wound dressing to include:***

- Use of aseptic cleaning technique
- Preparation of materials
- Observation and reporting wound condition
- Application of dressings, may include dry, moist, wet, impregnated gauze, adherent and non-adherent
- Maintain Personal Protective Equipment (PPE) requirements and ensure welfare of animal and handler

**5.2 *Apply safe and effective simple bandages to the following:***

- Limb
- Thorax
- Head
- Abdomen

to include:

- primary dressing (contact layer)
- secondary dressing (intermediate padding layer)
- tertiary dressing (outer layer)
- additional padding to other areas as required
- maintain PPE requirements
- health and safety considerations including ensuring welfare of animal and handler

**5.3 *Demonstrate safe and effective strategies to prevent patient wound or dressing interference, may include:***

- Elizabethan collars (Buster™)
- Neck brace (Bite Not™)
- T-shirt and socks
- Topical application (commercially available bitter spray)
- Changing of dressings, bandages, prevention of interference methods, frequency, observations and monitoring

**OUTCOME 6** *BE ABLE TO ASSIST IN THE PREPARATION OF MEDICATIONS FOR ADMINISTRATION*

**ASSESSMENT CRITERIA**

1. Demonstrate an understanding of veterinary prescriptions and assist in the preparation of medications for administration
2. Dispose of used equipment and surplus medication appropriately and safely
3. Assist in the recording of the administration of medicines and monitoring its effect on the animal

**Context**

Small animals

**UNIT CONTENT**

**6.1** *Demonstrate an understanding of veterinary prescriptions and assist in the preparation of medications for administration to include:*

- Oral
- Rectal
- Topical
- Medicines for injection
- Understanding commonly used abbreviations, to include *ad libitum*, S/UID, BID, TID and QID

**6.2** *Dispose of used equipment and surplus medication appropriately and safely taking account of:*

- Legislation to include:
  - COSHH 2002
  - The Misuse of Drugs Act 1971
  - The Medicines Act 1968
  - Current Veterinary Medicines Regulations
  - Health and Safety at Work 1974
  - Use of PPE
- The maintenance of accurate records
- The disposal of used equipment and surplus, used or expired medication

**6.3** *Assist in recording the administration of medicines and monitoring its effect on the animal to include:*

- Assisting in the completion of records
- Notifying veterinary surgeon or nurse if problems occur
- Dosage control, side effects, adverse reactions, Controlled Drugs Register

**ASSESSMENT GUIDANCE:**

Formative assessments must accompany this unit in order to test and enhance learning and provide feedback.

Summative assessment may be required where a learner is intending to achieve unit accreditation only.

	Type	Weighting	Assessment criteria
1.	Central Skills Log	100%	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3



Unit Title	AN10 Practical support of peri-operative animal nursing		
URN	Y/504/1902	Credit Value	5
Level	2	Relation to N.O.S.	AUX1; AUX3

### UNIT AIM

This unit develops practical peri-operative nursing care skills relating to small animals within a veterinary environment. It is intended to support individuals who are working towards the Veterinary Nursing Assistant qualification.

### LEARNING OUTCOMES

There are **three** learning outcomes to this unit. The student will:

1. Be able to prepare a patient for surgery
2. Contribute to immediate post-operative care
3. Contribute to home convalescence care plan

### GUIDED LEARNING HOURS

A minimum of **50 hours** should be allocated to this unit. This may be on a full or part time basis.

### ASSESSMENT AND GRADING

The unit will be assessed by:

- Central Skills Log

**OUTCOME 1    *BE ABLE TO PREPARE A PATIENT FOR SURGERY***

**ASSESSMENT CRITERIA**

**The student can:**

1. Admit animals for surgery
2. Prepare animals for surgical procedures

**Context**

Small animals

**UNIT CONTENT**

**1.1 *Admit animals for surgery to include:***

- Handover from owner
  - time from which food withheld, access to water
  - label animal's personal possessions
  - checking if any medication has been administered and when
  - owner's questions - answering them or referring to senior staff/veterinary surgeon
- Checking consent
  - ensuring that the person is the owner or the owner's agent and is over 18 years of age prior to signing
  - clarifying the consent form with the owner
  - ensuring the client understands the nature of the proposed procedure
- Recording contact details
  - informing owner of when to phone regarding the procedure and progress or discharge arrangements
  - recording and updating owner's and animal's details including contact details
  - regarding surgery
- Updating records
  - recording any changes to normal behaviour, eating, drinking, elimination, allergies, reactions to anaesthetic procedures and blood transfusions
  - establishing base line parameter observations
  - weighing animal
  - administering and recording pre-med according to veterinary surgeon's instructions
  - updating records

**1.2 Prepare operation sites to include:**

- Care and use of clippers
  - check clippers and blades for cleanliness, damage and function prior to use
  - fit and adjust blades
  - care taken when clipping sensitive areas
  
- Identification of site
  - prepare site as directed by veterinary surgeon
  - clip area around proposed incision site dependent on proposed procedure and species
  - use handling methods and techniques when clipping to ensure minimal skin trauma and maximum efficiency
  
- First skin scrub
  - prepare skin using suitable detergent and antiseptic agents appropriately
  - follow practice protocols regarding the use of PPE
  
- Foot bandaging
  - apply foot bandaging in line with veterinary surgeon's guidelines, surgical procedure and practice protocols

## OUTCOME 2 *CONTRIBUTE TO IMMEDIATE POST-OPERATIVE CARE*

### ASSESSMENT CRITERIA

#### The student can:

1. Assess and carry out appropriate care following surgery
2. Prepare a suitable nursing environment for a post-operative patient
3. Observe and record post-operative observations
4. Maintain and record fluid intake

#### Context

Small animals

### UNIT CONTENT

#### *2.1 Assess and carry out appropriate care following surgery to include:*

- Handover from theatre
  - detail of the procedure carried out, specifying any problems or complications encountered
  - surgical wound monitoring and drainage
  - post-operative requirements as detailed by veterinary surgeon and dependent on the procedure
  - transferring to suitable environment
  - checking vital signs, wound drainage, dressings and casts, maintenance of airway, level of consciousness and body temperature
  - the need for continued monitoring
  - the effect of analgesia administered and reaction to pain
- Anaesthetic
  - duration of anaesthetic and time of initial administration
  - anaesthetic drugs administered, route and dose
  - significant changes in vital sign parameters
  - anaesthetic complications
- Immediate treatment instructions
  - follow veterinary instructions including continued monitoring and recording of vital signs, and effective analgesia regime
  - post-operative feeding and fluid requirements
  - any specific instructions

#### *2.2 Prepare a suitable nursing environment for a post-operative patient*

- Dependent on species, condition and procedure
- Environmental factors - lighting, heating, ventilation, humidity and noise levels
- Bedding requirements
- Observation of patient

**2.3 Record immediate post-operative observations to include:**

- Vital signs
  - temperature, pulse, respiration, mucous membrane colour and CRT, level of consciousness, hydration status, response to stimuli, signs of shock, discharges, any vomiting or diarrhoea
- Pain
  - responses to pain and requirement for additional analgesia - vocalisation and restlessness
  - assessment of pain score, analgesia already given - dosage, route, time and effect
- Urine output
  - the monitoring of urine output - colour, amount and smell
- Wound appearance and drainage - dependent on procedure
  - signs of leakage from wound site, amount drained and appearance of discharge, haematoma and bruising or through dressing and respond appropriately

**2.4 Maintain and record fluid intake to include:**

- Intravenous fluids and oral intake - dependent on procedure
  - maintaining IV cannula site and line
  - warm fluids if appropriate or instructed by veterinary surgeon
  - monitoring of hydration levels, urinary output and indications of hypovolaemic shock

**OUTCOME 3    *CONTRIBUTE TO HOME CONVALESCENCE CARE PLAN***

**ASSESSMENT CRITERIA**

**The student can:**

1. Demonstrate effective communication with patient’s owners

**Context**

Small animals

**UNIT CONTENT**

**3.1 *Demonstrate effective communication with patient’s owners to include:***

- Oral and written guidance and care plans to include:
  - adaptations of home environment
  - changes to routine - feeding, exercise, elimination
  - administration of medication and rehabilitation techniques
  - observations and post-operative checks and monitoring
  - owner’s questions and queries
- Assessing owner’s capabilities and time restrictions to provide care required and outlining alternatives
- Teaching of practical techniques
- Training of client to administer medications, physiotherapy techniques, handling and restraint
- Health and safety considerations including PPE and following veterinary instructions and practice protocols

**ASSESSMENT GUIDANCE:**

**Formative assessments must accompany this unit in order to test and enhance learning and provide feedback.**

**Summative assessment may be required where a learner is intending to achieve unit accreditation only.**

	Type	Weighting	Assessment criteria
1.	Central Skills Log	100%	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1

Unit Title	AN12 Practical animal nursing support of small animal patients		
URN	H/504/1899	Credit Value	5
Level	2	Relation to N.O.S.	AUX3; AUX5; AUX6

### UNIT AIM

This unit facilitates the acquisition of practical skills in the complex nursing of sick small animals within a veterinary environment. It is intended to support individuals who are working towards the Veterinary Nursing Assistant qualification.

### LEARNING OUTCOMES

There are **three** learning outcomes to this unit. The student will:

1. Be able to provide an appropriate nursing environment
2. Be able to perform small animal nursing care plans
3. Be able to provide nursing care to patients requiring isolation

### GUIDED LEARNING HOURS

A minimum of **50 hours** should be allocated to this unit. This may be on a full or part time basis.

### ASSESSMENT AND GRADING

The unit will be assessed by:

- Central Skills Log

**OUTCOME 1** *BE ABLE TO PROVIDE AN APPROPRIATE NURSING ENVIRONMENT*

**ASSESSMENT CRITERIA**

**The student can:**

1. Provide an appropriate nursing environment

**Context**

Small animals

**UNIT CONTENT**

**1.1 *Provide an appropriate nursing environment***

- Taking into account the patient's:
  - species
  - age
  - condition
  - normal routines
  - five animal freedoms
- Environmental factors to include:
  - position, layout, size and access
  - light, temperature, humidity and ventilation
  - isolation or barrier nursing
  - bedding and substrates
  - size and position of accommodation, furniture and enrichments



## OUTCOME 2 *BE ABLE TO PERFORM SMALL ANIMAL NURSING CARE PLANS*

### ASSESSMENT CRITERIA

#### The student can:

1. Apply and review care plans for small animals
2. Demonstrate physiotherapy techniques

#### Context

Small animals

### UNIT CONTENT

#### 2.1 *Apply and review care plans for small animals*

- Plan care in accordance with condition and the nursing process, to include:
  - Subjective, Objective, Assessment, Plan, Implement, Evaluate and Reassessment (SOAPIER) model of assessment
  - ability model of assessment
  - veterinary instructions
  - five animal freedoms
- Manage bowel function, to include:
  - administration of aperients and enemata in preparation for surgery, radiography, constipation and impaction
  - select and use treatment and equipment dependent on species and condition as per practice protocols ensuring the health and wellbeing of self and animal
  - select and use suitable restraining methods and assistance for administration
  - monitor and record the administration of aperients or enemata and results
  - offer increased opportunity to defecate for the diarrhoeic patient
- Update records and care plans

#### 2.2 **Demonstrate physiotherapy techniques to include:**

- Physiotherapy technique dependent on species, condition and temperament and as per practice protocols and may include:
  - passive limb exercises
  - active exercise
  - hydrotherapy
  - cold therapy
  - heat therapy
  - contrast bathing
  - use appropriate physical support of the patient
- Monitor and update records

**OUTCOME 3** *BE ABLE TO PROVIDE NURSING CARE TO PATIENTS REQUIRING ISOLATION*

**ASSESSMENT CRITERIA**

**The student can:**

1. Prepare isolation accommodation for an admission
2. Demonstrate appropriate care whilst dealing with small animals in isolation
3. Clean isolation accommodation

**Context**

Small animals

**UNIT CONTENT**

**3.1 *Prepare isolation accommodation for an admission***

- Prepare accommodation applying principles of isolation or barrier nursing for an animal taking into account species, animal's welfare and importance of limiting contact with patients in isolation
- Prepare using separate or disposable equipment
- Demonstrate appropriate use of Personal Protective Equipment (PPE)
- Carry out adjustments relating to environmental conditions of an isolation unit dependent on species and condition and practice protocol
- Select effective cleaning and disinfectant agents and regimes dependent on condition and species, following manufacturer's guidelines with regards use of cleaning agents and disinfectants
- Select appropriate methods for storing and disposing of waste

**3.2 *Demonstrate appropriate care whilst dealing with small animals in isolation***

- Limit the transfer of micro-organisms through:
  - Effective hand hygiene to include selecting and using appropriate hand washes, scrubs and gels, wearing disposable gloves as required, following practice protocols and manufacturer's guidelines
  - Wear other protective clothing as necessary
  - Use disinfectant barriers on entry and exit to isolation area
  - Recognise and manage fomites
  - Dispose of waste in accordance with practice protocols
  - Restrict access to isolation accommodation, including measures such as named staff and warning signs
  - Plan effective care regimes in accordance with animal's needs and other in-patients
  - Plan, apply and review routine care based on care plan and individual animal's requirements
  - Update records and care plans

### 3.3 *Clean isolation accommodation*

- Daily cleaning regime - dependent on condition species, nursing care requirements and practice protocols to include:
  - using separate or disposable items including PPE, bedding and substrate
  - waste disposal methods appropriate to species and condition and in line with practice protocols
- Selecting and using of appropriate efficacious cleaning and disinfectant agents and practice protocols following manufacturer’s guidelines
- Terminal disinfection - dependent on condition requiring animal to be isolated, species and practice protocols to include:
  - selecting and using appropriate efficacious cleaning and disinfectant agents according to practice protocols and following manufacturer’s guidelines
  - demonstrate correct procedure following vacating accommodation to ensure sufficient ventilation, air change, time elapsed before usage of facility for subsequent animals, health and safety factors and minimising risk of zoonotic transfer
  - disposing of waste in accordance with health and safety and practice protocols

#### ASSESSMENT GUIDANCE:

Formative assessments must accompany this unit in order to test and enhance learning and provide feedback.

Summative assessment may be required where a learner is intending to achieve unit accreditation only.

	Type	Weighting	Assessment criteria
1.	Central Skills Log	100%	1.1, 2.1, 2.2, 3.1, 3.2, 3.3

## GLOSSARY OF TERMS

**Small animal** - Companion animals and exotic animals

**Companion animal** - Dogs and cats

**Exotics** - Rabbits, gerbils, hamsters and other small mammals  
Reptiles, birds, chelonians

**SQP** - Suitably qualified person

**VN** - Veterinary Nurse

**VS** - Veterinary Surgeon

## EXAMINATION STRUCTURE

Paper No	Unit	Number of questions	Total	Time allowed
1	VNA2	39	120	120 mins
	VNA3	81		
2	VNA4	27	85	85 mins
	VNA5	41		
	AN1	17		

**ASSESSMENT TABLE**

Unit Number	Theory tested by assignment	Practical tested by CSL	CQ administered examination
VNA1	1.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.2, 2.1, 2.2, 2.3, 2.4	No examination
VNA2	2.1, 2.3, 2.8, 2.9, 5.1, 5.2, 7.1, 7.4, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 3.2, 3.3, 3.5, 3.6, 4.3, 5.3, 5.4, 5.5, 5.6, 7.2, 7.3	2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 6.1
VNA3	No assignment	1.4, 3.1, 7.1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 6.1, 6.2, 6.3, 6.4, 7.1, 8.1, 8.2, 8.3, 9.1
VNA4	2.1, 2.2, 2.3	1.1, 1.2, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 5.3, 5.4, 6.2, 7.1, 7.2, 7.3	2.4, 2.5, 4.1, 4.2, 6.1, 6.2, 8.1, 8.2, 8.3
VNA5	No assignment	3.2, 3.3, 5.1, 6.1, 6.2, 6.3	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.4, 4.1, 4.2, 4.3, 5.1, 7.1, 7.2, 7.4
AN1	No assignment	1.2, 4.1, 5.1	1.1, 1.3, 2.1, 2.2, 3.1
AN2	No assignment	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3	No examination
AN10	No assignment	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1	No examination
AN12	No assignment	1.1, 2.1, 2.2, 3.1, 3.2, 3.3	No examination