

iPET Network

Suite of Level 3

Veterinary Receptionist

Qualifications

Qualification Specification



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About Us

iPET Network

LED BY INDUSTRY EXPERTS.

DRIVEN BY PASSION.

BOUND BY ANIMALS.

GUIDED BY LEARNERS.

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, 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 animals who deserve the best care; they work for learners giving valuable skills, and they work for Centres and Training Providers 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 Training Providers 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 Certificate for Veterinary Receptionists

Key Information

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

Qualification Summary - Level 3 Award for Veterinary Receptionists

Key Information

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

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

Key Information

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

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

Key Information

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

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

Key Information

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

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

Key Information

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

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 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 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

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 Overview

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.

These qualifications are regulated by Ofqual.

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.

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.

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.

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.

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.

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.

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

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

3.3. Progression Routes

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

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 First Aid
- Further courses and CPD in the veterinary industry

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 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

- 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 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

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

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 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.

3.5. 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

3.6. Qualification Delivery Requirements

These qualifications 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 these qualifications, including the methods by which they will achieve the estimated 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 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 **Error! Reference source not found..**

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 the requirements in the Requirements for Centre Roles section **Error! Reference source not found..**

Evidence of qualifications and experience must be provided in the form of original certificates, detailed Curriculum Vitae (CV)/pro forma 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 courses. 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 criteria 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)/pro forma 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 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

Approved 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	- While no specific qualification is mandatory, it is desirable to hold: - 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. - Level 3 Diploma or above in Animal Care/Management - A relevant degree e.g. in Zoology, Animal Science - Must also be able to demonstrate qualifications and/or CPD relevant to any	- Have a minimum of 2 years veterinary practice reception experience. - Must also be able to demonstrate experience relevant to any optional unit(s) they tutor. - Other combinations of qualification and experience may be accepted by iPET Network.	- Have completed 15 hours of Continuous Professional Improvement over the previous year. - CPD relevant to industry - Types of CPD completed should be varied. For example, a range of webinars, journal reading, shadowing/industry days, workshops and reflective practice.	A teaching qualification at Level 3 or above, such as one of the following: - 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) - Level 3 Award in Education and Training - Level 4 or above Certificate in Education (CertEd/PGCERTEd) - Level 3 Preparing to Teach in the Lifelong Learning Sector (PTLLS)

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
	optional unit(s) they tutor including: ○ Triage and First Aid ○ Preventative Health Care ○ Supporting Veterinary Clinical Care ○ Mental Health and Wellbeing ○ Bereavement and Euthanasia Support • Other combinations of qualification and experience may be accepted by iPET Network.			○ Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) ○ Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) ○ Level 7 Veterinary Education 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.
Assessor	See Tutor requirements	See Tutor requirements	• Have completed 15 hours of Continuous Professional Improvement over the previous year. • CPD relevant to the industry • Types of CPD completed should be varied. For example, a range of webinars, journal reading, shadowing/industry days, workshops and reflective practice.	A qualification in vocational assessment at Level 3 or above, such as one of the following: ○ Level 3 Certificate in Assessing Vocational Achievement (CAVA) ○ D32/33 ○ A1 Where the Assessor is also the Tutor a teaching qualification as outlined above for Tutors will be accepted in lieu of a vocational

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
				assessment qualification, where the content of the Teaching qualification included assessment. 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.

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
Internal Quality Assurer	See Assessor requirements	See Assessor requirements	• Have completed 15 hours of Continuous Professional Improvement over the previous year. • CPD relevant to the industry. • Types of CPD completed should be varied. For example, a range of webinars, journal reading, shadowing/industry days, workshops and reflective practice.	A qualification in Internal Quality Assurance, such as: • D34 • V1 • Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (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)

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 our IT systems and processes
- Centre policies

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:	AND	3. Relevant Experience Learners must possess the following:
- Minimum age of 16 years - Be capable of working at a Level 3 or above		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.

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.

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.

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 Approved Centres.

9. Achieving the Qualifications

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.

10. Qualification Structure

10.1. Units

The structure of the qualification is 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 - EXAMPLE						
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
TOTALS				20	130	

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
TOTALS				12	80	

Level 3 Award in Communication and Client Relations in the Animal Care and Veterinary Science Sector 610/5984/5

Learners must achieve the following mandatory unit to achieve this qualification.

iPET Network Reference No.	Title	Level	GLH	TQT	Unit Regulatory Number
3003	Effective Communication and Client Relations	3	3	20	H/651/6959
TOTALS			3	20	

Level 3 Award in Communication and Client Relations in the Animal Care and Veterinary Science Sector 610/5984/5

Learners must achieve the following mandatory unit to achieve this qualification.

iPET Network Reference No.	Title	Level	GLH	TQT	Unit Regulatory Number
3003	Effective Communication and Client Relations	3	3	20	H/651/6959
TOTALS			3	20	

Level 3 Award in Mental Health and Wellbeing in the Animal Care and Veterinary Science Sector 610/5985/7

Learners must achieve the following mandatory unit to achieve this qualification.

iPET Network Reference No.	Title	Level	GLH	TQT	Unit Regulatory Number
3007	Mental Health and Wellbeing	3	4	25	T/651/6963
TOTALS			4	25	

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

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
TOTALS			4	25	

10.2. Level Descriptor

Level	Knowledge Descriptor (the holder...)	Skills Descriptor (the holder can...)
Level 3	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. Can interpret and evaluate relevant information and ideas.	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. Use appropriate investigation to inform actions.

	Is aware of the nature of the area of study or work. Is aware of different perspectives or approaches within the area of study or work.	Review how effective methods and actions have been.
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(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 **Error! Reference source not found.** in the *Qualification Delivery Handbook*).
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 these qualifications are 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 these qualifications, in line with the regulator's defined categories, are a **Portfolio of Evidence**.

Assessment results do not need to be uploaded to the iPET Network web portal for these qualifications.

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.

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

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

IPN Code	3001	Unit aim	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.
Reg Code	D/651/6957		
Level	3		
GLH	3		
TQT	20		

Unit 3001: Understanding the Veterinary Industry

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know different types of veterinary practices and ownership models	1.1. Outline the different ownership models of veterinary practices 1.2. List the main types of veterinary practice settings
2. Know how veterinary care is funded	2.1. Identify the funding options available for veterinary healthcare
3. Understand the roles within veterinary practice	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
4. Know the different veterinary regulatory bodies and their roles	4.1. Identify the role and purpose of the RCVS 4.2. Identify other key veterinary regulatory or governing bodies and their purpose
5. Know the different types of insurance policies and practice healthcare plans	5.1. Describe the different types of pet insurance policies 5.2. Identify the difference between pet healthcare plans and pet insurance

Unit 3001: Understanding the Veterinary Industry

6. Know the challenges and emerging trends within the veterinary industry	5.3. Describe the benefits of pet healthcare plans
	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

IPN Code	3002	Unit aim	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.
Reg Code	F/651/6958		
Level	3		
GLH	3		
TQT	20		

Unit 3002: Processes and Administration in Veterinary Practice

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the importance of time and diary management and its impact in veterinary practice	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
2. Understand the basics of veterinary medicine, classifications, and safe handling	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
3. Understand health and safety in a veterinary practice	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
4. Understand data protection legislation and data handling in veterinary practice	4.1. Describe the principles of data protection legislation
	4.2. Explain data protection compliance requirements in veterinary practice

Unit 3002: Processes and Administration in Veterinary Practice

	4.3. Explain how to respond to a data breach and who to notify
5. Understand pet travel, export certificates and requirements	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

IPN Code	3003	Unit aim	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.
Reg Code	H/651/6959		
Level	3		
GLH	3		
TQT	20		

Unit 3003: Effective Communication and Client Relations

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to build a positive rapport with clients	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
2. Understand the role of effective teamwork and communication	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
3. Understand principles of effective communication and active listening	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
4. Understand different ways to achieve successful client satisfaction	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

Unit 3003: Effective Communication and Client Relations

	4.3. Describe how to support distressed or upset clients
5. Understand the importance of positive communication around client payments and the impact on the finances	5.1. Identify different payment methods
	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
6. Understand effective complaint handling	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

IPN Code 3004

Unit aim

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.

Reg Code L/651/6960

Level 3

GLH 3

TQT 20

Unit 3004: Workplace Culture and Marketing

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the challenges of different physical and mental health conditions	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
2. Understand what human resources is and its function in veterinary practice	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
3. Understand the importance of diversity and equality and how to be inclusive in the workplace	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
4. Understand how to and the importance of appropriately marketing the practice and social media	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

Unit 3004: Workplace Culture and Marketing

4.3. Describe the general guidelines that should be followed on social media

Unit 3005: Preventative Health Care for Animals

IPN Code	3005	Unit aim	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.
Reg Code	M/651/6961		
Level	3		
GLH	4		
TQT	25		

Unit 3005: Preventative Health Care for Animals

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the role and challenges of preventative health care in promoting animal welfare	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
2. Understand the role of vaccination and the different diseases animals are vaccinated against	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
3. Understand the legislation surrounding pet identification and the different types of identification available	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
4. Know what dental disease is and how pet owners can help prevent it	4.1. Explain the importance of dental disease prevention that should be communicated to pet owners

Unit 3005: Preventative Health Care for Animals

	4.2. Identify the different types of dental procedures commonly performed in veterinary practice
	4.3. Identify common concerns from pet owners regarding dental care and how to address them
5. Know the common parasites affecting animals and their treatment	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
6. Know the different neutering procedures in different species and the risks and benefits	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
7. Know the different life stages of animals	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

IPN Code	3006	Unit aim	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.
Reg Code	R/651/6962		
Level	3		
GLH	4		
TQT	25		

Unit 3006: Supporting Veterinary Clinical Care

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand effective communication and teamwork in coordinating patient care	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
2. Understand the admission, in-patient communication and discharge processes	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
3. Know how to identify and prioritise emergencies efficiently	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
	4.1. Recognise the different imaging techniques

Unit 3006: Supporting Veterinary Clinical Care

4. Know the different types of imaging and diagnostics and why they may be required	4.2. Explain the importance of imaging and diagnostics in animal health care
	4.3. Explain how imaging and diagnostic tests provide effective medical care

Unit 3007: Mental Health and Wellbeing

IPN Code	3007	Unit aim	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.
Reg Code	T/651/6963		
Level	3		
GLH	4		
TQT	25		

Unit 3007: Mental Health and Wellbeing

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know what is meant by mental health and mental ill-health and the signs	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
2. Understand the psychological and emotional challenges associated with different roles in animal and veterinary care	2.1. Explain the psychological and emotional challenges faced by various animal and veterinary care professionals
3. Know what humans need to thrive and why wellbeing is important	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
4. Know the benefits of mindfulness and resilience	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
5. Understand what psychological safety is and why it is important to maintain	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
6. Understand why it is important to put systems in place to support team members	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
7. Understand the importance of support frameworks within a team	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
8. Know what tools can be used to manage stress	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
9. Understand how to identify challenges, how to handle them and what matters to clients and colleagues	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
10. Know how to support those with a mental health condition	10.1. Describe ways to support an individual experiencing a common mental health condition

Unit 3008: Euthanasia and Bereavement Support

IPN Code	3008	Unit aim	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.
Reg Code	Y/651/6964		
Level	3		
GLH	4		
TQT	25		

Unit 3008: Euthanasia and Bereavement Support

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the bond between humans and their companion animals	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
2. Understand the emotional impact of pet loss and the grieving process	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
3. Understand what the euthanasia methods are	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
4. Understand compassionate client communication surrounding euthanasia	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
5. Know what happens after euthanasia and how to discuss cremation options	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
6. Understand how to support clients after pet euthanasia	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
7. Know how to offer pet loss support for clients, children and self-care for veterinary staff	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

IPN Code 3009

Unit aim

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.

Reg Code A/651/6965

Level 3

GLH 4

TQT 25

Unit 3009: Veterinary Triage and First Aid

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand what first aid is and the circumstances it can be administered	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
2. Understand how to manage animal first aid cases, including bleeding and wound injuries	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
3. Understand what to do in the event of a seizure, choking or hyperthermia scenario	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
4. Understand how to manage various first aid scenarios	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
5. Understand what triage is	5.1. Explain what triage is and its aims
	5.2. Identify the importance of having a triage protocol
6. Know how to communicate with clients while triaging calls and how to prioritise emergencies	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
7. Understand what an emergency is and recognise potential emergencies	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
8. Understand what waiting room triage is and when to act	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 Delivery Handbook and relevant policies.

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

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.

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

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, 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
02/07/2025	1.0	First release of document
04/09/2026	2.0	Formatting updates. Rewording of sections.