

# iPET Network

## Suite of Level 3

### Veterinary Receptionist

### Qualifications

Qualification Specification



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### **iPET Network**

**LED** BY INDUSTRY EXPERTS.

**DRIVEN** BY PASSION.

**BOUND** BY ANIMALS.

**GUIDED** BY LEARNERS.

**UNITED** BY **iPET NETWORK**.

## **Our Mission**

**EDUCATION FOR PEOPLE, FOR PETS, FOR THE FUTURE**

**To be the Awarding Organisation of choice for Centres, Training Providers, Employers and Learners in the Animal Care and Veterinary Science Sector.**

We demand the highest standard of practice to ensure our suite of qualifications work: they work for pets who deserve the best care; they work for learners giving valuable skills; and they work for Centres with strong market appeal.

## **Leading the way**

iPET Network is an Awarding Organisation regulated by Ofqual, CCEA Regulation and Qualifications Wales, specialising in qualifications in the Animal Care and Veterinary Science sector. iPET Network is a sector-specific Awarding Organisation and is constantly developing innovative animal care and veterinary science qualifications in the industry. We are unique in our approach to development, design and awarding of qualifications through the range of services and support we offer. Additionally, iPET Network is an End-point Assessment Awarding Organisation (EPAO) for English Apprenticeship standards and offers Professional Development Recognition (PDR) of unregulated educational courses.



Our Approved Centres have exclusive access to our portfolio of qualifications, courses, learning materials and assessment strategies. We offer an inclusive opportunity to join a diverse network of forward-thinking professionals across the UK, Ireland, Europe and internationally.

## **We do the hard work for you – fast, flexible and straightforward**

We have developed robust systems at the forefront of technology that include extensive resources, quality learning materials and varied assessment methods. Our centralised platform makes it simple for Approved Centres and their teams to deliver, manage, mark and quality assure all in one place. We provide access to training and updates through standardisation to uphold modern best practice.

Organisations of many different types, who want to deliver education, can join iPET Network. With transparent fees and packages to suit every size of organisation from sole traders to limited companies, colleges and large employers.

## **An exciting and supportive community**

We practice what we preach - the iPET Network team has extensive experience and knowledge of working in the animal care, veterinary science and education sector. We provide support, advice and Continual Professional Development to help Approved Centres offer the best standard of education and to inspire the future generation of the industries we serve. We believe in removing learning barriers and working with Learners of all abilities to help them reach their full potential and goals.

## Contents

<b>Qualification Summary - Level 3 Certificate for Veterinary Receptionists.....</b>	<b>7</b>
<b>Qualification Summary - Level 3 Award for Veterinary Receptionists.....</b>	<b>8</b>
<b>Qualification Summary - Level 3 Award in Communication and Client Relations in the Animal Care and Veterinary Science Sector .....</b>	<b>9</b>
<b>Qualification Summary - Level 3 Award in Mental Health and Wellbeing for the Animal Care and Veterinary Science Sector.....</b>	<b>10</b>
<b>Qualification Summary - Level 3 Award in Euthanasia and Bereavement Support in the Animal Care and Veterinary Science Sector .....</b>	<b>11</b>
<b>Qualification Summary - Level 3 Award in Understanding Veterinary Triage and First Aid</b>	<b>12</b>
<b>1. Preliminary Information .....</b>	<b>13</b>
1.1. Statement on Intellectual Property and Confidentiality .....	13
1.2. Welfare Statement.....	13
<b>2. About This Document .....</b>	<b>14</b>
<b>3. About These Qualifications .....</b>	<b>15</b>
3.1. Qualification Overviews.....	15
3.2. Objectives of the Qualifications.....	18
3.3. Guided Learning Hours (GLH) .....	24
3.4. Total Qualification Time (TQT).....	24
3.5. Qualification Delivery Requirements.....	25
<b>4. Requirements to Offer this Qualification.....</b>	<b>25</b>
4.1. Head of Centre.....	26
4.2. Tutors.....	26
4.3. Assessors.....	27

4.4. Internal Quality Assurers (IQAs) .....	27
4.5. Requirements for Centre Roles.....	28
4.6. Standardisation .....	32
4.7. Support for Centres .....	32
<b>5. Learner Requirements .....</b>	<b>33</b>
5.1. Entry Requirements .....	33
<b>6. Reasonable Adjustments .....</b>	<b>34</b>
<b>7. Recognition of Prior Learning and Attainment.....</b>	<b>34</b>
<b>8. Induction.....</b>	<b>35</b>
<b>9. Achieving the Qualification .....</b>	<b>36</b>
9.1. Duration of Registration .....	36
9.2. Unit Registration .....	36
9.3. Unit Achievement .....	36
9.4. Recording Achievement.....	37
<b>10. Qualification Structure.....</b>	<b>38</b>
10.1.Units .....	38
10.2.Level Descriptor .....	41
<b>11. Assessment .....</b>	<b>42</b>
11.1.Assessment Process .....	42
11.2.Specimen Assessment Materials .....	42
11.3.Assessment Method .....	42
11.4.Marking .....	43
11.5.Qualification Grading .....	43
11.6.Appeals.....	43

11.7.What Constitutes a Fail? .....	43
<b>12. Qualification Unit Breakdown.....</b>	<b>45</b>
Unit 3001: Understanding the Veterinary Industry .....	45
Unit 3002: Processes and Administration in Veterinary Practice .....	47
Unit 3003: Effective Communication and Client Relations .....	49
Unit 3004: Workplace Culture and Marketing .....	51
Unit 3005: Preventative Health Care for Animals .....	52
Unit 3006: Supporting Veterinary Clinical Care .....	54
Unit 3007: Mental Health and Wellbeing .....	56
Unit 3008: Euthanasia and Bereavement Support .....	58
Unit 3009: Veterinary Triage and First Aid .....	60
<b>13. Suggested Learning Resources .....</b>	<b>62</b>
<b>14. Supporting Documents and General.....</b>	<b>63</b>

# Qualification Summary - Level 3 Certificate for Veterinary Receptionists

## Key Information

<b>Level</b>	Level 3
<b>Guided Learning Hours</b>	20
<b>Total Qualification Time</b>	130
<b>Age Range</b>	16+
<b>Entry Requirements</b>	N/A
<b>Permitted Delivery Types</b>	Face-to-face, blended, remote
<b>Subject Sector Area (SSA)</b>	3.3 Animal care and veterinary science
<b>Assessment Methods</b>	Portfolio of Evidence
<b>Overall Grading Type</b>	Pass/Fail
<b>Sampling Requirements</b>	Interim and Summative
<b>Registration Period</b>	36 months
<b>Regulated by</b>	Ofqual
<b>Support Materials</b>	Workbooks

# Qualification Summary - Level 3 Award for Veterinary Receptionists

## Key Information

<b>Level</b>	Level 3
<b>Guided Learning Hours</b>	12
<b>Total Qualification Time</b>	80
<b>Age Range</b>	16+
<b>Entry Requirements</b>	N/A
<b>Permitted Delivery Types</b>	Face-to-face, blended, remote
<b>Subject Sector Area (SSA)</b>	3.3 Animal care and veterinary science
<b>Assessment Methods</b>	Portfolio of Evidence
<b>Overall Grading Type</b>	Pass/Fail
<b>Sampling Requirements</b>	Summative only
<b>Registration Period</b>	12 months
<b>Regulated by</b>	Ofqual
<b>Support Materials</b>	Workbooks



# Qualification Summary - Level 3 Award in Communication and Client Relations in the Animal Care and Veterinary Science Sector

## Key Information

<b>Level</b>	Level 3
<b>Guided Learning Hours</b>	3
<b>Total Qualification Time</b>	20
<b>Age Range</b>	16+
<b>Entry Requirements</b>	N/A
<b>Permitted Delivery Types</b>	Face-to-face, blended, remote
<b>Subject Sector Area (SSA)</b>	3.3 Animal care and veterinary science
<b>Assessment Methods</b>	Portfolio of Evidence
<b>Overall Grading Type</b>	Pass/Fail
<b>Sampling Requirements</b>	Summative only
<b>Registration Period</b>	12 months
<b>Regulated by</b>	Ofqual
<b>Support Materials</b>	Workbooks

# Qualification Summary - Level 3 Award in Mental Health and Wellbeing for the Animal Care and Veterinary Science Sector

## Key Information

<b>Level</b>	Level 3
<b>Guided Learning Hours</b>	4
<b>Total Qualification Time</b>	25
<b>Age Range</b>	16+
<b>Entry Requirements</b>	N/A
<b>Permitted Delivery Types</b>	Face-to-face, blended, remote
<b>Subject Sector Area (SSA)</b>	3.3 Animal care and veterinary science
<b>Assessment Methods</b>	Portfolio of Evidence
<b>Overall Grading Type</b>	Pass/Fail
<b>Sampling Requirements</b>	Summative only
<b>Registration Period</b>	12 months
<b>Regulated by</b>	Ofqual
<b>Support Materials</b>	Workbooks

# Qualification Summary - Level 3 Award in Euthanasia and Bereavement Support in the Animal Care and Veterinary Science Sector

## Key Information

<b>Level</b>	Level 3
<b>Guided Learning Hours</b>	4
<b>Total Qualification Time</b>	25
<b>Age Range</b>	16+
<b>Entry Requirements</b>	N/A
<b>Permitted Delivery Types</b>	Face-to-face, blended, remote
<b>Subject Sector Area (SSA)</b>	3.3 Animal care and veterinary science
<b>Assessment Methods</b>	Portfolio of Evidence
<b>Overall Grading Type</b>	Pass/Fail
<b>Sampling Requirements</b>	Summative only
<b>Registration Period</b>	12 months
<b>Regulated by</b>	Ofqual
<b>Support Materials</b>	Workbooks

# Qualification Summary - Level 3 Award in Understanding Veterinary Triage and First Aid

## Key Information

<b>Level</b>	Level 3
<b>Guided Learning Hours</b>	4
<b>Total Qualification Time</b>	25
<b>Age Range</b>	16+
<b>Entry Requirements</b>	N/A
<b>Permitted Delivery Types</b>	Face-to-face, blended, remote
<b>Subject Sector Area (SSA)</b>	3.3 Animal care and veterinary science
<b>Assessment Methods</b>	Portfolio of Evidence
<b>Overall Grading Type</b>	Pass/Fail
<b>Sampling Requirements</b>	Summative only
<b>Registration Period</b>	12 months
<b>Regulated by</b>	Ofqual
<b>Support Materials</b>	Workbooks

## 1. Preliminary Information

### 1.1. Statement on Intellectual Property and Confidentiality

This document is confidential and the intellectual property of iPET Network Ltd. It is provided solely for the use by Approved Centres and iPET Network staff and contractors for the intended purpose only. Any unauthorised use, reproduction, copying, distribution or sharing with any third party is strictly prohibited. By accessing this document, users acknowledge and agree to maintain its confidentiality and to comply fully with our **Terms and Conditions** and all relevant intellectual property and copyright laws.

### 1.2. Welfare Statement

For any qualifications that include handling, restraint, grooming, training, treatments and care of live animals, iPET Network places a strong emphasis on animal welfare and safety. To uphold these standards, iPET Network requires the following:

- All activities should prioritise animal welfare, ensuring suitable handling, reduced stress, and careful monitoring. Any signs of animal distress should lead to an immediate adjustment, pause or termination of assessment or teaching. If a Learner's assessment is affected, please contact iPET Network regarding the potential of submitting a Special Consideration request.
- Prior to any teaching or assessment involving live animals, the health, temperament, and suitability of each animal should be assessed. Only animals that are comfortable with handling and the learning environment should participate.
- Strict adherence to relevant regulations, for example, but not limited to: The Animal Welfare Act 2006; Veterinary Surgeons Act 1966; Veterinary Medicines Directorate, must be maintained at all times.

iPET Network highly recommends that a qualified first aid practitioner for the relevant species should be appointed and present during training and assessment involving live animals.

## 2. About This Document

This **Qualification Specification** is intended for use by Learners, Tutors, Assessors, Internal Quality Assurers, Centre Managers and other staff within iPET Network Approved Centres, External Quality Assurers and other iPET Network personnel. It provides information about the structure, delivery and assessment of the Qualification. The **Qualification Specification** should be read in conjunction with the **Qualification Handbook** and **Approved Centre Manual**, which provides general guidance around operational considerations when delivering, and other relevant policy documents.

Qualification Specifications can be found on [www.ipetnetwork.co.uk](http://www.ipetnetwork.co.uk)

This document reflects the most current information at the time of publication. However, as part of our commitment to continuous improvement, iPET Network may update its products and services from time to time. To ensure accuracy, Approved Centres must always refer to the most current version. Any updates will be documented in the version history/document control.

## 3. About These Qualifications

### 3.1. Qualification Overviews

#### **iPET Network Level 3 Certificate for Veterinary Receptionists**

The iPET Network Level 3 Certificate for Veterinary Receptionists is aimed at Learners who work in a veterinary practice or those who wish to work in a veterinary practice as a receptionist. This qualification places a focus on the knowledge required for a veterinary receptionist to be occupationally competent but also emphasises the development of soft skills such as team working and communication.

Learners will complete four core units covering the structure of the veterinary industry, operational and administrative responsibilities, effective client communication, and workplace wellbeing. These core units equip learners with the essential knowledge of veterinary practice management, including time and diary organisation, data protection legislation compliance, client relations, pet travel requirements, and supporting a diverse and inclusive working environment.

In addition to the mandatory units, Learners can choose from a variety of optional units to tailor the qualification to their specific needs and interests. Optional units cover a wide range of topics such as preventative health care, supporting veterinary clinical care, mental health and wellbeing, supporting the euthanasia and the bereavement process and triage and first aid.

This flexible structure allows learners to build a well-rounded understanding of veterinary practice while developing specialist knowledge aligned with their interests or career goals. Upon completion of the qualifications, Learners should have the foundation to work confidently in veterinary reception roles and wider support positions within animal care teams.

### **iPET Network Level 3 Award for Veterinary Receptionists**

The iPET Network Level 3 Award for Veterinary Receptionists is aimed at Learners who work in a veterinary practice or those who wish to work in a veterinary practice as a receptionist. This qualification provides a comprehensive foundation and also emphasises the development of soft skills such as team working and communication.

Learners will gain an understanding of different veterinary practice models, funding methods, and team roles, as well as the responsibilities and career pathways available within the sector. The qualification covers essential administrative and operational skills, including diary management, handling veterinary medicines, data protection compliance, and pet travel requirements. Learners will also explore effective communication, client care, and complaint handling, alongside key marketing principles and workplace wellbeing topics such as diversity and inclusion.

### **iPET Network Level 3 Award in Communication and Client Relations in the Animal Care and Veterinary Science Sector**

The iPET Network Level 3 Award in Communication and Client Relations in the Animal Care and Veterinary Science Sector equips Learners with the knowledge of how to handle client interactions within veterinary and animal care settings.

This qualification focuses on developing strong communication techniques, including active listening and managing challenging client behaviour with professionalism and empathy. Learners will gain knowledge of strategies to enhance client satisfaction, appropriately manage client payments, and handle complaints in line with company protocols. By completing this qualification, Learners will gain the knowledge needed to support high standards of client care and professionalism in both animal care and veterinary settings, enhancing their effectiveness in roles that involve direct client interaction and contributing positively to the reputation and success of their workplace.

### **iPET Network Level 3 Award in Mental Health and Wellbeing for the Animal Care and Veterinary Science Sector**



The iPET Network Level 3 Award in Mental Health and Wellbeing for the Animal Care and Veterinary Science Sector has been designed to develop awareness and understanding of mental health and wellbeing for those working in veterinary and animal care environments. Learners will explore the unique emotional and psychological challenges faced by professionals in these sectors, including compassion fatigue, burnout, and workplace stress. The course covers early recognition of mental ill-health, the impact of stress and the importance of self-care, mindfulness and resilience. It also addresses how to recognise and respond to colleagues experiencing mental health challenges, fostering a more inclusive, compassionate, and supportive work culture. It also promotes psychological safety and the creation of a supportive team culture, equipping learners with practical tools to foster healthier, more sustainable working environments across veterinary practices and animal care settings.

### **iPET Network Level 3 Award in Euthanasia and Bereavement Support in the Animal Care and Veterinary Science Sector**

The iPET Network Level 3 Award in Euthanasia and Bereavement Support in the Animal Care and Veterinary Science Sector explores the emotional and practical aspects of supporting clients and colleagues through companion animal euthanasia and loss. Learners will develop an understanding of the human-animal bond, the grieving process, and the emotional impact of loss. The qualification covers euthanasia procedures - including unplanned and emergency situations -and equips Learners with the understanding of how to communicate with empathy, compassion, and professionalism. Post-euthanasia care, including cremation discussions and client follow-up, is also addressed. Designed for those in client-facing roles in the animal care and veterinary science sector, this qualification equips Learners to deliver compassionate, informed care and support during some of the most difficult moments in animal care.

### **iPET Network Level 3 Award in Understanding Veterinary Triage and First Aid**

The iPET Network Level 3 Award in Understanding Veterinary Triage and First Aid provides Learners with the essential knowledge and understanding needed to support veterinary

teams in identifying and responding to emergency situations. It covers the principles of triage, including how to recognise and prioritise emergencies and communicate effectively under pressure. Learners will explore common emergency scenarios such as bleeding, choking, seizures, and hyperthermia, and gain confidence in supporting both clinical staff and clients during urgent care situations. This qualification is ideal for those working in veterinary reception or animal care roles who wish to enhance their ability to contribute to better outcomes for animals in critical situations.

### **3.2. Objectives of the Qualifications**

#### **iPET Network Level 3 Certificate for Veterinary Receptionists**

This qualification has been designed to enable Learners to:

- Understand the structure of the veterinary sector, including types of practices, ownership models, funding methods, team roles, key governing bodies, insurance policies, and healthcare plans.
- Understand the role of the Veterinary Receptionist and their professional and legal limitations.
- Understand effective client communication techniques, including active listening, teamwork, complaint handling, and supporting payment conversations.
- Understand key veterinary practice operations including payment processes, healthcare plans, pet travel, marketing, data protection legislation and handling, storing and dispensing of veterinary medicines.
- Understand how to work in a team, including promoting inclusivity and know the emerging trends and challenges that may impact their role.

Depending on the optional units chosen, this qualification has been designed to enable Learners to:

- Understand key aspects of preventative health care practices, including vaccination, parasite control, dental care, neutering procedures, as well as legislation pertaining to pet identification.
- Understand supporting the veterinary clinical care team, with knowledge of effective communication and teamwork during admission, in-patient, and discharge processes, as well as an understanding of emergency prioritisation, triage, and common diagnostic procedures.
- Understand mental health and wellbeing by recognising signs of mental ill-health, promoting resilience and psychological safety, and understanding how to support colleagues through effective frameworks and stress management tools.
- Know what euthanasia is, communicating sensitively with clients, discussing cremation options, and offering pet loss support to clients, children, and colleagues.
- Know how to administer first aid for a range of common scenarios, understand what classes as an emergency, how to triage, discussing cremation options, and offering pet loss support to clients, children, and colleagues.

Suggested progression routes following completion of the qualification:

- iPET Network Level 3 Award in Canine First Aid
- iPET Network Level 3 Award in Equine Emergency First Aid
- iPET Network Level 3 Award in Feline Emergency First Aid
- Further courses and CPD in the veterinary industry

### **iPET Network Level 3 Award for Veterinary Receptionists**

This qualification has been designed to enable Learners to:

- Understand the structure of the veterinary sector, including types of practices, ownership models, funding methods, team roles, key governing bodies, insurance policies, and healthcare plans.

- Understand the role of the veterinary receptionist and their professional and legal limitations.
- Understand effective client communication techniques, including active listening, teamwork, complaint handling, and supporting payment conversations.
- Understand key veterinary practice operations including payment processes, healthcare plans, pet travel, marketing, data protection legislation, handling, storing and dispensing of veterinary medicines.
- Understand how to work in a team, including promoting inclusivity and know the emerging trends and challenges that may impact their role.

Suggested progression routes following completion of the qualification:

- iPET Network Level 3 Certificate for Veterinary Receptionists
- iPET Network Level 3 Award in Canine First Aid
- iPET Network Level 3 Award in Equine Emergency First Aid
- iPET Network Level 3 Award in Feline Emergency First Aid
- Further courses and CPD in the veterinary industry

### **iPET Network Level 3 Award in Communication and Client Relations in the Animal Care and Veterinary Science Sector**

This qualification has been designed to enable Learners to:

- Know how to build a positive rapport with clients.
- Understand the role of effective teamwork and communication.
- Understand principles of effective communication and active listening.
- Understand different ways to achieve successful client satisfaction.
- Understand the importance of positive communication around client payments and the impact on the business finances.
- Understand effective complaint handling.

Suggested progression routes following completion of the qualification:

- iPET Network Level 3 Award for Veterinary Receptionists
- iPET Network Level 3 Certificate for Veterinary Receptionists
- iPET Network Level 3 Award in Canine First Aid
- iPET Network Level 3 Award in Equine Emergency First Aid
- iPET Network Level 3 Award in Feline Emergency First Aid
- Further courses and CPD in the animal care and veterinary industry

### **iPET Network Level 3 Award in Mental Health and Wellbeing for the Animal Care and Veterinary Science Sector**

This qualification has been designed to enable Learners to:

- Know what is meant by mental health, mental ill-health, the signs, psychological and emotional challenges in animal and veterinary care roles.
- Understand strategies to promote stress management, resilience, mindfulness, and psychological safety within teams.
- Understand why it is important to implement support systems and improve workplace wellbeing.
- Understand how to identify challenges, how to handle them and what matters to clients and colleagues.

Suggested progression routes following completion of the qualification:

- iPET Network Level 3 Award for Veterinary Receptionists
- iPET Network Level 3 Certificate for Veterinary Receptionists
- iPET Network Level 3 Award in Canine First Aid
- iPET Network Level 3 Award in Equine Emergency First Aid
- iPET Network Level 3 Award in Feline Emergency First Aid

- Further courses and CPD in the animal care and veterinary industry

### **iPET Network Level 3 Award in Euthanasia and Bereavement Support in the Animal Care and Veterinary Sector**

This qualification has been designed to enable Learners to:

- Understand the human-animal bond, the emotional impact of pet loss and the grieving process.
- Understand what the euthanasia methods are and what happens after euthanasia.
- Understand compassionate client communication surrounding euthanasia.
- Understand how to support clients after pet euthanasia.
- Know how to offer animal bereavement support for clients, children and self-care for veterinary staff.

Suggested progression routes following completion of the qualification:

- iPET Network Level 3 Award for Veterinary Receptionists
- iPET Network Level 3 Certificate for Veterinary Receptionists
- iPET Network Level 3 Award in Canine First Aid
- iPET Network Level 3 Award in Equine Emergency First Aid
- iPET Network Level 3 Award in Feline Emergency First Aid
- Further courses and CPD in the animal care and veterinary industry

### **iPET Network Level 3 Award in Understanding Veterinary Triage and First Aid**

This qualification has been designed to enable Learners to:

- Understand key principles of animal first aid, emergency categories and legislation relating to animal first aid.
- Know how to respond to common emergencies such as bleeding, seizures, choking, and hyperthermia.

- Understand effective communication skills for triaging calls and supporting clients during emergency situations.

Suggested progression routes following completion of the qualification:

- iPET Network Level 3 Award for Veterinary Receptionists
- iPET Network Level 3 Certificate for Veterinary Receptionists
- iPET Network Level 3 Award in Canine First Aid
- iPET Network Level 3 Award in Equine Emergency First Aid
- iPET Network Level 3 Award in Feline Emergency First Aid
- Further courses and CPD in the veterinary industry

Depending on the needs of the Learner, these qualifications can:

- Prepare individuals to progress to another qualification in the same or related subject area, studying at a higher level or a qualification requiring more specific knowledge, skills and understanding.
- Improve employability skills.
- Improve career satisfaction.
- Encourage engagement in learning.

It is a requirement that assessment of these qualifications are conducted in English.

The following qualifications are regulated by Ofqual:

- **iPET Network Level 3 Certificate for Veterinary Receptionists**
- **iPET Network Level 3 Award for Veterinary Receptionists**
- **iPET Network Level 3 Award in Communication and Client Relations in the Animal Care and Veterinary Science Sector**
- **iPET Network Level 3 Award in Mental Health and Wellbeing in the Animal Care and Veterinary Science Sector**

- **iPET Network Level 3 Award in Euthanasia and Bereavement Support in the Animal Care and Veterinary Science Sector**
- **iPET Network Level 3 Award in Understanding Veterinary Triage and First Aid**

### 3.3. Guided Learning Hours (GLH)

Guided Learning Hours (GLH) are defined by the [Apprenticeships, Skills, Children and Learning Act, 2009](#) as the number of hours the Learner spends:

- Being taught or given instruction by a lecturer, tutor, supervisor or other appropriate provider of education or training, or
- Otherwise participating in education or training under the immediate guidance or supervision of such a person.

**GLH does not include time spent on unsupervised preparation or study, whether at home or otherwise.**

iPET Network has calculated the GLH for this qualification representing an estimate of the amount of actual guided learning which could reasonably be expected to be required to achieve the standard required to obtain the qualification.

GLH will be stated for each unit which should be used by Centres as a guide for devising teaching and learning plans.

### 3.4. Total Qualification Time (TQT)

Total Qualification Time is defined as the number of Guided Learning Hours (GLH) **plus** the time taken by the Learner for independent, unsupervised study. Individual Learners' requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time are estimates as some Learners will be able to achieve units and qualifications within a shorter time than indicated. Others, for example those with additional support requirements, may need longer.

Guided Learning Hours and Total Qualification Time are as follows:



Qualification	Guided Learning Hours (GLH)	Total Qualification Time (TQT)
iPET Network Level 3 Certificate for Veterinary Receptionists	20	130
iPET Network Level 3 Award for Veterinary Receptionists	12	80
iPET Network Level 3 Award in Communication and Client Relations in the Animal Care and Veterinary Science Sector	3	20
iPET Network Level 3 Award in Mental Health and Wellbeing in the Animal Care and Veterinary Science Sector	4	25
iPET Network Level 3 Award in Euthanasia and Bereavement Support in the Animal Care and Veterinary Science Sector	4	25
iPET Network Level 3 Award in Understanding Veterinary Triage and First Aid	4	25

### 3.5. Qualification Delivery Requirements

The qualification may be delivered as the Approved Centre feels appropriate, ensuring that 'Guided Learning Hour' requirements are met. As part of the application to deliver, Approved Centres must be able to evidence how they intend to deliver the qualification, including the methods by which they will achieve the estimated GLH.

## 4. Requirements to Offer this Qualification

Centres wishing to deliver this qualification must apply by submitting an iPET Network **Qualification Approval Form** which can be downloaded from the website. The centre must provide supporting information and documents to demonstrate their ability to deliver this qualification and adhere to quality assurance and assessment regulations.

Applications can be made via email [eqa@ipetnetwork.co.uk](mailto:eqa@ipetnetwork.co.uk) or if there are any queries call the iPET Network team on 0800 433 4700.

Centres wishing to offer this qualification must refer to the requirements stipulated in Section 4.5.

#### 4.1. Head of Centre

Each centre should identify a Head of Centre who has overall responsibility for the ensuring the Approved Centre remains compliant with iPET Network's approval criteria and policies.

The Head of Centre must ensure all procedures relating to the delivery of the qualification operate effectively in the centre.

The Head of Centre contact is responsible for ensuring all relevant iPET Network documentation is distributed as required within the Centre and that the security requirements for external assessment are adhered to, where applicable.

The Head of Centre will be the main point of contact should iPET Network need to contact the Approved Centre regarding concerns of maladministration or malpractice.

Additional contacts can be agreed with the Approved Centre.

#### 4.2. Tutors

To offer this qualification, centres must ensure that Tutors involved in delivery are professionally competent to do so. This means centres must ensure that Tutors meet the requirements in Appendix A.

Evidence of qualifications and experience must be provided in the form of original certificates, detailed CV and employer references. iPET Network reserves the right to request additional information in support of Centre/Tutor applications e.g., client reviews.

The exception to these requirements is where Guest Lecturers are utilised. A guest lecturer is an individual invited by an Approved Centre to give occasional lectures in their specific area of expertise or interest. They are usually not permanent staff members, although they might be permanent staff from a different department. Guest lecturers focus solely on teaching a particular subject and do not have the authority to make assessment decisions. According to iPET Network, "occasional" is defined as delivering no more than 10 hours of

lecturing per academic year, or pro rata for shorter course. This is not permitted for qualifications with less than 10 Guided Learning Hours.

### 4.3. Assessors

To offer this qualification, Centres must ensure that Assessors involved in assessment meet the requirements in Section 11 and are familiar with the assessment requirements of the qualification for which they are assessing. The same individual can fulfil the role of Tutor and Assessor, especially regarding marking of theoretical assessments in workbooks or e-portfolios. The Centre can utilise different Assessors for different Units and may prefer to use an assessor who hasn't previously assessed the Learner's work for the Formal Practical Assessment.

Evidence of qualifications and experience must be provided in the form of original certificates, detailed Curriculum Vitae (CV) and employer references. iPET Network reserves the right to request additional information in support of Centre/Assessor applications.

### 4.4. Internal Quality Assurers (IQAs)

Centres must also ensure that they have in place an Internal Quality Assurer who meets the requirements detailed in Appendix A and is familiar with the assessment requirements of the qualification for which they are the Internal Quality Assurer

Or,

Utilise iPET Network's Internal Quality Assurance service via Gold package registrations. ***(Refer to Centre Fees)***

#### 4.5. Requirements for Centre Roles

Centres are responsible for ensuring that Tutors, Assessors and Internal Quality Assurers are occupationally competent, suitably qualified and stay current with industry developments and best practices.

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
Tutor	<ul style="list-style-type: none"> <li>• While no specific qualification is mandatory, it is desirable to hold:               <ul style="list-style-type: none"> <li>○ a relevant regulated qualification in veterinary reception, nursing or veterinary science, one level higher than that they are teaching, would be desirable but is not mandatory.</li> <li>○ Level 3 Diploma or above in Animal Care/Management</li> <li>○ A relevant degree e.g. in Zoology, Animal Science</li> </ul> </li> <li>• Must also be able to demonstrate qualifications and/or CPD relevant to any</li> </ul>	<ul style="list-style-type: none"> <li>• Have a minimum of 2 years veterinary practice reception experience.</li> <li>• Must also be able to demonstrate experience relevant to any optional unit(s) they tutor.</li> <li>• Other combinations of qualification and experience may be accepted by iPET Network.</li> </ul>	<ul style="list-style-type: none"> <li>• Have completed 15 hours of varied Continuous Professional Improvement over the previous year.</li> <li>• CPD relevant to the veterinary industry</li> <li>• Must also be able to demonstrate qualifications and/or CPD relevant to any optional unit(s) they tutor.</li> <li>• Types of CPD completed should be varied. For example, a range of webinars, journal reading, shadowing/industry days, workshops and reflective practice.</li> </ul>	<p>A teaching qualification at Level 3 or above, such as <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>○ iPET Network Level 3 Award in Education and Training for Animal and Veterinary Professionals (The previous version of this qualification: iPET Network Level 3 Award for Educators in the Canine and Feline Sector, will also be accepted as the skills are transferable)</li> <li>○ Level 3 Award in Education and Training</li> <li>○ Level 4 or above Certificate in Education (CertEd/PGCERTEd)</li> <li>○ Level 3 Preparing to Teach in the Lifelong Learning Sector (PTLLS)</li> </ul>

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
	<p>optional unit(s) they tutor including:</p> <ul style="list-style-type: none"> <li>○ Triage and First Aid</li> <li>○ Preventative Health Care</li> <li>○ Supporting Veterinary Clinical Care</li> <li>○ Mental Health and Wellbeing</li> <li>○ Bereavement and Euthanasia Support</li> </ul> <ul style="list-style-type: none"> <li>● Other combinations of qualification and experience may be accepted by iPET Network.</li> </ul>			<ul style="list-style-type: none"> <li>○ Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS)</li> <li>○ Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)</li> <li>○ Level 7 Veterinary Education</li> </ul> <p>Where no formal teaching qualification is held, it will be a requirement that a teaching qualification is achieved within 12 months of Centre Approval. The Tutor will require mentoring during this period.</p>
Assessor	See Tutor requirements	See Tutor requirements	<ul style="list-style-type: none"> <li>● Have completed 50 hours of varied Continuous Professional Improvement over previous 2 years</li> <li>● CPD relevant to the veterinary industry</li> <li>● Types of CPD completed should be varied. For example, a range of webinars, journal reading, shadowing/industry days, workshops and reflective practice.</li> </ul>	<p>A qualification in vocational assessment at Level 3 or above, such as one of the following:</p> <ul style="list-style-type: none"> <li>○ Level 3 Certificate in Assessing Vocational Achievement (CAVA)</li> <li>○ D32/33</li> <li>○ A1</li> </ul> <p>Where the Assessor is also the Tutor a teaching qualification as outlined above for Tutors will be accepted in lieu of a vocational</p>

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
				<p>assessment qualification, where the content of the Teaching qualification included assessment.</p> <p>Where no formal teaching or assessor qualification is held, it will be a requirement that one is achieved within 12 months of Centre Approval. In many instances the role of Tutor and Assessor may be completed by the same individual. If the Assessor is not also the Tutor, it is recommended that they achieve a vocational assessment qualification rather than a teaching qualification. The Assessor will require mentoring during any period of working towards their qualification and the reliability of their assessment decisions checked and countersigned. The counter signatory should not also be the IQA.</p>

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
Internal Quality Assurer	See Assessor requirements	See Assessor requirements	<ul style="list-style-type: none"> <li>• Have completed 50 hours of varied Continuous Professional Improvement over previous 2 years</li> <li>• CPD relevant to the veterinary industry and the optional units.</li> <li>• Types of CPD completed should be varied. For example, a range of webinars, journal reading, shadowing/industry days, workshops and reflective practice.</li> </ul>	<p>A qualification in Internal Quality Assurance, such as:</p> <ul style="list-style-type: none"> <li>• D34</li> <li>• V1</li> <li>• Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice</li> </ul> <p>(Level 4 Award in <i>Understanding the Internal Quality Assurance of Assessment Processes and Practices</i> will not be accepted unless accompanied by evidence of extensive IQA practice)</p>

#### **4.6. Standardisation**

Standardisation of assessors and quality assurance personnel promotes consistency in the understanding and application of standards.

Assessors and quality assurance personnel will have their practise standardised through feedback and standardisation exercises and events. Centres should ensure that their internal teams are standardised and personnel are able to attend iPET Network standardisation events and complete standardisation exercises and training as required.

It is a requirement of the Centre approval process that each Centre offering units from iPET Network qualifications provides assessment materials for standardisation must provide assessment materials and Learner evidence for standardisation if requested.

Common errors, good practice and recommendations arising from standardisation will be disseminated to Approved Centres by iPET Network.

#### **4.7. Support for Centres**

iPET Network provides all Centres with on-going support, including:

- The requirements for assessment.
- Standardisation for Assessors and IQAs
- Training for centre admin staff on our IT systems and processes
- Centre policies



## 5. Learner Requirements

### 5.1. Entry Requirements

All Learners must meet the following criteria:

<b>1. Minimum Age and Requirements</b> Learners must possess <b>all</b> of the following:	<b>2. Subject-specific Qualifications</b> Learners must possess the following:	<b>3. Relevant Experience</b> Learners must possess the following:
<ul style="list-style-type: none"> <li>• Minimum age of 16 years</li> <li>• Be capable of working at a Level 3 or above</li> </ul>	AND	AND
	N/A	N/A

Approved Centres must recruit Learners with integrity: ensuring they have appropriate experience and ability to achieve the Qualification requirements, work consistently at the required level and demonstrate professional behaviours. All Learners must be screened via robust admission processes to ensure their suitability for the registration on the qualification. Whilst the above criteria form the basis of eligibility, Approved Centres may apply further requirements at their discretion. The admission screening may consist of:

- English and Maths Initial Assessments, such as, BKSB
- Skills scan
- Entry assessment/test
- Interview
- Curriculum vitae, to include previous experience, qualifications and achievements
- Academic or employer references

Admissions processes will form part of External Quality Assurance audits.

## 6. Reasonable Adjustments

Assessment within this qualification is designed to be accessible and inclusive. iPET Network is an inclusive organisation and operates in line with legislation set out in the Equality Act, 2010. It should be noted that any Learner registering for an iPET Network qualification, must be able to meet the assessment criteria, with appropriate reasonable adjustment where required, in order to be certificated.

Those Learners with additional educational or physical needs, should discuss their support requirements with their centre. Centres should refer to the ***Reasonable Adjustments and Special Considerations Policy*** which gives clear guidance on the reasonable adjustments and arrangements that take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

Further guidance and support can be accessed by contacting iPET Network on [info@ipetnetwork.co.uk](mailto:info@ipetnetwork.co.uk)

## 7. Recognition of Prior Learning and Attainment

Recognition of Prior Learning and attainment will be considered for these qualifications. Depending on the prior learning or attainment a Learner may be exempted from some teaching sessions or even exempted from an assessment or unit.

Centres wishing to obtain further details regarding the process of recognising prior learning and achievement should refer to the iPET Network ***Recognition of Prior Learning and Achievement Policy*** and contact their EQA for further guidance.

Where Learners have completed any of the following qualifications, they will be eligible for exemption for the corresponding units for the **iPET Network Level 3 Certificate for Veterinary Receptionists**:

Qualification	Unit(s) Exempt
iPET Network Level 3 Award in Communication and Client Relations in the Animal Care and Veterinary Science Sector	3003
iPET Network Level 3 Award in Mental Health and Wellbeing in the Animal Care and Veterinary Science Sector	3007
iPET Network Level 3 Award in Euthanasia and Bereavement Support in the Animal Care and Veterinary Science Sector	3008
iPET Network Level 3 Award in Understanding Veterinary Triage and First Aid	3009
iPET Network Level 3 Award for Veterinary Receptionists	3001, 3002, 3003, 3004

## 8. Induction

At the induction of each Learner, the Centre should identify if the Learner has any specific learning or training needs.

Each Centre must carry out an induction so that Learners fully understand the requirements of the qualification, their responsibilities as a Learner, and the responsibilities of the Centre. Centres should manage expectations by outlining their timeframes for responding to communications from Learners, accepted platforms for communication and timeframes for marking. This information will need to be recorded e.g., within a contract.

During the induction, Learners must be made aware of academic malpractice and the consequences of committing malpractice such as plagiarism or cheating. Please see iPET Network's ***Malpractice and Maladministration Policy and Procedure (including sanctions)*** for details of indicative sanctions that iPET Network could take against Learners and Centres.

## 9. Achieving the Qualification

### 9.1. Duration of Registration

Qualification	Duration of Registration (months)
iPET Network Level 3 Certificate for Veterinary Receptionists	36
iPET Network Level 3 Award for Veterinary Receptionists	12
iPET Network Level 3 Award in Mental Health and Wellbeing in the Animal Care and Veterinary Science Sector	12
iPET Network Level 3 Award in Euthanasia and Bereavement Support in the Animal Care and Veterinary Science Sector	12
iPET Network Level 3 Award in Understanding Veterinary Triage and First Aid	12

All Learners will be registered with iPET Network for a maximum period as outlined in the table above. Centres should refer to the *Approved Centre Manual* and their *iPET Network Terms and Conditions* for further guidance about re-registration or requesting an extension due to extenuating circumstances.

iPET Network sets a registration period for each qualification. However, the time period for delivery and completion of the qualification is agreed upon between the Approved Centre and the Learner and must not exceed the registration period set by iPET Network. This is a separate contractual agreement which iPET Network is not responsible for, including any associated costs.

### 9.2. Unit Registration

Selected units are offered as standalone qualifications; however, direct registration onto an individual unit outside of a regulated qualification is not accepted.

### 9.3. Unit Achievement

All assessment criteria in each unit must be met before the unit is deemed to be achieved.

The unit achievement is not graded: units are either achieved or not achieved.

#### 9.4. Recording Achievement

Centres must record the Learner's achievement of the unit on an appropriate form(s) or electronic system. Centres should record the Learner's achievement against the specific unit assessment criteria evidenced by the task. Further information can be found in the Assessment Strategy in the *Qualification Handbook*.

## 10. Qualification Structure

### 10.1. Units

The structure of the qualifications are as follows:

Level 3 Certificate for Veterinary Receptionists 610/5982/1						
Learners must achieve all four mandatory (M) units to achieve this qualification, plus any 2 optional (O) units.						
iPET Network Reference No.	Title	M or O	Level	GLH	TQT	Unit Regulatory Number
3001	Understanding the Veterinary Industry	M	3	3	20	D/651/6957
3002	Processes and Administration in Veterinary Practice	M	3	3	20	F/651/6958
3003	Effective Communication and Client Relations	M	3	3	20	H/651/6959
3004	Workplace Culture and Marketing	M	3	3	20	L/651/6960
3005	Preventative Health Care for Animals	O	3	4	25	M/651/6961
3006	Supporting Veterinary Clinical Care	O	3	4	25	R/651/6962
3007	Mental Health and Wellbeing	O	3	4	25	T/651/6963
3008	Euthanasia and Bereavement Support	O	3	4	25	Y/651/6964
3009	Veterinary Triage and First Aid	O	3	4	25	A/651/6965

Level 3 Certificate for Veterinary Receptionists - <b>EXAMPLE</b>						
iPET Network Reference No.	Title	M or O	Level	GLH	TQT	Unit Regulatory Number
3001	Understanding the Veterinary Industry	M	3	3	20	D/651/6957
3002	Processes and Administration in Veterinary Practice	M	3	3	20	F/651/6958
3003	Effective Communication and Client Relations	M	3	3	20	H/651/6959
3004	Workplace Culture and Marketing	M	3	3	20	L/651/6960
3008	Euthanasia and Bereavement Support	O	3	4	25	Y/651/6964
3009	Veterinary Triage and First Aid	O	3	4	25	A/651/6965
<b>TOTALS</b>				<b>20</b>	<b>130</b>	

Level 3 Award for Veterinary Receptionists 610/5983/3						
Learners must achieve all three mandatory (M) units to achieve this qualification.						
iPET Network Reference No.	Title	M or O	Level	GLH	TQT	Unit Regulatory Number
3001	Understanding the Veterinary Industry	O	3	3	20	D/651/6957
3002	Processes and Administration in Veterinary Practice	O	3	3	20	F/651/6958
3003	Effective Communication and Client Relations	O	3	3	20	H/651/6959
3004	Workplace Culture and Marketing	O	3	3	20	L/651/6960
<b>TOTALS</b>				<b>12</b>	<b>80</b>	

<b>Level 3 Award in Communication and Client Relations in the Animal Care and Veterinary Science Sector 610/5984/5</b>					
Learners must achieve the following mandatory unit to achieve this qualification.					
<b>iPET Network Reference No.</b>	<b>Title</b>	<b>Level</b>	<b>GLH</b>	<b>TQT</b>	<b>Unit Regulatory Number</b>
3003	Effective Communication and Client Relations	3	3	20	H/651/6959
<b>TOTALS</b>			<b>3</b>	<b>20</b>	

<b>Level 3 Award in Mental Health and Wellbeing in the Animal Care and Veterinary Science Sector 610/5985/7</b>					
Learners must achieve the following mandatory unit to achieve this qualification.					
<b>iPET Network Reference No.</b>	<b>Title</b>	<b>Level</b>	<b>GLH</b>	<b>TQT</b>	<b>Unit Regulatory Number</b>
3007	Mental Health and Wellbeing	3	4	25	T/651/6963
<b>TOTALS</b>			<b>4</b>	<b>25</b>	

<b>Level 3 Award in Euthanasia and Bereavement Support in the Animal Care and Veterinary Science Sector 610/5986/9</b>					
Learners must achieve the following mandatory unit to achieve this qualification.					
<b>iPET Network Reference No.</b>	<b>Title</b>	<b>Level</b>	<b>GLH</b>	<b>TQT</b>	<b>Unit Regulatory Number</b>
3008	Euthanasia and Bereavement Support	3	4	25	Y/651/6964
<b>TOTALS</b>			<b>4</b>	<b>25</b>	



Level 3 Award in Understanding Veterinary Triage and First Aid 610/5987/0					
Learners must achieve the following mandatory unit to achieve this qualification.					
iPET Network Reference No.	Title	Level	GLH	TQT	Unit Regulatory Number
3009	Veterinary Triage and First Aid	3	4	25	A/651/6965
<b>TOTALS</b>			<b>4</b>	<b>25</b>	

## 10.2. Level Descriptor

Level	Knowledge Descriptor (the holder...)	Skills Descriptor (the holder can...)
Level 3	<p>Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks that while well-defined, may be complex and non-routine.</p> <p>Can interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of the area of study or work.</p> <p>Is aware of different perspectives or approaches within the area of study or work.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>

(Source: Ofqual, Handbook: General Conditions of Recognition, 2023)

## 11. Assessment

### 11.1. Assessment Process

These qualifications require achievement of all assessment criteria across all units/ the specified units and where applicable, any summative assessments. Where any formal assessments are set by iPET Network, these are mandatory and must be delivered as prescribed.

The assessment process is as follows:

1. Assessments are developed by iPET Network and provided to the Centre or assessments may be devised by the Centre and approved by iPET Network in advance.
2. The assessment is then delivered and implemented by the relevant iPET Network Approved Centre.
3. All Assessors involved in the assessment process must have been approved by iPET Network, on an individual basis, in advance of any assessments being carried out.
4. Compiled portfolios of assessed evidence are internally quality assured by an iPET Network approved Internal Quality Assurer (IQA).
5. Completed portfolios of assessed evidence are then quality assured by an External Quality Assurer (EQA) approved by iPET Network.

### 11.2. Specimen Assessment Materials

Specimen assessment materials are not available for this qualification.

### 11.3. Assessment Method

Assessment is through a Portfolio of Evidence/Workbook.

#### 11.4. Marking

Please refer to ***iPET Network Artificial Intelligence and Protecting the Integrity of Qualifications Policy*** which governs the use of artificial intelligence in assessing any Learner's work.

Please note re-assessments are permitted.

#### 11.5. Qualification Grading

This qualification is graded pass or fail.

#### 11.6. Appeals

To ensure a fair assessment procedure is carried out, the Learner must be fully briefed on the assessment requirements and given instructions on their right to appeal an assessment decision. All Approved Centres must have an up-to-date appeals procedure.

#### 11.7. What Constitutes a Fail?

It is at the Assessor's professional discretion if they confirm achievement or deny achievement to the Learner.

Examples of what may constitute a fail (theory)(list is not exhaustive):

- Plagiarism
- Irrelevant content
- Incomplete knowledge
- Incomplete coverage of an assessment criterion

Examples of what may constitute a fail (practical) (list is not exhaustive):

- Failure to address one or more of the assessment criteria
- Unsafe practice or behaviour
- Practice of behaviour that compromises animal welfare

- Failure to address key safety points and measures
- Poor standard of delivery
- Lack of appropriate equipment
- Excessively long or short duration of assessment

When making an assessment decision it is important that all evidence and feedback is documented to support the assessment decision regardless of the decision.

## 12. Qualification Unit Breakdown

### Unit 3001: Understanding the Veterinary Industry

<b>IPN Code</b>	3001	<b>Unit aim</b>	This unit aims to provide learners with a foundational understanding of the veterinary industry, including the different types of veterinary practices and ownership models, funding methods for veterinary care, and the roles and responsibilities and limitations within a veterinary team. Learners will explore key veterinary governing bodies, insurance policies, and healthcare plans, as well as current challenges and emerging trends affecting the sector. The unit highlights the specific role of the veterinary receptionist and outlines potential career progression pathways within the industry.
<b>Reg Code</b>	D/651/6957		
<b>Level</b>	3		
<b>GLH</b>	3		
<b>TUT</b>	20		

### Unit 3001: Understanding the Veterinary Industry

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<b>1. Know different types of veterinary practices and ownership models</b>	1.1. Outline the different ownership models of veterinary practices
	1.2. List the main types of veterinary practice settings
<b>2. Know how veterinary care is funded</b>	2.1. Identify the funding options available for veterinary healthcare
<b>3. Understand the roles within veterinary practice</b>	3.1. Describe the role of the veterinary receptionist and what topics they can communicate with clients
	3.2. Explain the limitations of the role of a veterinary receptionist
	3.3. Explain the roles and responsibilities of key veterinary team members

## Unit 3001: Understanding the Veterinary Industry

<b>4. Know the different veterinary regulatory bodies and their roles</b>	4.1. Identify the role and purpose of the RCVS
	4.2. Identify other key veterinary regulatory or governing bodies and their purpose
<b>5. Know the different types of insurance policies and practice healthcare plans</b>	5.1. Describe the different types of pet insurance policies
	5.2. Identify the difference between pet healthcare plans and pet insurance
	5.3. Describe the benefits of pet healthcare plans
<b>6. Know the challenges and emerging trends within the veterinary industry</b>	6.1. Describe challenges and trends affecting veterinary practice
	6.2. Identify challenges specific to the veterinary receptionist role
	6.3. Identify career progression routes in the veterinary industry

## Unit 3002: Processes and Administration in Veterinary Practice

<b>IPN Code</b>	3002	<b>Unit aim</b>	This unit develops Learners' understanding of essential administrative and operational functions within a veterinary practice. It covers effective time and diary management and addresses correct handling, storing and dispensing of veterinary medicines. Key principles of marketing will be introduced in this unit. Learners will also gain knowledge of data protection legislation as they apply to veterinary settings, and understand the procedures and requirements involved in pet travel and export certification.
<b>Reg Code</b>	F/651/6958		
<b>Level</b>	3		
<b>GLH</b>	3		
<b>TUT</b>	20		

## Unit 3002: Processes and Administration in Veterinary Practice

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<b>1. Understand the importance of time and diary management and its impact in veterinary practice</b>	1.1. Explain methods for prioritising tasks
	1.2. Describe the importance of effective time management
	1.3. Explain what diary management is and its role in the efficient operation of a veterinary practice
<b>2. Understand the basics of veterinary medicine, classifications, and safe handling</b>	2.1. Identify different classifications of medicines and who can prescribe them
	2.2. Explain how to handle and store medication safely
	2.3. Describe procedures for safely dispensing medication
	2.4. Explain stock-taking and its importance
<b>3. Understand health and safety in a veterinary practice</b>	3.1. Describe why health and safety is important in the workplace
	3.2. Identify potential hazards and how to implement control measures
	3.3. Identify key health and safety legislation relevant to veterinary practice

## Unit 3002: Processes and Administration in Veterinary Practice

<b>4. Understand data protection legislation and data handling in veterinary practice</b>	4.1. Describe the principles of data protection legislation
	4.2. Explain data protection compliance requirements in veterinary practice
	4.3. Explain how to respond to a data breach and who to notify
<b>5. Understand pet travel, export certificates and requirements</b>	5.1. Describe key veterinary documents for animal travel and export
	5.2. Explain the booking process and procedures involved for animal travel and export documents



## Unit 3003: Effective Communication and Client Relations

<b>IPN Code</b>	3003	<b>Unit aim</b>	The aim of this unit is to provide Learners with the knowledge and understanding of how to respond efficiently to client enquiries, ensuring communication is effective, and know how to manage challenging client behaviour. It covers principles of active listening, client satisfaction strategies, and professional handling of client payments. Additionally, learners will understand how to manage complaints empathetically and follow business protocols to maintain high standards of client care and practice reputation.
<b>Reg Code</b>	H/651/6959		
<b>Level</b>	3		
<b>GLH</b>	3		
<b>TUT</b>	20		

## Unit 3003: Effective Communication and Client Relations

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<b>1. Know how to build a positive rapport with clients</b>	1.1. Identify ways to build a positive rapport with clients
	1.2. Describe how to build trust with clients through effective communication
	1.3. Identify ways to create a welcoming environment for clients and animals
<b>2. Understand the role of effective teamwork and communication</b>	2.1. Describe benefits of effective teamwork
	2.2. Explain how team communication impacts client and animal outcomes
	2.3. Identify behaviours that inhibit effective teamwork
<b>3. Understand principles of effective communication and active listening</b>	3.1. Describe how to efficiently handle calls, enquiries, transfers and take accurate messages
	3.2. Explain how to write emails, letters, and other forms of digital communication
	3.3. Describe what active listening is
	3.4. Identify when it is important to show empathy and compassion
<b>4. Understand different ways to achieve successful client satisfaction</b>	4.1. Explain how to communicate confidently to achieve client satisfaction and retention
	4.2. Describe how to deal with potential financial issues that may arise
	4.3. Describe how to support distressed or upset clients
	5.1. Identify different payment methods

## Unit 3003: Effective Communication and Client Relations

<b>5. Understand the importance of positive communication around client payments and the impact on the finances</b>	5.2. Describe how to request payments confidently and professionally
	5.3. Explain what an estimate is and the benefits of providing one
	5.4. Describe what debt management is and procedures for recovering debt
<b>6. Understand effective complaint handling</b>	6.1. Identify the methods through which complaints could be received
	6.2. Describe what complaint handling procedures and protocols are
	6.3. Identify why it is appropriate to show empathy and compassion when interacting with dissatisfied clients
	6.4. Identify ways to prevent similar complaints from re-occurring

## Unit 3004: Workplace Culture and Marketing

<b>IPN Code</b>	3004	<b>Unit aim</b>	This unit aims to develop Learners' understanding of key workplace factors affecting veterinary practice, including the physical and emotional challenges related to mental and physical health conditions and how to support colleagues. It covers the role and importance of human resources, promotes diversity, equality, and inclusion within the workplace. Additionally, key principles of marketing are introduced in this unit.
<b>Reg Code</b>	L/651/6960		
<b>Level</b>	3		
<b>GLH</b>	3		
<b>TUT</b>	20		

## Unit 3004: Workplace Culture and Marketing

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<b>1. Understand the challenges of different physical and mental health conditions</b>	1.1. Identify challenges faced during different physical and mental health conditions
	1.2. Describe how challenges can impact the practice and how to support colleagues
	1.3. Explain the legislation and regulations relating to different mental and physical health conditions
<b>2. Understand what human resources is and its function in veterinary practice</b>	2.1. Explain the role of a human resources department
	2.2. Describe how human resources support the veterinary practice
	2.3. Identify why human resources is relevant to the role of a veterinary receptionist
<b>3. Understand the importance of diversity and equality and how to be inclusive in the workplace</b>	3.1. Explain the importance of treating colleagues and clients equally
	3.2. Describe how to provide accessibility to all clients without discrimination
	3.3. Identify discriminative behaviour and how to address it
<b>4. Understand how to and the importance of appropriately marketing the practice and social media</b>	4.1. Identify the different ways to market the veterinary practice effectively
	4.2. Explain what practice in the community is and what can negatively affect the reputation of the practice
	4.3. Describe the general guidelines that should be followed on social media

## Unit 3005: Preventative Health Care for Animals

<b>IPN Code</b>	3005	<b>Unit aim</b>	The aim of this unit is to equip Learners with knowledge and understanding of key aspects related to animal preventative health care and animal welfare. This unit will cover preventive health measures, including vaccinations, parasite treatment and dental care, as well as legislation pertaining to pet identification. It also explores the various neutering procedures for different species, including the risks and benefits, and the recognition of different life stages in animals.
<b>Reg Code</b>	M/651/6961		
<b>Level</b>	3		
<b>GLH</b>	4		
<b>TUT</b>	25		

## Unit 3005: Preventative Health Care for Animals

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<b>1. Understand the role and challenges of preventative health care in promoting animal welfare</b>	1.1. Explain what preventative health care is and its importance in animal welfare
	1.2. Identify potential client resistance and potential downsides to preventative healthcare plans
<b>2. Understand the role of vaccination and the different diseases animals are vaccinated against</b>	2.1. Discuss the role of vaccination and titre testing in preventive healthcare for animals
	2.2. State what diseases are covered by vaccinations
	2.3. Identify when to book animals for vaccinations and booster vaccinations
<b>3. Understand the legislation surrounding pet identification and the different types of identification available</b>	3.1. Explain the legislation relevant to microchipping and pet identification
	3.2. Identify the circumstances under which dogs are exempt from wearing identification tags
	3.3. Identify who is authorised to implant microchips
	3.4. Outline the process of registering a pet's microchip
<b>4. Know what dental disease is and how pet owners can help prevent it</b>	4.1. Explain the importance of dental disease prevention that should be communicated to pet owners
	4.2. Identify the different types of dental procedures commonly performed in veterinary practice

## Unit 3005: Preventative Health Care for Animals

	4.3. Identify common concerns from pet owners regarding dental care and how to address them
<b>5. Know the common parasites affecting animals and their treatment</b>	5.1. Identify the common types of parasites in pets
	5.2. Explain the importance of regular parasite treatment, including the need for risk-based decisions and consideration of environmental impact
	5.3. Identify the different parasite treatments available, who can prescribe them and how they are administered
<b>6. Know the different neutering procedures in different species and the risks and benefits</b>	6.1. Explain what neutering involves and the reasons for neutering an animal
	6.2. Recognise the different types of neutering according to species and sex
	6.3. Discuss the risks and benefits of neutering
<b>7. Know the different life stages of animals</b>	7.1. Describe the importance of a positive first experience at the vets
	7.2. Describe the different life stages of different animals
	7.3. Describe the physical changes in senior animals

## Unit 3006: Supporting Veterinary Clinical Care

<b>IPN Code</b>	3006	<b>Unit aim</b>	The aim of this unit is to provide Learners with the knowledge and understanding of how to support effective communication and teamwork in coordinating veterinary patient care. Additionally, Learners will be introduced to efficient identification and prioritisation of true emergencies. Understanding admission, in-patient communication and discharge processes will be introduced in this unit, as well as the various imaging and diagnostic methods.
<b>Reg Code</b>	R/651/6962		
<b>Level</b>	3		
<b>GLH</b>	4		
<b>TUT</b>	25		

## Unit 3006: Supporting Veterinary Clinical Care

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<b>1. Understand effective communication and teamwork in coordinating patient care</b>	1.1. Describe how communication contributes to efficient workflow and quality veterinary care
	1.2. Identify the significance of communication for improved patient care
	1.3. Describe how to confidently work with the clinical team during challenging situations
	1.4. Describe how to create a positive and inclusive team culture
<b>2. Understand the admission, in-patient communication and discharge processes</b>	2.1. Describe how to interact during the admission process
	2.2. Explain how to efficiently communicate information from the clinical team to the pet owner
	2.3. Explain how the discharge process works and how to book follow up appointments
<b>3. Know how to identify and prioritise emergencies efficiently</b>	3.1. Define emergency and identify examples
	3.2. Recognise how to prioritise emergency cases
	3.3. Explain how to communicate with the clinical team and clients when an emergency is admitted
<b>4. Know the different types of imaging and diagnostics and why they may be required</b>	4.1. Recognise the different imaging techniques
	4.2. Explain the importance of imaging and diagnostics in animal health care

## Unit 3006: Supporting Veterinary Clinical Care

4.3. Explain how imaging and diagnostic tests provide effective medical care

## Unit 3007: Mental Health and Wellbeing

<b>IPN Code</b>	3007	<b>Unit aim</b>	This unit aims to develop Learners' understanding of mental health and wellbeing within the veterinary and animal care environment. Learners will learn about mental ill-health including its signs and implementing support systems. It covers the importance of self-care, mindfulness, and resilience. Learners will explore psychological safety, support systems, stress management tools, and how to support colleagues experiencing mental health conditions, fostering a healthier and more supportive workplace culture.
<b>Reg Code</b>	T/651/6963		
<b>Level</b>	3		
<b>GLH</b>	4		
<b>TUT</b>	25		

## Unit 3007: Mental Health and Wellbeing

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<b>1. Know what is meant by mental health and mental ill-health and the signs</b>	1.1. Define mental health and mental ill-health
	1.2. List different types of mental ill-health
	1.3. Describe the risk factors associated with mental health problems
	1.4. Identify signs and indicators of mental ill-health
<b>2. Understand the psychological and emotional challenges associated with different roles in animal and veterinary care</b>	2.1. Explain the psychological and emotional challenges faced by various animal and veterinary care professionals
<b>3. Know what humans need to thrive and why wellbeing is important</b>	3.1. Define wellbeing
	3.2. Identify how wellbeing influences the ability to deliver consistently good care for animals and clients
	3.3. Explain what the basic human needs and the core emotional concerns are
	3.4. Identify the importance of self-care and how to make it a priority
<b>4. Know the benefits of mindfulness and resilience</b>	4.1. Describe mindfulness and its benefits
	4.2. Describe resilience and its benefits
	4.3. Describe mindfulness techniques and how they can enhance wellbeing
<b>5. Understand what psychological safety is and why it is important to maintain</b>	5.1. Describe what psychological safety is and why it is important to speak up



## Unit 3007: Mental Health and Wellbeing

	5.2. Identify the benefits of psychological safety to individuals, teams, and businesses
	5.3. Describe how to build psychological safety in a workplace
<b>6. Understand why it is important to put systems in place to support team members</b>	6.1. Define the concept of a 'second victim'
	6.2. Explain the stages of second victim recovery and how to support it
	6.3. Define compassion and empathy fatigue
<b>7. Understand the importance of support frameworks within a team</b>	7.1. Describe the key features of a debriefing framework applicable to different roles and workplaces
	7.2. Describe how individuals can use learning discussions to improve their working practices
	7.3. Explain how to use recognition and appreciation to benefit the workplace
<b>8. Know what tools can be used to manage stress</b>	8.1. Identify how to recognise stress and how to consider the perspectives of others
	8.2. Describe the tools that can be used to reduce stress
	8.3. Explain what 'HALT' is and how to apply it
<b>9. Understand how to identify challenges, how to handle them and what matters to clients and colleagues</b>	9.1. Describe how to understand what matters to clients and colleagues
	9.2. Identify challenges and how to approach them
	9.3. Describe how to use improvement science to re-enforce joy in work
<b>10. Know how to support those with a mental health condition</b>	10.1. Describe ways to support an individual experiencing a common mental health condition

## Unit 3008: Euthanasia and Bereavement Support

<b>IPN Code</b>	3008	<b>Unit aim</b>	This unit aims to develop an understanding of the bond between humans and their companion animals. Learners will learn the emotional impact of pet loss and the grieving process. It covers the methods of euthanasia and how to handle unusual and unplanned euthanasia situations. Additionally, the unit focuses on effective communication with clients, emphasising empathy and compassion, and covers the post-euthanasia process, including discussing cremation options. Learners will also learn how to provide support to clients in the days following pet euthanasia and knowledge on how to support colleagues.
<b>Reg Code</b>	Y/651/6964		
<b>Level</b>	3		
<b>GLH</b>	4		
<b>TUT</b>	25		

## Unit 3008: Euthanasia and Bereavement Support

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<b>1. Understand the bond between humans and their companion animals</b>	1.1. Explain what the human-companion animal bond is
	1.2. Explain the mental and physical impact of the human-companion animal bond
	1.3. Describe how the strength of the human-companion animal bonds can influence the depth of an owner's grief
<b>2. Understand the emotional impact of pet loss and the grieving process</b>	2.1. Describe the emotional impact that losing a pet can have on a pet owner
	2.2. Describe the meaning of grief
	2.3. Explain the different stages of grief
<b>3. Understand what the euthanasia methods are</b>	3.1. Explain what euthanasia is and the different terms used to describe euthanasia
	3.2. Describe the euthanasia process
	3.3. Describe what an unplanned or unusual euthanasia is
<b>4. Understand compassionate client communication surrounding euthanasia</b>	4.1. Explain how to behave and communicate during emotionally charged interactions
	4.2. Describe the importance of communicating with pet owners with compassion and empathy
	4.3. Describe how to communicate with clients during the euthanasia process

## Unit 3008: Euthanasia and Bereavement Support

	4.4. Describe how to support a pet owner during the grieving process
	4.5. Explain the resources available to support pet owners and colleagues through bereavement
<b>5. Know what happens after euthanasia and how to discuss cremation options</b>	5.1. Explain the appropriate timing and method for discussing payment related to euthanasia
	5.2. Describe the different cremation processes
	5.3. Describe how to provide cremation information to clients so they can make an informed decision
<b>6. Understand how to support clients after pet euthanasia</b>	6.1. Describe how to support clients directly after pet euthanasia
	6.2. Describe how to communicate with clients in the days after euthanasia
	6.3. Describe ways through which sympathy can be expressed
<b>7. Know how to offer pet loss support for clients, children and self-care for veterinary staff</b>	7.1. Identify the various pet loss support groups for pet owners and children
	7.2. Describe self-care tips for individuals in the animal care and veterinary sector
	7.3. Identify external support available for individuals in the animal care and veterinary sector

## Unit 3009: Veterinary Triage and First Aid

<b>IPN Code</b>	3009	<b>Unit aim</b>	The aim of this unit is to provide the knowledge, understanding of first aid, including what to do during scenarios such as bleeding, choking, seizures and hyperthermia. This unit also addresses what triage is and how to communicate effectively whilst triaging. Identifying true emergency situations and those with potential emergency risks will also be covered.
<b>Reg Code</b>	A/651/6965		
<b>Level</b>	3		
<b>GLH</b>	4		
<b>TUT</b>	25		

## Unit 3009: Veterinary Triage and First Aid

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<b>1. Understand what first aid is and the circumstances it can be administered</b>	1.1. Define first aid
	1.2. State the objectives of animal first aid
	1.3. Explain how to safely handle an injured animal
	1.4. Describe the circumstances in which first aid non veterinary surgeons can administer first aid
	1.5. List the normal vital sign parameters for a range of animals
<b>2. Understand how to manage animal first aid cases, including bleeding and wound injuries</b>	2.1. Explain the main rules when dealing with an animal first aid case
	2.2. Describe the different types of bleeding and wound classifications
	2.3. Identify when and how to use Cardio Pulmonary Resuscitation on animals
<b>3. Understand what to do in the event of a seizure, choking or hyperthermia scenario</b>	3.1. Describe what seizures are, the clinical signs and the appropriate actions to take if an animal has a seizure
	3.2. Identify common choking scenarios, the clinical signs and the appropriate response
	3.3. Explain what hyperthermia is, common scenarios where hyperthermia can occur and what measures to take
<b>4. Understand how to manage various first aid scenarios</b>	4.1. Describe how to treat common insect stings and snake bites

	4.2. Define anaphylaxis, describe the symptoms associated and what measures should be taken
	4.3. List the common injuries to the eyes and what first aid measures to take
<b>5. Understand what triage is</b>	5.1. Explain what triage is and its aims
	5.2. Identify the importance of having a triage protocol
<b>6. Know how to communicate with clients while triaging calls and how to prioritise emergencies</b>	6.1. Describe how to communicate with clients on the telephone in an emergency situation
	6.2. Identify what questions to use during telephone triage
	6.3. Explain how to categorise calls and define urgency levels
<b>7. Understand what an emergency is and recognise potential emergencies</b>	7.1. Identify emergency situations
	7.2. Identify situations which can potentially become an emergency
	7.3. Explain what situations would be classed as non-urgent
<b>8. Understand what waiting room triage is and when to act</b>	8.1. Explain what waiting room triage is
	8.2. Describe visual observations to use when triaging

For guidance on assessment, including principles of assessment and methods that may be used, Centres should consult the ‘Assessment’ section of the iPET Network Qualification Handbook and relevant policies.

<b>Sector Subject Area (SSA)</b>	<b>Date from which qualification will be available for learners</b>	<b>Qualification review date</b>
3.3	02/07/2025	02/07/2030

## 13. Suggested Learning Resources

### Literature

Creevy et al. (2019). AAHA Canine Life Stage Guidelines. American Animal Hospital Association.

Gray, C. et al. (2013) Handbook of Veterinary Communication Skills. 1st ed. Wiley-Blackwell.

Lumbis, R. (2022). Life-stage nutrition for dogs and cats. Veterinary Nursing Journal, 37(3), 26-33. DOI: 10.56496/PBAS8775

Shaw, J. and Coe, J. (2024) Developing Communication Skills for Veterinary Practice. 1st edn. Wiley-Blackwell.

Taibo, A. (2019) Veterinary Medical Terminology Guide and Workbook. 2nd ed. Wiley-Blackwell.

Woodward, L. (2023) Mental Wellbeing and Positive Psychology for Veterinary Professionals. 1st edn. Wiley-Blackwell.

### Websites

<https://bvna.org.uk/>

<https://www.bvra.co.uk/>

<https://www.rcvs.org.uk/home/>

### Legislation

[Animal Welfare Act 2006](#)

[The Microchipping of Cats and Dogs \(England\) Regulations 2023](#)

[Veterinary Surgeons Act 1966](#)

## 14. Supporting Documents and General

The following documents contain essential information for Centres delivering iPET Network qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to [www.ipetnetwork.co.uk](http://www.ipetnetwork.co.uk), the web portal or SharePoint.

iPET Network Centre Manual

iPET Network Quality Assurance Requirements

Malpractice and Maladministration Policy and Procedure (including Sanctions)

### Version Control

Date of Amendment	Version Number	Amendments
02/07/2025	1.0	First release of document