



CENTRAL QUALIFICATIONS

Diploma for Veterinary Nursing Assistants – Small Animal

Qualification Handbook

Central Qualifications
Central Veterinary Services
Elmtree Business Park
Elmswell
Bury St Edmunds
Suffolk
IP30 9HR
www.cqual.org

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Amendment details from previous version 1.1	Section/Page number	Date
Removed ribs from appendicular skeleton to axial skeleton	Unit VNASA4 Basic anatomy and physiology, outcome 3/page 32	August 2023
Removed Distinction in all assignments, Merit or above in all assignments. Amended to Pass in all assignments	Qualification Grading page 8	May 2024

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CQ reserve the right to issue content and assessment updates to Centres if any of the indicative content goes out of date with legislative and/or other changes during the life of the award.

QUALIFICATION OVERVIEW

Qualification numbers: Ofqual 610/1243/9
QiW COO/4653/1

The Diploma for Veterinary Nursing Assistants – Small Animal qualification aims to prepare and support learners for a career as a veterinary nursing assistant. All units will be taught in the context of dogs, cats and rabbits.

The key purposes of the qualification are:

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

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

Clinical placements or an employed apprenticeship position will allow for the acquisition of skills and will enable learners to become competent and confident in a veterinary care environment.

QUALIFICATION STRUCTURE

Unit number	Title of unit	Level	Credits
VNASA1	Workplace legislation and infection control	2	5
VNASA2	Animal husbandry and enrichment	2	5
VNASA3	Animal health and welfare	2	4
VNASA4	Basic anatomy and physiology	2	12
VNASA5	Patient care	2	6
VNASA6	Principles of veterinary nursing assistant support	2	22

QUALIFICATION OVERVIEW

QUALIFICATION DELIVERY

This qualification is delivered by Centres approved by Central Qualifications.

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

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

ENTRY REQUIREMENTS

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

This qualification requires the acquisition of skills and competency and requires a work placement in a veterinary care environment.

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

PROGRESSION

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

RECOGNITION OF PRIOR LEARNING (RPL)

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

SUPPORTING PROGRAMME DELIVERY

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

Total Qualification Time (TQT) 540 hours

Guided Learning Hours (GLH) 400 hours

TQT is an estimate of the total time that learners would typically complete to achieve and demonstrate the learning outcomes in this qualification; this includes Guided Learning Hours.

QUALIFICATION OVERVIEW

Guided learning is learning that takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training. Examples of activities that can contribute to guided learning include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real-time
- All forms of assessment which takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

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

Practical work-based learning outcomes are incorporated throughout the syllabus. Practical skills should also be supported by skills teaching within taught programmes and through teaching and supervised experience in a relevant clinical veterinary practice. Centres are also required to have in place suitable arrangements for the teaching of practical skills.

ASSESSMENT AND ASSESSMENT STRATEGY

Knowledge and understanding will be assessed by:

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

Practical skills will be assessed by:

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

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

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

Practical skills are recorded by learners using the Central Skills Log, mentors confirm competency and Centres internally verify progress.

ASSESSMENT TABLE

Unit Number	Theory tested by assignment	Practical tested by CSL	CQ administered examination
VNASA1	1.1, 1.2	1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 3.2	No examination
VNASA2	3.3, 3.4	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2	4.1

QUALIFICATION OVERVIEW

VNASA3	No assignment	No CSL	1.1, 1.2, 2.1, 2.2
VNASA4	No assignment	No CSL	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4, 8.1
VNASA5	2.1,2.3, 2.4	1.1, 1.2, 1.3, 2.2, 3.3, 3.4	1.4, 3.1, 3.2
VNASA6	No assignment	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.8, 6.1, 6.2, 6.3, 6.4, 6.5	2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 5.4

THEORY EXAMINATION STRUCTURE

Paper No	Unit	Number of questions	Total	Time allowed
1	VNASA2 VNASA3 VNASA4 VNASA5 VNASA6	2 7 36 3 12	60	60 mins

QUALIFICATION GRADING

Distinction	First time pass of 80% or more in the theory examination Pass in all assignments Completion of CSL
Merit	First time pass of the theory examination Pass in all assignments Completion of CSL
Pass	Pass of 65% or more in the theory examination Pass in all assignments Completion of CSL

QUALIFICATION OVERVIEW

COMPETENCE OF ASSESSORS, MODERATORS AND MENTORS

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

Mentors must be suitably experienced and approved by the Centre. Centres are required to ensure mentors are suitably trained and supported in their role.

Further guidance on suitable training and/or qualifications is available from Central Qualifications.

REASONABLE ADJUSTMENTS, SPECIAL CONSIDERATION AND APPEALS

CQ recognises that reasonable adjustment or special consideration may be required at the time of assessment where:

- Learners have a permanent disability or specific learning needs
- Learners have a temporary disability, medical condition or learning needs
- Learners are indisposed at the time of assessment

The provision for reasonable adjustments and special consideration arrangements is made to ensure learners receive recognition of their achievement so long as the equity, validity and reliability of the assessments can be assured. Such arrangements are not concessions to make assessment easier for learners, nor advantages to give learners a head start.

There are 2 ways in which access to fair assessment can be maintained:

1. Reasonable adjustments, where arrangements are made for an assessment in advance, for example a request for extra time
2. Special considerations, where arrangements are made after the assessment has already taken place where unforeseen circumstances have arisen

Learners with reasonable adjustment needs will be given appropriate guidance and support.

Requests for special consideration will be addressed if the Centre and the learner provide suitable evidence supporting their case.

Centres should have in place an appeals procedure and be able to address learners' concerns and these should all be documented and made available to CQ. A review of the process will take place to ensure an appropriate outcome if the learner is dissatisfied.

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

Centres and learners are advised to consult CQ for current guidance and recommendations.

CENTRE APPROVAL AND QUALITY ASSURANCE

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

Centres will have at least one Education Consultant visit annually. These visits will include assessing administrative systems, programme delivery, learner support available, the quality of the facilities, the programme assessment methods and work placements.

QUALIFICATION OVERVIEW

ENROLMENT AND CERTIFICATION

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

Award certificates will be provided to learners, via their Centre, once the award is completed and a valid claim has been received from the Centre. All specified units and assessments must be completed and passed before certification.

Unit Title	VNASA1 Workplace legislation and infection control				
Level	2	Credit Value	5	GLH	35
<p>UNIT AIM</p> <p>This unit facilitates competence in the essential workplace legislations and the infection control required. It is intended to support individuals who are working towards the Diploma for Veterinary Nursing Assistants – Small Animal qualification.</p>					
<p>LEARNING OUTCOMES</p> <ol style="list-style-type: none"> 1. UK and EU animal related legislation 2. Infection control requirements in a veterinary care environment 3. Personal hygiene requirements 					
<p>ASSESSMENT AND GRADING</p> <p>The unit will be assessed by:</p> <ul style="list-style-type: none"> • Assignment • Central Skills Log 					

OUTCOME 1 UK AND EU ANIMAL RELATED LEGISLATIONS

ASSESSMENT CRITERIA

The learner can:

1. List the staff and their responsibilities in the veterinary care environment within your practice
2. State the legal and ethical responsibilities of those employed within the veterinary care environment
3. Comply with health and safety to ensure safety of self and others and identify the key aspects of the regulations regarding health and safety in the workplace
4. Maintain safe working conditions and systems
5. Maintain, update and reference correct records

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

1.1 List the staff and their responsibilities in the veterinary care environment within your practice

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

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

- Animal Welfare Act
- Duty of Care

1.3 Comply with health and safety to ensure safety of self and others and identify the key aspects of the regulations regarding health and safety in the workplace

- Responsibilities in maintaining the safety of self and others for all practice staff
 - Health and Safety at Work Act
 - RIDDOR to include using an accident book
 - COSHH
 - Ionising radiation regulations
 - Manual handling regulations
 - Waste disposal regulations
 - Risk assessments
- Key regulations regarding health and safety in the veterinary care environment
- Identifying own responsibilities to maintain health and safety within the veterinary care environment
- Identifying warning hazards within practice

1.4 Maintain safe working conditions and systems

- Safe operating practices for each area of the veterinary care environment
 - entrance/exit
 - reception and waiting room
 - consulting
 - pharmacy
 - potential hazards
 - potential breaches of security

1.5 Maintain, update and reference correct records

- Demonstrate how appointments are booked
- GDPR
- Adding new data to client records
 - new client
 - new animal
- Updating data on records
 - change of address/contact numbers
 - insurance details
 - neutering status
 - booster reminders
 - euthanasia
- Demonstrate how to locate information to be communicated to clients including the need to give accurate information

OUTCOME 2

INFECTION CONTROL REQUIREMENTS IN A VETERINARY CARE ENVIRONMENT

ASSESSMENT CRITERIA

The learner can:

1. Understand how to apply health and safety regulations for cleaning and maintaining animal accommodation
2. Explain what disinfection is and demonstrate how it is used in a clinical environment

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

2.1 Understand how to apply health and safety regulations for cleaning and maintaining animal accommodation

- Apply safety regulations relevant to cleaning and maintaining animal accommodation
 - Health and Safety at Work Act
 - COSHH
 - Electrical safety
- Waste Regulations
- Different requirements for general waste, soiled waste, hazardous waste and contagious waste to include:
 - handling
 - clinical waste
 - deceased animals
 - sharps
 - used syringes
 - bodily fluids
 - body parts
 - expired medications
 - cytotoxic

2.2 Explain what disinfection is and demonstrate how it is used in a clinical environment

- Definitions of antiseptic, disinfection and sterilisation
- Reasons for using disinfectants
- Identify and use common disinfectants in clinical areas to include:
 - reception and waiting areas
 - consulting rooms
 - in-patient accommodation
 - diagnostic rooms
 - operating theatres
 - isolation
- Safe use and storage of disinfectants

OUTCOME 3 PERSONAL HYGIENE REQUIREMENTS

ASSESSMENT CRITERIA

The learner can:

1. Understand personal hygiene techniques to be used in clinical practice
2. Know how to use alcohol hand gels and antiseptic solutions effectively

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

3.1 Understand personal hygiene techniques to be used in clinical practice

- Importance of personal hygiene in reducing risk of cross-contamination within clinical practice

3.2 Know how to use alcohol hand gels and antiseptic solutions effectively

- Safe and effective use of alcohol hand gels in clinical practice
- Safe and effective use of antiseptic solutions in clinical practice
- Demonstrate the WHO hand technique

ASSESSMENT GUIDANCE:

	Type	Weighting	Assessment criteria
1.	Assignment	22%	1.1, 1.2
2.	Clinical Skills Log	78%	1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 3.2

Unit Title	VNASA2 Animal husbandry and enrichment				
Level	2	Credit Value	5	GLH	40

UNIT AIM

This unit facilitates practical competence in the essentials of accommodation and providing care in the veterinary environment. It is intended to support individuals who are working towards the Diploma for Veterinary Nursing Assistants – Small Animal qualification.

LEARNING OUTCOMES

1. Accommodation requirements of animals in a veterinary care environment
2. Provide food and fluid to in-patients
3. Support mobility and behavioural requirements
4. Maintain quarantine and isolation environments

ASSESSMENT AND GRADING

The unit will be assessed by:

- Assignment
- Central Skills Log
- Multiple choice examination

OUTCOME 1

ACCOMMODATION REQUIREMENTS OF ANIMALS IN A VETERINARY ENVIRONMENT

ASSESSMENT CRITERIA

The learner can:

1. Clean, prepare and maintain accommodation for inpatients
2. Outline the requirements of hospital accommodation for dogs, cat and rabbits

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

1.1 Clean, prepare and maintain accommodation for inpatients

- Differing requirements of accommodation to include species specific enrichment
- Appropriate selection of cleaning equipment, disinfectant solutions and PPE
- The safe and effective use of cleaning equipment, solutions and disinfectant including dilution rates and contact time
- Appropriate use of holding cages, kennels and baskets
- Cleaning routines, spot clean and full clean
- Replenishment of bedding or substrate, furniture and equipment

1.2 Outline the requirements of hospital accommodation for dogs, cats and rabbits

- Layout and access to facilities to include:
 - ease of use
 - essential equipment and furniture
- Maintaining temperature and ventilation to include:
 - provision of additional heat
 - air conditioning units
- Bedding and substrates to include:
 - properties of a range of bedding and substrate materials e.g. warm, dust free, absorbent, antimicrobial, appropriate type for species
 - disposal of waste
- Safe use of accommodation and equipment to include:
 - maintenance protocols
 - reporting and managing unsafe accommodation and equipment

OUTCOME 2 PROVIDE FOOD AND FLUIDS TO INPATIENTS

ASSESSMENT CRITERIA

The learner can:

1. Prepare appropriate food and fluids for patients
2. Monitor and record fluid and dietary intake
3. Demonstrate storing and care for foodstuffs

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

2.1 Prepare appropriate food and fluids for patients

- Type and size of animal and life stage
- Known likes, dislikes and normal feeding regimes and diet to include:
 - preparing food - fresh, frozen, dried, tinned, prescription, quality, frequency according to condition, species and veterinary instructions
 - the provision of nutritional support e.g. handfeeding
 - appetite stimulants
 - the preparation of water, fluids and electrolyte replacements

2.2 Monitor and record fluid and dietary intake

- Use fluid and feeding charts
- Accurately recording dietary intake
 - solid food - tinned, fresh, dried
 - liquid food - prescribed
- Measure water intake through oral route

2.3 Demonstrate storing and care for foodstuffs

- Correct storage and use of foodstuffs
- Correct methods for disposing of foodstuff waste

OUTCOME 3 SUPPORT MOBILITY AND BEHAVIOURAL REQUIREMENTS

ASSESSMENT CRITERIA

The learner can:

1. Provide care for in-patients with compromised mobility
2. Use strategies to address the psychological needs of inpatients
3. Describe resources which may be used for the training of an animal
4. Explain the importance of developing a positive relationship between an individual and animal

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

3.1 Provide care for in-patients with compromised mobility

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

3.2 Use strategies to address the psychological needs of inpatients to include:

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

3.3 Describe resources which may be used for the training of an animal

- Training aids
- Training techniques
- Correct methods of use
- Re-enforcement techniques

3.4 Explain the importance of developing a positive relationship between an individual and animal

OUTCOME 4 MAINTAIN QUARANTINE AND ISOLATION ENVIRONMENTS

ASSESSMENT CRITERIA

The learner can:

1. Understand the definitions of contagion, infection, Zoonosis, Anthroponosis, quarantine and isolation, barrier nursing and nosocomial infections
2. Understand how to maintain and clean clinical isolation environments

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

4.1 Understand the definitions of contagion, infection, Zoonosis, Anthroponosis, quarantine and isolation, barrier nursing and nosocomial infections

- Contagion, e.g. Parvovirus, Kennel Cough, Feline Upper Respiratory Tract Infection, Salmonellosis
- Infection
- Zoonosis, e.g. Leptospirosis, Toxocariasis, Dermatophytosis, Rabies
- Anthroponosis, e.g. MRSA, Coronavirus
- Quarantine and Isolation
- Barrier Nursing
- Nosocomial infections

4.2 Understand how to maintain and clean clinical isolation environments

- Appropriate measures to take to limit spread of the disease
- Location and layout
- Personal Protective Equipment (PPE)
- Provisions for equipment, food, bedding, laundry
- Facilities for barrier nursing
- Disposal of waste
- Protocols in place
- Daily cleaning regime - dependent on condition, species, nursing care requirements and practice protocols to include:
 - using separate or disposable items including PPE, bedding and substrate
 - waste disposal methods appropriate to species and condition and in line with practice protocols
- Selecting and using of appropriate efficacious cleaning and disinfectant agents and practice protocols following manufacturer's guidelines
- Terminal disinfection - dependent on condition requiring animal to be isolated, species and practice protocols to include:
 - selecting and using appropriate efficacious cleaning and disinfectant agents according to practice protocols and following manufacturer's guidelines

- demonstrate correct procedure following vacating accommodation to ensure sufficient ventilation, air change, time elapsed before usage of facility for subsequent animals, health and safety factors and minimising risk of zoonotic transfer
- disposing of waste in accordance with health and safety and practice protocols

ASSESSMENT GUIDANCE			
	Type	Weighting	Assessment criteria
1.	Central Skills Log	73%	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2
2.	Multiple choice examination	9%	4.1
3.	Assignment	18%	3.3, 3.4

Unit Title	VNASAS3 Animal Health and Welfare				
Level	2	Credit Value	4	GLH	25
<p>UNIT AIM</p> <p>This unit facilitates practical competence in the understanding of health and welfare in companion animals. It is intended to support individuals who are working towards the Diploma for Veterinary Nursing Assistants – Small Animal qualification.</p>					
<p>LEARNING OUTCOMES</p> <ol style="list-style-type: none"> 1. Describe how to identify animals 2. Care requirements for animals under veterinary care 					
<p>ASSESSMENT AND GRADING</p> <p>The unit will be assessed by:</p> <ul style="list-style-type: none"> • Multiple choice examination 					

OUTCOME 1 DESCRIBE HOW TO IDENTIFY ANIMALS

ASSESSMENT CRITERIA

The learner can:

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

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

1.1 Identify the characteristics of common cat and dog breeds seen in practice

- Breeds/classifications within each species
- Characteristics for each of these breeds/classifications
- Terminology used to describe different colours in these breeds

1.2 List the different systems of animal identification for dogs, cats and rabbits

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

OUTCOME 2 CARE REQUIREMENTS FOR ANIMALS UNDER VETERINARY CARE

ASSESSMENT CRITERIA

The learner can:

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

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

2.1 List the signs of good and poor health in animals

- Signs of good health to include:
 - behaviour
 - posture
 - feeding/drinking
 - coat/skin
 - eyes/ears/mouth
 - urination/defecation
- Signs of poor health to include:
 - behaviour
 - posture
 - feeding/drinking
 - coat/skin
 - eyes/ears/mouth
 - urination/defecation
- Implications of ignoring poor health

2.2 Describe the care requirements of animals at different life stages, in pain and in recovery from a veterinary procedure

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

ASSESSMENT GUIDANCE

	Type	Weighting	Assessment criteria
1.	Multiple choice examination	100%	1.1, 1.2, 2.1, 2.2

Unit Title	VNASA4 Basic anatomy and physiology				
Level	2	Credit Value	12	GLH	90
<p>UNIT AIM</p> <p>This unit facilitates understanding of the anatomy and physiology of dogs, cats and rabbits. It is intended to support individuals who are working towards the Diploma for Veterinary Nursing Assistants – Small Animal qualification.</p>					
<p>LEARNING OUTCOMES</p> <ol style="list-style-type: none"> 1. Cardiovascular and circulatory system 2. Major body cavities and appropriate terminology 3. Skeletal structure 4. Tissue structure and shape 5. Digestive system and endocrine system 6. Respiratory systems 7. Urinary and reproductive system 8. Components of the nervous system 					
<p>ASSESSMENT AND GRADING</p> <p>The unit will be assessed by:</p> <ul style="list-style-type: none"> • Multiple choice exam 					

OUTCOME 1 CARDIOVASCULAR AND CIRCULATORY SYSTEM

ASSESSMENT CRITERIA

The learner can:

1. Outline the major systems and functions of the heart
2. Identify key differences between arteries, veins and capillaries
3. Locate the main vessels used in venepuncture and pulse taking on a dog and a cat
4. Describe the role of the cardiovascular system in dogs and cats
5. Describe the circulatory system

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

1.1 Outline the major systems and functions of the heart

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

1.2 Identify the key differences between arteries, veins and capillaries

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

1.3 Locate the main vessels used in venepuncture and pulse taking on a dog and a cat

- Main veins used for venepuncture
 - administration of intravenous medication
 - obtaining blood samples
- Main arteries used for taking a pulse
 - core pulses
 - peripheral pulses

1.4 Describe the role of the cardiovascular system in dogs and cats

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

1.5 Describe the circulatory system

- Components of the circulatory system -- heart, vessels, blood
- Features of a double circulatory system
- Main blood vessels within the circulatory system
- Components and functions of blood

OUTCOME 2

MAJOR BODY CAVITIES AND APPROPRIATE TERMINOLOGY

ASSESSMENT CRITERIA

The learner can:

1. Describe the key purpose, function and location of fundamental body cavities
2. Identify the major organs and structures within the thoracic cavity
3. Identify the major organs and structures within the abdominal cavity
4. Employ appropriate terminology when describing the anatomical and physiological features

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

2.1 Describe the key purpose, function and location of fundamental body cavities

- Body cavities
- Structures that define the barriers to each cavity

2.2 Identify the major organs and structures of the thoracic cavity

- Main structures in the thoracic cavity to include:
 - thoracic inlet
 - mediastinum
 - heart and pericardium
 - lungs
 - pleura
 - diaphragm
 - structures passing through diaphragm
- Functions of the main structures

2.3 Identify the major organs and structures of the abdominal cavity

- Main structures in the abdominal cavity to include:
 - digestive organs, liver and spleen
 - reproductive organs
 - kidneys and bladder
 - peritoneum
- Functions of these structures

2.4 Employ appropriate terminology when describing the anatomical and physiological features

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

OUTCOME 3 SKELETAL STRUCTURE

ASSESSMENT CRITERIA

The learner can:

1. Identify the location of named key bones within axial, appendicular, and splanchnic regions

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

3.1 Identify the location of named key bones within axial, appendicular, and splanchnic regions

- Definitions of axial, appendicular and splanchnic skeleton
- Bones that comprise the axial skeleton to include:
 - occipital crest and occiput
 - mandible
 - thoracic dorsal processes
 - ribs
- Bones that comprise the appendicular skeleton to include:
 - humerus, radius, ulna, carpus, phalanges
 - pelvis, femur, tibia, fibula, tarsus, hock, phalanges
- Bones that comprise the splanchnic skeleton

OUTCOME 4 TISSUE STRUCTURE AND SHAPE

ASSESSMENT CRITERIA

The learner can:

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

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

4.1 Describe basic cell shape and structure to include:

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

4.2 Specify the classification structure of tissues

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

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

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

OUTCOME 5 DIGESTIVE AND ENDOCRINE SYSTEM

ASSESSMENT CRITERIA

The learner can:

1. Identify the major structures and their functions of the digestive systems
2. Describe the process of digestion
3. Identify the main endocrine glands and the hormones secreted by each

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

5.1 Identify the major structures of the digestive systems

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

5.2 Describe the process of digestion

- Process of mechanical digestion
- Process of chemical digestion -- gastric, pancreatic and duodenal enzymes
- Basic difference between digestion in dogs, cats and rabbits

5.3 Identify the main endocrine glands and the hormones secreted by each

- Pituitary gland - anterior
- Pituitary gland -- posterior
- Thyroid glands
- Parathyroid glands
- Adrenals
- Ovaries
- Testes
- Pancreas

OUTCOME 6 RESPIRATORY SYSTEM

ASSESSMENT CRITERIA

The learner can:

1. Identify key structures and functions of the respiratory system
2. Identify normal respiratory systems
3. Outline the role of the respiratory system

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

6.1 Identify the key structures and functions of the respiratory systems

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

6.2 Identify normal respiratory patterns and factors that affect respiration function

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

6.3 Outline the role of the respiratory system

- Processes involved with respiration
- Internal and external respiration
- Gaseous exchange between alveoli and blood

OUTCOME 7 URINARY AND REPRODUCTIVE SYSTEM

ASSESSMENT CRITERIA

The learner can:

1. Identify the major structures of the urinary system
2. Outline the role of the urinary system
3. Identify the major structures of the reproductive system
4. Outline the role of the reproductive system

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

7.1 Identify the major structures and their functions of the urinary system

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

7.2 Outline the role of the urinary system

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

7.3 Identify the major structures and their functions of the reproductive system

- Main structures of the reproductive system
 - vagina
 - uterus
 - penis
 - prostate

7.4 Outline the role of the reproductive system

- Role of the male reproductive system to include behaviour
- Role of the female reproductive system to include behaviour
- How obstetrics and neutering alter the reproductive system

OUTCOME 8 MAIN COMPONENTS OF THE NERVOUS SYSTEM

ASSESSMENT CRITERIA

The learner can:

1. List the main components of the nervous system

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

8.1 List the main components of the nervous system

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

ASSESSMENT GUIDANCE			
	Type	Weighting	Assessment criteria
1.	Multiple choice examination	100%	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4, 8.1

Unit Title	VNASA5 Patient care				
Level	2	Credit Value	6	GLH	45

UNIT AIM

This unit facilitates knowledge and practical competence in the essentials of patient care within a veterinary care environment. It is intended to support individuals who are working towards the Diploma for Veterinary Nursing Assistants – Small Animal qualification.

LEARNING OUTCOMES

1. Handling animals in preparation for veterinary procedures and carry out safe movement within the veterinary practice
2. Processes, emotions and procedures involved in animal euthanasia and bereavement within a veterinary care environment
3. Assess the condition of patients

ASSESSMENT AND GRADING

The unit will be assessed by:

- Central Skills Log
- Assignment
- Multiple choice examination

OUTCOME 1

HANDLING ANIMALS IN PREPARATION FOR VETERINARY PROCEDURES AND CARRY OUT SAFE MOVEMENT WITHIN THE VETERINARY PRACTICE

ASSESSMENT CRITERIA

The learner can:

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

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

1.1 Handle and restrain animals in preparation for veterinary procedures

- Normal behavioural patterns
- Risks associated with inappropriate manual handling
- Appropriate handling techniques for getting animals into and out of accommodation
- Appropriate restraint techniques for a range of veterinary procedures to include:
 - medication - topical, subcutaneous, intramuscular, intravenous
 - blood sampling
 - clinical examination
 - induction of anaesthesia
 - intravenous catheterisation

1.2 Select appropriate handling equipment and employ appropriate techniques to use

- Handling and restraint equipment to include:
 - slip-leads
 - muzzles — tape, fabric, basket
 - cat-bags
 - towels
 - gauntlets
 - padded nets

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

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

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

- Providing accurate advice to clients regarding transportation of their pets

OUTCOME 2

PROCESSES, EMOTIONS AND PROCEDURES INVOLVED WITH ANIMAL EUTHANASIA AND BEREAVEMENT WITHIN A VETERINARY CARE ENVIRONMENT

ASSESSMENT CRITERIA

The learner can:

1. Define the terms euthanasia and bereavement together with the stages of grief
2. Carry out the procedures associated with planned euthanasia and the storage and disposal of cadavers
3. List the common reactions to emotional stress
4. Identify support services available for practice staff and clients

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

2.1 Define the terms:

- Euthanasia
- Bereavement
- Stages of grief and signs associated with each stage

2.2 Carry out the procedures associated with planned euthanasia and the storage and disposal of cadavers

- Equipment and materials required for a planned euthanasia
- Preparing a suitable environment for a planned euthanasia
- Legislation relevant to the disposal of cadavers
- Appropriate forms required for disposal of cadavers
- Appropriate storage and disposal of cadavers

2.3 List the common reactions to emotional stress

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

2.4 Identify support services available for practice staff and clients

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

OUTCOME 3 ASSESS THE CONDITION OF PATIENTS

ASSESSMENT CRITERIA

The learner can:

1. Outline the factors used to inform patient assessment
2. Outline how to record and monitor vital signs
3. Monitor and report the animals physical condition and behaviour at suitable intervals
4. Report and record observations of in-patients effectively to colleagues

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

3.1 Outline the factors used to inform patient assessment

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

3.2 Outline how to record and monitor vital signs

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

3.3 Monitor and report the animals physical condition and behaviour at suitable intervals

- Physical condition to include:
 - appearance - nose, ears, eyes, mouth, limbs, coat, skin, genital area, weight and body scoring
 - posture and movement
 - appetite, water intake and hydration level

- bodily function - urine and faeces, vomiting
- wounds, surgical incisions, visual signs of ectoparasites and endoparasites
- signs of trauma, swelling, discharge
- Behaviour
 - social interaction
 - visual signs of stress, discomfort, pain
 - body language

3.4 Report and record observations of in-patients effectively to colleagues

- Handwritten
- Computer
- Verbal communication
- Updating records

ASSESSMENT GUIDANCE

	Type	Weighting	Assessment criteria
1.	Central Skills Log	50%	1.1, 1.2, 1.3, 2.2, 3.3, 3.4
2.	Assignment	25%	2.1, 2.3, 2.4
3	Multiple choice examination	25%	1.4, 3.1, 3.2

Unit Title	VNASA6 Principles of veterinary nursing assistant support				
Level	2	Credit Value	22	GLH	165

UNIT AIM

This unit facilitates an understanding of the essentials of supporting the veterinary staff when caring for patients within a veterinary environment. It is intended to support individuals who are working towards the Diploma for Veterinary Nursing Assistants – Small Animal qualification.

LEARNING OUTCOMES

1. Customer service and administrative duties within a veterinary care environment
2. Manage, administer, record and dispose of veterinary pharmaceuticals
3. Animal emergencies and first aid
4. Care and management of patients
5. Preparing the surgical environment and patient
6. Preparing diagnostic equipment and the patient

ASSESSMENT AND GRADING

The unit will be assessed by:

- Central Skills Log
- Multiple choice examination

OUTCOME 1

CUSTOMER SERVICE AND ADMINISTRATIVE DUTIES WITHIN THE VETERINARY CARE ENVIRONMENT

ASSESSMENT CRITERIA

The learner can:

1. Communicate with clients, colleagues, other industry professionals and members of the public using appropriate methods of communication to meet the needs of others
2. Provide information to clients on available products and services
3. Maintain the working environment and public areas
4. Produce a client invoice and receive payment
5. Provide information on animal euthanasia and bereavement

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

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

- Appropriate communication using different methods
 - written, oral, telephone, face-to-face, email
- Taking telephone information to make an appropriate appointment:
 - routine appointments
 - emergency appointments
 - follow up appointments
 - nurse clinic appointments

1.2 Provide information to clients on available products and services

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

1.3 Maintain the working environment and public areas

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

- urine, faeces, blood, discharge

1.4 Produce a client invoice and receive payment

- Producing accurate invoicing
- Receiving correct payment

1.5 Provide information on animal euthanasia and bereavement

- Procedure for animal euthanasia
- Understanding the implications of asking for consent and payment for services

OUTCOME 2

MANAGE, ADMINISTER, RECORD AND DISPOSE OF VETERINARY PHARMACEUTICALS

ASSESSMENT CRITERIA

The learner can:

1. Administer care and medication for sick or injured animals in accordance with veterinary instructions
2. List the main dispensing categories and explain their differences
3. State the requirements for the safe storage and disposal methods for different types of veterinary medicines
4. Demonstrate an understanding of veterinary prescriptions and assist in the preparation of medications for administration

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

2.1 Administer care and medication for sick or injured animals in accordance with veterinary instructions

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

2.2 List the main dispensing categories and explain their differences

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

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

- Legislation relevant to storage and disposal of veterinary medicines
- Key requirements of storage within practice
- Disposal methods used in practice
- Maintenance of accurate records

2.4 Demonstrate an understanding of veterinary prescriptions and assist in the preparation of medications for administration

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

OUTCOME 3 ANIMAL EMERGENCIES AND FIRST AID

ASSESSMENT CRITERIA

The learner can:

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

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

3.1 Identify the limitations, principles and aims of animal first aid within veterinary practice

- Aims, principles and limitations of first aid
- Recognising urgent, emergency and life-threatening conditions
- Difference between a veterinary surgeon and a lay person with regard to first aid
- Recognising emergency situations
- Appropriate actions to take during an emergency situation
- Importance of assisting appropriately during an emergency situation

3.2 Maintain an emergency kit used in animal emergency

- Essential contents of an emergency kit
- Appropriate use of the contents in an animal first aid kit

3.3 Name the precautions to be taken when handling or transporting injured animals within the veterinary practice

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

3.4 Identify common first aid injuries and the first aid provided

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

OUTCOME 4 CARE AND MANAGEMENT OF PATIENTS

ASSESSMENT CRITERIA

The learner can:

1. Outline principles of medical and surgical nursing
2. Demonstrate maintenance of hygiene for individual in-patients
3. Assist in the monitoring and maintenance of intravenous fluid therapy
4. Perform a simple wound dressing
5. Apply safe and effective simple bandages
6. Demonstrate safe and effective strategies to prevent patient wound or dressing interference

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

4.1 Outline the principles of medical and surgical nursing

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

4.2 Assist in the monitoring and maintenance of intravenous fluid therapy

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

4.3 Perform a simple wound dressing

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

4.4 Apply safe and effective simple bandages

- Limb
- Head

4.5 Demonstrate safe and effective strategies to prevent patient wound or dressing interference

- Elizabethan collars (Buster™)
- T-shirt and socks
- Topical application (commercially available bitter spray)

OUTCOME 5

PREPARING THE SURGICAL ENVIRONMENT AND PATIENT TO INCLUDE POST OPERATIVE CARE

The learner can:

1. Admit animals for surgery
2. Prepare surgical areas and equipment
3. Prepare operation sites
4. Explain what sterilisation is and how it is used in a clinical situation
5. Understand the basics of monitoring a general anaesthetic
6. Assess and carry out appropriate care following surgery
7. Prepare a suitable nursing environment for a post-operative patient
8. Observe and record post-operative observations

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

5.1 Admit animals for surgery

- Handover from owner
- Checking consent
 - ensuring that the person is the owner or the owner's agent and is over 18 years of age prior to signing
 - clarifying the consent form with the owner
 - ensuring the client understands the nature of the proposed procedure
- Recording contact details
 - informing owner of when to phone regarding the procedure and progress or discharge arrangements
 - recording and updating owner's and animal's details including contact details
- Updating records
 - recording any changes to normal behaviour, eating, drinking, elimination, allergies, reactions to anaesthetic procedures and blood transfusions
 - establishing base line parameter observations
 - weighing animal

5.2 Prepare surgical areas and equipment

- Care and use of clippers
 - check clippers and blades for cleanliness, damage and function prior to use
 - fit and adjust blades
 - care taken when clipping sensitive areas
- Prepare the theatre table and anaesthetic machine
- Clean and pack routine instruments

5.3 Prepare operation sites

- Identification of site
 - prepare site as directed by veterinary surgeon
- First skin scrub
 - prepare skin using suitable detergent and antiseptic agents appropriately
 - follow practice protocols regarding the use of PPE

5.4 Explain what sterilisation is and how it is used in a clinical environment

- Definitions of chemical, steam-pressure and gaseous sterilisation
- Processes involved with:
 - steam-pressure sterilisation
 - ethylene oxide sterilisation
- Items commonly used within practice that are suitable for sterilisation and those that are not
- Items that are suitable for:
 - steam-pressure sterilisation
 - ethylene oxide sterilisation

5.5 Understand the basics of monitoring a general anaesthetic

- ASA guidelines
- Monitoring a general anaesthetic
- Monitoring a sedation
- Vital signs to monitor
- Recording accurate information
- Anaesthetics complications and deaths

5.6 Assess and carry out appropriate care following surgery

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

5.7 Prepare a suitable nursing environment for a post-operative patient

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

5.8 Record immediate post-operative observations

- Vital signs
 - temperature, pulse, respiration, mucous membrane colour and CRT, level of consciousness, hydration status, response to stimuli, signs of shock, discharges, any vomiting or diarrhoea
- Pain
 - responses to pain and requirement for additional analgesia - vocalisation and restlessness

- assessment of pain score, analgesia already given - dosage, route, time and effect
- Urine output
 - colour, amount and smell
- Wound appearance and drainage
 - signs of leakage from wound site, amount drained and appearance of discharge, haematoma and bruising and respond appropriately

OUTCOME 6 PREPARING DIAGNOSTIC EQUIPMENT AND THE PATIENT

The learner can:

1. Prepare laboratory equipment and machines
2. Prepare equipment and consumables used to take samples for laboratory tests
3. Prepare x-ray machine and processor
4. Assist with positioning the patient ready for exposure
5. Process radiographic images

CONTEXT

Dogs, cats and rabbits

UNIT CONTENT

6.1 Prepare laboratory equipment and machines

- Biochemistry and haematology machines
- Centrifuge
- Haematocrit reader
- Refractometer
- Microscope

6.2 Prepare equipment and consumables used to take samples for laboratory tests

- Blood sampling
- Skin scrapes, hair plucks and tape smears
- PCV and blood smear
- Urine dipstick and refractometer

6.3 Prepare x-ray machine and processor

- Record patients details
- Positioning aids and markers prepared
- PPE and safety measures prepared
- Follow ionising radiation guidelines throughout

6.4 Assist with positioning the patient ready for exposure

- Correct terminology and landmarks used
- Follow ionising radiation guidelines throughout

6.5 Process radiographic images

- Patient details and exposure settings recorded
- Correct markers and collimation

ASSESSMENT GUIDANCE

	Type	Weighting	Assessment criteria
1.	Central Skills Log	71%	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.8, 6.1, 6.2, 6.3, 6.4, 6.5
2.	Multiple choice examination	29%	2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 5.4,

