

# iPET Network

## Level 3 Award in Feline First Aid (2026)

### Qualification Specification

Qualification Number:  
610/7499/8



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## About Us

### iPET Network

LED BY INDUSTRY EXPERTS.

DRIVEN BY PASSION.

BOUND BY ANIMALS.

GUIDED BY CANDIDATES.

UNITED BY iPET NETWORK.

### Our iValues

At iPET Network, our values are rooted in animal welfare, integrity, and innovation. We are committed to creating qualifications that are inclusive, practical, and industry-led, ensuring Learners gain real-world skills that make a difference. Collaboration, transparency, and continuous improvement guide everything we do, empowering people and protecting pets through education that sets new standards for excellence.



**iPET Network**  
to be the leading  
Awarding Organisation  
for the Animal Care &  
Veterinary Science  
Sector.



**Values**  
of inclusivity, diversity  
and understanding in  
every area of our  
operation and conduct.



**Authentic**  
in our approach, being  
genuine, honest and  
transparent ensuring  
clear communication.



**Leaders**  
in our field, facilitating  
connections across  
sectors to bring people  
and ideas together.



**United**  
commitment to create  
qualifications that  
positively impact the  
lives of animals and  
people.



**Excellence**  
in everything our small  
and mighty team do,  
striving to improve and  
grow.



## **Our Approved Centres**

Our Approved Centres represent a nationwide community of schools, trainers, tutors, and industry mentors. Each centre delivers high-quality, Ofqual-regulated qualifications with animal welfare, education, and employability at their core. Together, they shape the next generation of animal care professionals with quality, compassion, and confidence leading every lesson. 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.

## **Our Mission - EDUCATION FOR PEOPLE, FOR PETS, FOR THE FUTURE**

To be the Awarding Organisation of choice for Centres, Centres, 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 animals who deserve the best care; they work for learners giving valuable skills, and they work for Centres and Centres with strong market appeal.

## **Leading the way in Qualifications**

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 are 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.

## **Supporting the Apprenticeship journey**



iPET Network is also an End-point Assessment Awarding Organisation (EPAO) for English Apprenticeship standards regulated by Ofqual. Winning awards for our customer service and service excellence. Our approach has gained outstanding feedback from Apprentices, Employers and Centres with success gained through collaboration and positive communication.

### **We do the hard work for you – transparent, 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, taking advantage of becoming an Approved Centre direct. 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 our Approved Centres offer the best standard of education and to inspire the future generation of the industry. We believe in removing learning barriers and working with Learners of all abilities to help them reach their full potential.

### **Contact Information**



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# Qualification Summary – Level 3 Award in Feline First Aid

## Key Information

<b>Level</b>	3
<b>Guided Learning Hours (GLH)</b>	6
<b>Total Qualification Time (TQT)</b>	10
<b>Credits</b>	1
<b>Age Range</b>	16+
<b>Entry Requirements</b>	N/A
<b>Permitted Delivery Types</b>	Face-to-face, blended, remote (if a Refresher, subject to conditions outlined in this document)
<b>Subject Sector Area (SSA)</b>	3.3 Animal care and veterinary science
<b>Registration Period</b>	12 months
<b>Assessment Methods</b>	Portfolio of Evidence, Practical Observation
<b>Sampling Requirements</b>	Summative only
<b>Overall Grading Type</b>	Pass/Fail
<b>Regulated by</b>	Ofqual
<b>Support Materials</b>	Workbook, First Aid Practical Assessment Record, PowerPoint, Learner Resource Handbook

## 1. Integrity Statements

### 1.1. Intellectual Property and Confidentiality Statement

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 to submit 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 Delivery 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 This Qualification

**The legacy qualification (603/7683/1) was reviewed and replaced by the qualification set out in this document in 2026. Please ensure you are using the appropriate documentation for the relevant qualification.**

### 3.1. Qualification Overview

The **iPET Network Level 3 Award in Feline First Aid** is ideal for owners and professionals alike who want to be prepared should a cat need emergency treatment. This qualification covers a wide range of common feline emergencies and first aid scenarios, including injury management, wound dressing, urinary obstructions, allergic reactions, stings, poisoning, choking, seizures, cardiopulmonary resuscitation (CPR), hypothermia, and more.

The qualification is an excellent balance of theoretical and practical learning to ensure Learners have the knowledge and skills required should they ever be faced with an emergency first aid situation.

Leading industry experts have reviewed this qualification to ensure the outcome is appropriate for the animal care industry and the continued growth and development of the sector.

This qualification is regulated by Ofqual.

### **3.2. Objectives of the Qualification**

Depending on the needs of the Learner, this qualification 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.

This qualification has been designed to enable Learners to:

- Know the requirements of feline emergency first aid including who can administer it, classifications of emergencies, primary survey, recovery position and examining injured animals
- Understand how to manage feline behaviour during emergency situations and respond appropriately to injuries
- Be able to record feline vital statistics and conduct cat resuscitation
- Know how, and be able to dress and treat wounds

- Understand the signs and first aid care of various scenarios such as choking, stings, poisoning, burns, electrocution, hyperthermia, hypothermia, water inhalation, convulsions and urinary problems
- Understand what is required in a feline emergency first aid kit and how to communicate in emergency situations

### 3.3. Progression Routes

Suggested progression routes and other qualifications that may be of interest following completion of the qualification:

- iPET Network Level 3 Award in an Introduction to Cat Grooming
- iPET Network Level 3 Certificate in Cat Grooming and an Introduction to Styling
- iPET Network Level 3 Diploma in Cat Grooming and Salon Management

### 3.4. 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 Candidate 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.

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

### 3.5. Total Qualification Time (TQT)

Total qualification time is defined as the number of Guided Learning Hours (GLH) **plus** the time taken by the Candidate 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 Candidates 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 Award in Feline First Aid	6	10

### 3.6. Qualification Delivery Requirements

#### For standard Learners

Due to the practical nature of this qualification, the Practical Observation must take place face-to-face, in person.

The remainder of the qualification may be delivered as the Approved Centre feels appropriate, ensuring that Guided Learning Hours 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 GLH.

#### Refresher Learners

The practical first aid tasks for this qualification can be carried out in person or via live video call, provided the below conditions are fully met:

- The Learner has previously achieved a regulated qualification or unit that forms part of a regulated qualification at Level 3 covering Feline First Aid.
  - Evidence of the prior achieved qualification or unit must be uploaded to the Web Portal before the remote assessment can take place.
- The Learner has access to the required resources and suitable provision is made to ensure the thorough assessment of all tasks, e.g. careful checking of bandage tension.

The remainder of the qualification may be delivered as the Approved Centre feels appropriate, ensuring that Guided Learning Hours 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 GLH.

## 4. Requirements to Deliver 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 these qualifications 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 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 criteria detailed in the Requirements for Centre Roles section.

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. references.

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 courses. This is not permitted for qualifications with less than 10 Guided Learning Hours.

## **4.3. Assessors**

To offer this qualification, Approved Centres must ensure that Assessors involved in assessment meet the criteria detailed in the Requirements for Centre Roles section 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, where a formal assessment forms part of the assessment strategy, may prefer to use an Assessor who hasn't previously assessed the Learner's work.

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 criteria detailed in the Requirements for Centre Roles section 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)***

#### **Use of Unqualified Internal Quality Assurers**

Where an Approved Centre has an unqualified Internal Quality Assurer, they must be registered on a relevant regulated IQA qualification (see Requirements for Centre Roles section) and actively working towards its completion. Until the qualification is fully achieved and certificated, the working-towards IQA must have their decisions checked by a qualified and approved IQA, who will provide feedback and ensure reports are only released to Assessors when the IQA decisions are valid and reliable. The qualified IQA will countersign all decisions to confirm the checks have taken place and the decision and feedback was satisfactory.

Centres must either:

- Appoint or employ a qualified IQA who has been approved by iPET Network to act as a countersignatory and provide appropriate support.



Or,

- Engage iPET Network to provide a qualified and approved countersignatory IQA for the duration of the support period, with all associated costs to be paid for by the centre.

Please refer to the ***Approved Centre Manual*** for more information on countersigning requirements.

#### 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	<p>Hold or be one of the following:</p> <ul style="list-style-type: none"> <li>• A regulated qualification in feline first aid, e.g.:               <ul style="list-style-type: none"> <li>○ iPET Network Level 3 Award in Feline Emergency First Aid</li> <li>○ iPET Network Level 3 Award in Feline First Aid</li> </ul> </li> <li>• A regulated qualification in either cat grooming including a first aid unit, e.g.:               <ul style="list-style-type: none"> <li>○ iPET Network Level 3 Diploma in Cat Grooming and Salon Management;</li> <li>○ Or equivalent.</li> </ul> </li> <li>• Registered Veterinary Nurse (RVN)</li> <li>• Veterinary Surgeon (MRCVS)</li> </ul>	<ul style="list-style-type: none"> <li>• Have a minimum of 1 year demonstrable experience working with cats, from the following:               <ul style="list-style-type: none"> <li>○ Registered Veterinary Nurse (RVN)</li> <li>○ Veterinary Surgeon (MRCVS)</li> <li>○ Cat Groomer</li> </ul> </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 Continuous Professional Improvement over the past year</li> <li>• CPD relevant to animal first aid industry and applicable to role.</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> </ul>

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
				<ul style="list-style-type: none"> <li>○ Level 3 Preparing to Teach in the Lifelong Learning Sector (PTLLS)</li> <li>○ Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLTS)</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 15 hours of Continuous Professional Improvement over the past year</li> <li>• CPD relevant to animal first aid industry and applicable to role</li> <li>• Types of CPD completed should be varied. For example, a range of webinars,</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>

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
			<p>journal reading, shadowing/industry days, workshops and reflective practice.</p>	<p>Where the Assessor is also the Tutor a teaching qualification as outlined above for Tutors will be accepted in lieu of a vocational 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</p>

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
				signatory should not also be the IQA.
Internal Quality Assurer	See Assessor requirements	See Assessor requirements	<ul style="list-style-type: none"> <li>• Have completed 15 hours of Continuous Professional Improvement over the past year</li> <li>• CPD relevant to animal first aid industry and applicable to role</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>

Applications that fall outside of the exact requirements above may still be considered on a case-by-case basis at the discretion of iPET Network.

#### **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 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 Approved Centres with on-going support, including:

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

#### **4.8. Centre Resources and Equipment**

Approved Centres must ensure full compliance with all relevant animal welfare legislation and licensing requirements and provide Learners with adequate opportunities to meet all assessment criteria effectively.

Centres/Learners must have access to:

Essential equipment should include but is not limited to:

- First aid supplies for the animal (including mannequin or suitable alternative and bandaging materials):

## **CPR**

As best practice, Centres should provide appropriate CPR mannequins for relevant qualifications, such as "**Fluffy**" for feline CPR practice. Fluffy is a basic lifesaving CPR mannequin which enable demonstrations of realistic chest compressions and mouth-to-snout resuscitation.

If the Centre does not have access to a Fluffy mannequin, they must ensure that their alternative equipment is suitable, fit for purpose and enables the assessment criteria to be demonstrated effectively. One acceptable alternative is "CasPeR" (Simulaid<sup>®</sup>) which is normally used for canine CPR practice. CasPeR is a basic life saving CPR mannequin which enable demonstrations of realistic chest compressions and mouth-to-snout resuscitation. Centres must demonstrate access to appropriate realistically sized equipment as part of the Centre approval process. If a Centre intends to use an alternative mannequin, they must submit a photograph to [ega@ipetnetwork.co.uk](mailto:ega@ipetnetwork.co.uk) asking for their alternative to be considered, before use.

CPR must **never** be performed on live animals.

### **Centres Delivering Face-to-Face / On-Site**

Approved Centres delivering practical sessions on-site must have direct access to the cats and equipment listed above within their facilities.

### **Centres Delivering Remotely**

Where practical activities will take place off-site (e.g. at the Learner's home, workplace, or placement), the Approved Centre must ensure - prior to registration and assessment - that the Learner has access to the required cats and equipment at that location. Assessment must be conducted via live video call e.g. Zoom or Teams.

## 5. Learner Requirements

### 5.1. Entry Requirements

All Learners must meet the following criteria:

1. Minimum Age and Requirements Learners must possess all of the following:	AND	2. Subject-specific Qualifications Learners must possess the following:	OR	3. Relevant Experience 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> <li>Be able to complete the assessments for this qualification in English</li> </ul>		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 Achievement

Recognition of Prior Learning and Achievement will be considered for this qualification. 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.

Learners that have completed the following qualifications qualify for exemption from the units stated below:

## 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 Award in Feline 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

Standalone unit registration is not accepted for this qualification.

### 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.

## 10. Qualification Structure

### 10.1. Units

The structure of the qualification is as follows:

iPET Network Reference No.	Unit Title	Level	Credits	GLH	TQT	Unit Regulatory Number
3017	Feline First Aid	3	1	6	10	F/652/1780
<b>TOTALS</b>			<b>1</b>	<b>6</b>	<b>10</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 Overview

The iPET Network assessment process is as follows:

1. Assessments are developed by iPET Network and provided to the centre or, where permitted, devised by the Approved Centre and approved by iPET Network in advance (See Centre-Devised Assessments Section 11.5).
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. General Assessment Principles

Assessments must be designed to ensure the following principles are met:

- Valid – the assessment/ work is relevant to the assessment criteria and set at the correct level.
- Authentic – the work is the Learner's own
- Reliable – the Learner can perform tasks or recall knowledge consistently over time. The Learner has completed the tasks as confirmed.
- Current - the work has been completed and assessed in a timely manner
- Sufficient – the assessment/ work covers all the assessment criteria of all the Units

### 11.3. Assessment Method and Strategy

It is a requirement that assessment of this qualification is conducted in English.

When delivering iPET Network Qualifications and the units contained, Approved Centres must provide evidence that their Learners have met the assessment criteria and should include the following assessment method(s):

The core assessment methods for this qualification, in line with the regulator's defined categories, are a **Portfolio of Evidence and Practical Demonstration**.

### 11.4. Specimen Assessment Materials

Specimen assessment materials are not applicable to this qualification and therefore are not provided.

Please refer to the assessment section in the *Qualification Delivery Handbook* for details of the assessment materials supplied by iPET Network.

### 11.5. Centre-Devised Assessments

Approved Centres that wish to develop their own assessments, instead of using those provided by iPET Network, are permitted to do so for this qualification, subject to the following requirements:

- Centres may devise their own assessments for the theory-based assessment criteria only.
- The practical evidence for Unit 3017 must be produced using the mandatory iPET Network documents listed in the relevant mapping tables provided later in this document.

Where Centres develop their own assessments, all assessment materials must be subjected to pre-release moderation. Pre-release moderation ensures assessment materials are fit for purpose, consistent across Centres, and free from error before they are used with Learners.

The process includes checking accuracy, clarity, validity, reliability, fairness, accessibility and alignment to the qualification's learning outcomes and assessment requirements.

Pre-release moderation must ensure that assessments meet the criteria, level and standard required. The Centre will need to provide evidence that pre-release moderation checks have taken place and that actions identified by the moderator have been acted upon. The Approved Centre will also need to demonstrate, via a mapping document, that all assessment criteria will be assessed at some point during the qualification via the devised assessments. Pre-release moderation should ideally be completed by the Centre's Internal Quality Assurer where the Approved Centre employ their own. Alternatively, an individual who meets the Assessor requirements for the qualification can complete pre-release moderation of the assessment materials and checking of the mapping exercise, as long as they have experience in assessment moderation or have had additional training. iPET Network can provide pre-release moderation and mapping documentation templates. If an Approved Centre is unable to appoint a moderator, then the Approved Centre must discuss alternative arrangements and associated fees with iPET Network's Lead IQA or EQA team.

Approved Centres must make pre-release moderation and mapping records available for quality assurance when requested.

### **11.6. 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.

### **11.7. Qualification Grading**

This qualification is graded pass or fail.

## 11.8. 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.

## 11.9. 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
- Learner did not select appropriate equipment
- Assessment criteria were not achieved in the time allowed

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 3017: Feline First Aid	
<b>IPN Code</b>	3017
<b>Reg Code</b>	F/652/1780
<b>Level</b>	3
<b>Credits</b>	1
<b>GLH</b>	6
<b>TQT</b>	10
<b>Unit aim</b>	The aim of this unit is to provide the knowledge, understanding and skills of feline first aid, including the principles of first aid and the legalities surrounding it. It addresses when to call the veterinary surgeon, who can administer first aid and the classification of emergencies. The Learner will understand how to assess and examine injured cats, along with learning how to provide first aid care for a variety of potential injuries and emergency events such as choking, burns and urinary obstruction. Learners will be able to dress wounds and simulate CPR on a mannequin.

Unit 3017: Feline First Aid	
Learning Outcomes	Assessment Criteria
The Learner will:	The Learner can:
<b>1. Know the fundamentals of feline emergency first aid</b>	1.1. State the objectives of feline emergency first aid
	1.2. Identify who can perform first aid on cats in emergency situations
<b>2. Understand how to manage feline behaviour during emergency situations</b>	2.1. Explain the techniques and tools to manage feline behaviour in an emergency situation
<b>3. Understand the classification of emergencies</b>	3.1. Identify the three main classifications of emergency
	3.2. Identify emergency situations within each classification
	3.3. Assess the difference between collapsed and unconscious cats
<b>4. Understand the primary survey</b>	4.1. Summarise the primary survey in feline emergency first aid

### Unit 3017: Feline First Aid

<b>of feline first aid and actions to take</b>	
<b>5. Understand how to put a cat in the recovery position</b>	5.1. Describe the procedure to put a cat in the recovery position
<b>6. Understand the examination of an injured cat and the actions to take to manage shock</b>	6.1. Explain the examination of an injured cat
	6.2. Identify the clinical signs of a cat suffering from shock
	6.3. Describe the first aid care of a cat suffering from shock
	6.4. State the key clinical signs of impending cardiopulmonary arrest (CPA)
<b>7. Be able to record key cat vital statistics and conduct cardiopulmonary resuscitation</b>	7.1. Record the pulse rate of a cat with accuracy
	7.2. Record the respiration rate of a cat with accuracy
	7.3. Conduct cardiopulmonary resuscitation (CPR) on a CPR mannequin
<b>8. Know how to provide first aid care for wounds and fractures</b>	8.1. Classify a range of different types of wounds
	8.2. Describe the emergency first aid care of wounds
	8.3. Classify and describe different types of fracture
	8.4. Outline the signs of a fracture
	8.5. Explain the first aid care of a fracture
<b>9. Be able to dress wounds</b>	9.1. Apply a dressing on a cat
<b>10. Understand managing choking, stings and poisoning and the</b>	10.1. Explain how to manage choking and perform abdominal thrusts on a cat
	10.2. Explain how to provide first aid care for insect stings and snake bites
	10.3. Identify common household poisonous substances

### Unit 3017: Feline First Aid

necessary first aid care	10.4. Explain the clinical signs, first aid care and prevention of poisoning in a cat
11. Understand the signs and first aid care of hyperthermia, hypothermia and water inhalation	11.1. Describe the clinical signs and first aid care of a cat with hyperthermia
	11.2. Describe the clinical signs and first aid care of a cat who has suffered water inhalation
	11.3. Describe the clinical signs and first aid care of a cat with hypothermia
	11.4. Explain how to take temperature measurements during feline emergency first aid
12. Understand the signs and first aid care of a cat having a convulsion	12.1. Describe the clinical signs and first aid care of a cat having a convulsion
13. Understand different types of burns and electrocution in felines	13.1. State three types of burns
	13.2. Describe the first aid care of a heat or chemical burn
	13.3. Describe the clinical signs and first aid care required for electrocution
14. Understand feline urinary obstruction and its first aid care	14.1. Describe the causes, clinical signs and first aid care of urinary tract disorders in cats
15. Understand what is required in a feline emergency first aid kit and how to communicate in emergency situations	15.1. Describe the information you may need to have and communicate to a vet in emergency cases
	15.2. List the basic content required in a feline emergency first aid kit

### Assessment information

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

Sector Subject Area (SSA)	Date from which qualification will be available for learners	Qualification review date
3.3	06/07/2026	06/07/2031

### 13. Suggested Learning Resources

A range of textbooks, journals, digital resources, professional bodies, and practical tools may support Learners in achieving this qualification. These resources are recommended only and are correct at the time of publication.

Educators are encouraged to select resources appropriate to Learners' prior knowledge and learning contexts, and Learners should engage with a combination of materials to fully develop the competencies outlined in this qualification. Centres and Learners should verify currency, editions, and relevance to ensure alignment with current best practice and industry standards.

#### Websites

<https://www.rspca.org.uk/adviceandwelfare/pets/other>

[www.pdsa.org.uk](http://www.pdsa.org.uk)

[www.Catstrust.org.uk](http://www.Catstrust.org.uk)

[www.bluecross.org.uk](http://www.bluecross.org.uk)

<https://recoverinitiative.org/2024-guidelines/>

#### Legislation

[www.defra.gov.uk](http://www.defra.gov.uk)

<https://www.legislation.gov.uk/ukpga/1966/36>

### 14. Supporting Documents

The following documents contain essential information for Approved 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 Approved Centre Manual
- iPET Network’s quality assurance requirements
- Malpractice and Maladministration Policy and Procedure (including Sanctions)

## 15. Glossary of Terms

Term	Definition
Portfolio of Evidence	This is a structured collection of a Learner’s work that demonstrates the Learner has met all required learning outcomes and assessment criteria.
Assignment	A formal piece of work set by the awarding organisation or centre, requiring the Learner to apply knowledge and understanding to meet specific learning outcomes and assessment criteria. Assignments are usually written.
Reflective Log	The reflective log/journal is a work where Learners reflect on their actions, experiences, or learning, considering their implications to identify key areas for future development, learning, or practice.
Practical Demonstration	A practical demonstration is an assessment method where the Learner performs a task or series of tasks in a controlled or real-world environment to show their ability to apply skills, techniques, or procedures in line with specific learning outcomes and assessment criteria. The demonstration provides observable evidence of competence and may be accompanied by commentary or explanation of the actions taken.
Assessment and Delivery Guidance	Also referred to as indicative content, assessment and delivery guidance provides additional explanation to support the interpretation and delivery of learning outcomes and assessment criteria within a qualification. It outlines the scope, depth, and key areas of knowledge, skills, and understanding that may be taught and that Learners are expected to demonstrate. The guidance helps give Centres support in planning and delivering learning and gives a clearer understanding of what is expected. It also supports Assessors in making consistent and fair assessment decisions. It is not intended to be exhaustive or restrictive, or to prescribe specific answers or teaching, but rather to illustrate the range and level of evidence that would meet the requirements of the assessment criteria.



## Version Control

Date of Amendment	Version Number	Amendments
04/06/2026	1.0	First release of document