

apprenticeship FRAMEWORK

Veterinary Nursing (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies **both** to new Apprenticeship starts from 21 September 2018 **and** all Apprenticeships commenced before and not completed by 21 September 2018.

Latest framework version?

For any previous versions of this framework: https://acecerts.co.uk/framework_library

Issue date: 17 September 2012

Issued By:
Lantra

Apprenticeship Certificates
England

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Veterinary Nursing

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Framework information

Information on the Issuing Authority for this framework:

Lantra

The Apprenticeship sector for occupations in environmental and land-based.

Issue number: 4	This framework includes:
Framework ID: FR01707	Level 2 <input type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 30/09/2016	This framework is for use in: England

Short description

The Veterinary Nursing Advanced Apprenticeship framework has been designed with the industry, the Royal College of Veterinary Surgeons (RCVS), City & Guilds and Central Qualifications to provide learners entering the profession with the skills and knowledge to become a qualified registered Veterinary Nurse. The minimum duration of the framework is 36 months.

The framework also provides a progression pathway to move into animal behaviour, animal physiology, medical or surgical nursing.

Job opportunities include Veterinary Nurse Small Animal, Veterinary Nurse Equine, Head Veterinary Nurse.

Contact information

Proposer of this framework

Veterinary Activities Industry Group, which includes members such as British Veterinary Hospitals Association, The Blue Cross, People's Dispensary for Sick Animals and a number of independent veterinary Practices.

Developer of this framework

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Issuer Email:	issuingauthority@lantra.co.uk

Revising a framework

Why this framework is being revised

RCVS are no longer offering the Level 3 Diploma in Veterinary Nursing, they have handed over the responsibility to City & Guilds. This has meant a new qualification number being assigned.

Lantra have also been approached by Central Qualifications who are now offering the Level 3 Diploma in Veterinary Nursing (Equine pathway) to include it in the Veterinary Nursing Advanced Apprenticeship framework.

Summary of changes made to this framework

Change from RCVS to City & Guilds offering the Level 3 Diploma in Veterinary Nursing.

Addition of the competence/knowledge qualification - Level 3 Diploma in Veterinary Nursing (Equine pathway), offered by Central Qualifications.

Qualifications removed

RCVS Level 3 Diploma in Veterinary Nursing - 500/9872/X

Qualifications added

City & Guilds Level 3 Diploma in Veterinary Nursing - 600/6052/9

Central Qualification Level 3 Diploma in Veterinary Nursing - 600/5823/7

Qualifications that have been extended

None.

Purpose of this framework

Summary of the purpose of the framework

Veterinary Nursing is the supportive care of animals receiving treatment within a veterinary practice. A Veterinary Nurse works as a member of the veterinary team, providing expert nursing care for sick animals, routine treatments, and plays a significant role in the education of owners about maintaining the health of their pets. Veterinary Nurses can carry out technical work and are skilled in undertaking a range of diagnostic tests, medical treatment and minor surgery procedures under veterinary direction.

Micro-businesses dominate the land-based and environmental sector with 97.5% of businesses in the industry in England employing fewer than ten members of staff. Many veterinary practices are small employers (60% employing fewer than ten members of staff) and therefore each person has an important role to play within the organisation. This emphasises the need for employees to have a variety of skills so as to help the practice to grow and remain profitable. Skills such as customer relations, written and oral communication and problem solving skills are all deemed to be of value to the industry. This makes apprentices a valuable member of the practice.

Veterinary Nursing is a highly regulated industry and an important industry for the land-based and environmental sector in England representing 2% of the businesses and 4% of the employment within the sector. A Veterinary Nursing Advanced Apprenticeship has been in place since August 2006 and with the revised framework, uptake is expected to increase by 30% over the next three years. This framework has been designed to include the updated qualification with the help of employers, trade associations and providers and to meet the new Specification for Apprenticeship Standards England (SASE).

Research carried out by Lantra in 2009 found that 36% of all vacancies were hard to fill vacancies and this is because applicants lack technical, practical or job-specific skills, customer handling, written and oral communications and problem solving skills, thus causing some difficulties with recruitment.

The previous completion rates of the Apprenticeship over the last three years demonstrate that there has been a 48% growth in the completion of the Veterinary Nursing Apprenticeship as indicated by the figures below:

2009/2010

- Level 2 - 400
- Level 3 - 340
- Total - 740

2008/2009

- Level 2 – 370
- Level 3 – 280
- Total – 640

2007/2008

- Level 2 – 250
- Level 3 – 250
- Total – 500

The Royal College of Veterinary Surgeons' (RCVS) research found that the majority of Veterinary Nurses were employed full-time and that there is an overwhelming majority of female Veterinary Nurses with only 2% being male. The research also evidenced that black and minority ethnic representation is still extremely low.

Research carried out by Lantra in 2009 shows that industry values the Advanced Apprenticeship as an entry route for learners into the industry and this is evidenced by the growth in the Apprenticeship framework over the last three years.

The Veterinary Nursing industry feels that because of the nature of their business, work-based learning through Apprenticeships is a good way for apprentices to learn the necessary skills required to work in a practice. This important entry route has been highlighted by employers in the Veterinary Nursing Industry Action Plan, which states the need to prioritise and increase the awareness and uptake of the Veterinary Nursing Advanced Apprenticeship framework.

The framework offers two pathways that are reflective of the areas of work within the Veterinary Nursing industry:

- Small Animal - registered Small Animal Veterinary Nurses provide expert care, support and treatment to small animals in a veterinary practice under veterinary direction

Job Roles may include – Veterinary Nurse Small Animal, Head Veterinary Nurse
- Equine - registered Equine Veterinary Nurses provide expert care, support and treatment to horses under veterinary direction

Job Roles may include – Veterinary Nurse Equine, Head Equine Veterinary Nurse.

Further information on the Veterinary Nursing industry can be found at:

Lantra: www.lantra.co.uk/Research

RCVS: RCVS Survey of the Veterinary Professions (2010) located at www.rcvs.org.uk under

publications.

Aims and objectives of this framework (England)

The aim of this Level 3 Advanced Apprenticeship is to build on the success of its predecessor by including updated qualifications to meet the skills needs of employers, attracting new applicants into the Veterinary sector to fill vacancies and provide a progression pathway for apprentices to fill higher level jobs.

The objectives are to:

1. Increase the take up of the Level 3 Apprenticeships in Veterinary Nursing by attracting new apprentices into the sector, especially those from the under represented groups, to meet the changing skills needs of employers
2. Upskill those working in Veterinary Nursing jobs to ensure that they attain the skills required to be competent in their profession
3. Increase awareness of the Advanced Apprenticeship
4. Provide clear pathways and information to higher level jobs, via Further Education and Higher Education where appropriate. Career information within Veterinary Nursing is available on Lantra's website www.lantra.co.uk/careers.

Entry conditions for this framework

Due to the industry being highly regulated, City & Guilds and Central Qualifications require candidates to have five GCSE passes at grade C or higher. Subjects must include English language, mathematics and a science subject plus 2 other GCSEs. Where an entrant does not have such qualifications, entrants may have alternative qualifications that are demonstrably equivalent.

The purpose of minimum entry qualifications is to ensure that potential apprentices are in a position to:

- Cope with the level and scope of learning required to achieve the registrable qualifications in veterinary nursing

and

- Function effectively and safely as a student veterinary nurse in a veterinary practice

Some possible alternative qualifications which maybe acceptable are:

- Level 2 Apprenticeship in Veterinary Nursing (this level of apprenticeship is no longer available for delivery)
- ABC Awards (BVNA) Certificate for Animal Nursing Assistants
- NPTC/C&G National Certificate for Veterinary Care Assistants

These qualifications are deemed acceptable as entry qualifications because they also incorporate significant work-based experience, directly relevant to veterinary nurse training. However, these qualifications are acceptable only when accompanied by Key/Functional Skills at level 2 in Application of Number/Maths and Communication/English or the relevant GCSEs.

If entrants do not have the required GCSEs or Key/Functional Skills, centres will require the apprentice to undertake, and pass the Basic Skills tests at level 2 in Communication and Application of Number.

It is advisable that apprentices who are uncertain as to whether they hold the required entry requirements, please contact City & Guilds direct - learnersupport@cityandguilds.com / or Central Qualifications at enquiries@cqual.org

Access to this Advanced Apprenticeship is available to all learners who meet the entry requirements, regardless of gender, race, creed, age or special needs. The Head of Centre should ensure that no learner is subjected to unfair discrimination on any grounds in relation to access to the taught programme or assessment. Centres are required to check whether equal opportunities policies are being adhered to.

Recognition of Prior Learning (RPL)

The awarding organisations (City & Guilds and Central Qualifications) may accept evidence of recent (achieved within five years preceding award registration) and relevant alternative qualifications and clinical experience that demonstrably meets the learning outcomes of any unit. The maximum amount of RPL that is permitted is equivalent to 2/3 of the total qualification (120 credits).

Apprentices may be credited with any unit of the award previously certificated provided that this has been achieved within five years of registration for the remaining units. Where a certificated unit was achieved more than five years prior to registration, apprentices may be asked to provide evidence of currency. A unit achieved more than ten years prior to registration will not be accepted for Recognition of Prior Learning (RPL).

All apprentices must achieve the required Key/Functional Skills. Applicants may already hold the equivalent qualifications. Refer to Transferable Skills section for more details.

Level 3

Title for this framework at level 3

Veterinary Nursing

Pathways for the framework at level 3:

Pathway 1: Small Animal

Pathway 2: Equine

Level 3, Pathway 1: Small Animal

Description of this pathway

Small Animal which includes support and treatment of animals in practices. A minimum of 190 credits.

Entry requirements for this pathway in addition to the framework entry requirements

No additional pathway entry requirements.

Job title(s)	Job role(s)
Veterinary Nurse Small Animal	Registered Small Animal Veterinary Nurses provide expert care, support and treatment to small animals in a veterinary practice under veterinary direction. They also play a key role in promoting animal health and welfare through the support and education of veterinary clients.
Head Veterinary Nurse	Supervises a team of Veterinary Nurses and/or nursing assistants and support staff within a veterinary practice. They also play a key role in promoting animal health and welfare through the support and education of veterinary clients.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 3 Diploma in Veterinary Nursing (Small Animal pathway)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/6052/9	City & Guilds	180	715	N/A

B2 - Level 3 Diploma in Veterinary Nursing (Small Animal pathway)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B2a	600/3711/8	Central Qualifications	180	715	N/A

Relationship between competence and knowledge qualifications

There is one qualification, the Level 3 Diploma in Veterinary Nursing (Small Animal pathway), which includes both competence and knowledge.

The independent assessment of the knowledge element of the Apprenticeship provides the underpinning knowledge to support the competence element. For the Veterinary Nursing Small Animal pathway, the competence element total 35 credits, the knowledge element for this pathway is 145 credits. The competence units will be separately assessed to the knowledge units listed below. All units within the competence and knowledge elements are mandatory.

Competence Element

Preparing for professional registration (10 credits)

Essentials of practical veterinary nursing care for hospitalised animals (5 credits)

Practical monitoring of small animal veterinary anaesthesia (10 credits)

Practical peri-operative veterinary nursing support for small animals (5 credits)

Practical veterinary nursing support of small animal patients (5 Credits)

Total credits for competence: 35

Knowledge Units

- Understanding the operational requirements of a veterinary practice (10 credits)
- Professional relationships and communication for veterinary nursing practice (10 credits)
- Comparative functional anatomy for veterinary nursing practice (20 credits)
- Applied animal welfare, health and husbandry for veterinary nurses (20 credits)
- Infection control in veterinary practice (5 credits)
- Understanding the essentials of veterinary nursing care for hospitalised animals (10 credits)
- Supporting the supply of veterinary medicines (5 credits)
- Veterinary nursing support of diagnostic imaging (10 credits)
- Veterinary nursing support of laboratory diagnostics (5 credits)
- Supporting veterinary operating theatre practice (10 credits)
- Principles of supporting veterinary anaesthesia (10 credits)
- Principles of peri-operative veterinary nursing support for small animals (10 credits)
- Principles of small animal veterinary nursing emergency and critical care (10 credits)
- Principles of veterinary nursing support for small animal patients (10 credits)

Total credits for knowledge: 145

Total credits for competence and knowledge is: 180

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

NO

If YES, please state the grade/level required for ICT:

Click here to enter text.

Progression routes into and from this pathway

Due to the industry being highly regulated, City & Guilds and Central Qualifications require candidates to have five GCSE passes at grade C or higher. Subjects must include English language, mathematics and a science subject plus 2 other GCSEs. Where an entrant does not have such qualifications, entrants may have alternative qualifications that are demonstrably equivalent.

The purpose of minimum entry qualifications is to ensure that potential apprentices are in a position to:

- Cope with the level and scope of learning required to achieve the registrable qualifications in veterinary nursing

and

- Function effectively and safely as a student veterinary nurse in a veterinary practice

Some possible alternative qualifications which maybe acceptable are:

- Level 2 Apprenticeship in Veterinary Nursing (this level of apprenticeship is no longer available for delivery)
- ABC Awards (BVNA) Certificate for Animal Nursing Assistants
- NPTC/C&G National Certificate for Veterinary Care Assistants

These qualifications are deemed acceptable as entry qualifications because they also incorporate significant work-based experience, directly relevant to veterinary nurse training. However, these qualifications are acceptable only when accompanied by Key/Functional Skills at level 2 in Application of Number/Maths and Communication/English or the relevant GCSEs.

If entrants do not have the required GCSE's or Key/Functional Skills, centres will require the apprentice to undertake and pass the Basic Skills tests at level 2 in Communication and Application of Number.

It is advisable that apprentices who are uncertain as to whether they hold the required entry requirements, please contact City & Guilds direct - learnersupport@cityandguilds.com / or Central Qualifications at enquiries@cqual.org

Progression opportunities onto the Veterinary Nursing Advanced Apprenticeship also exist for adult learners who have experience within the Veterinary Nursing Industry and meet the required entry requirements.

Progression from the Advanced Apprenticeship in Veterinary Nursing

Higher Education

Apprentices successfully completing the Advanced Apprenticeship have opportunities to progress within the industry by progressing to Higher Education courses such as a HNC/D, Foundation Degree or Degree (BSc). Examples of courses available across the UK include:

- Veterinary Nursing with Business Management
- Veterinary Nursing and Animal Behaviour
- Veterinary Nursing with Practice Management
- Bioveterinary Science
- Equine Veterinary Nursing

For Apprentices who wish to continue their development of skills and qualifications beyond degree level, opportunities exist to progress further in Higher Education with courses such as a Masters Degree which could include:

- Veterinary Epidemiology and Public Health by Distance Learning
- Veterinary Science
- Clinical Veterinary Science

Some useful websites to visit regarding Higher Education are www.ucas.co.uk or <http://ukpass.prospects.ac.uk>, both of these have information about courses and providers along with specific information on entry requirements.

Progression within employment

There are other professional development opportunities for those not wishing to follow the degree progression route and they include:

- RCVS Diploma in Advanced Veterinary Nursing
- Keeping up-to-date with practices through books/journals/articles etc.

For further information on continuous professional development please look at the RCVS website www.rcvs.org.uk.

Apprentices looking to progress in their employment from the Advanced Apprenticeship may be able to find supervisory or managerial positions such as Head Veterinary Nurse. Other options include specialising further or taking positions in other areas of the animal care industry such as animal welfare or training.

Further information on careers in the Veterinary Nursing and other related industries, including job profiles, progression maps and case studies can be found at www.lantra.co.uk/careers.

Employee rights and responsibilities

Evidence for ERR

Within the Advanced Apprenticeship in Veterinary Nursing there are two options for apprentices to choose to gain the ERR element of this framework. This gives apprentices the flexibility to complete the ERR in a way that is most appropriate to them. These two options will be explained to apprentices at the start of their programme during induction.

The two options are:

1. Lantra's Veterinary Nursing ERR workbook contains a number of tasks with short answer questions covering the nine outcomes listed below, which apprentices can complete at their own pace. The workbook can be found on Lantra's website www.lantra.co.uk/ERR.

Evidence of achievement of the ERR workbook must be sent to Lantra before an Apprenticeship Completion Certificate can be issued. This must be the sign off sheet at the back of the book which must be signed by the apprentice, employer and training provider.

Or

2. Unit J/602/5253 - Principles of employment rights and responsibilities in the land-based industries (2 credits)

Currently this is an accredited unit offered by British Horseracing Education and Standards Trust (BHEST). Those who complete the ERR unit will need to evidence their achievement with a completion certificate from the awarding organisation.

Apprentices who have already undertaken an Apprenticeship at Level 2 may have already completed the ERR workbook or they may have undertaken an accredited unit. These apprentices will not be required to repeat this section but they will be required to provide evidence in the form of a certificate at the time of certification of the Apprenticeship.

There are nine national outcomes/standards that all apprentices must know and/or understand:

1. Knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and Health & Safety legislation, together with the responsibilities and duties of employers
2. Knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme
3. Knows and understands the range of sources of information and advice available to them

on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme

4. Understands the role played by their occupation within their organisation and industry
5. Has an informed view of the types of career pathways that are open to them
6. Knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
7. Knows where and how to get information and advice on their industry, occupation, training and career
8. Can describe and work within their organisation's principles of conduct and codes of practice
9. Recognises and can form a view on issues of public concern that affect their organisation and industry.

Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Level 3, Pathway 2: Equine

Description of this pathway

Equine which includes support and treatment of equines in practice. A minimum of 190 credits.

Entry requirements for this pathway in addition to the framework entry requirements

There may be some physical restrictions and aspects of the Veterinary Nurse industry such as working with equines or other large animals. This should not rule out anyone as there may be opportunities for people with a physical disability to function competently elsewhere within the industry. Care should be taken by providers and employers that unfair discrimination does not occur.

Job title(s)	Job role(s)
Veterinary Nurse Equine	Registered Equine Veterinary Nurses provide expert care, support and treatment to horses under veterinary direction. They also play a key role in promoting animal health and welfare through the support and education of veterinary clients.
Head Equine Veterinary Nurse	Supervises a team of Veterinary Nurses and/or nursing assistants and support staff within a veterinary practice.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 3 Diploma in Veterinary Nursing (Equine pathway)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/6052/9	City & Guilds	180	715	N/A

B2 - Level 3 Diploma in Veterinary Nursing (Equine pathway)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B2a	600/5823/7	Central Qualifications	180	715	N/A

Relationship between competence and knowledge qualifications

The independent assessment of the knowledge element of the Apprenticeship provides the underpinning knowledge to support the competence element. For Veterinary Nursing Equine pathway, the competence element totals 35 credits and the knowledge element for this pathway is 145 credits. The competence units will be separately assessed to the knowledge units listed below. All units within the competence and knowledge elements are mandatory.

Equine pathway

Competence Element

Preparing for professional registration (10 credits)

Essentials of practical veterinary nursing care for hospitalised animals (5 credits)

Practical peri-operative veterinary nursing support for horses (5 credits)

Practical veterinary nursing support of equine patients (5 credits)

Equine neonatal care (10 credits)

Total credits for competence: 35

Knowledge Units

- Understanding the operational requirements of a veterinary practice (10 credits)
- Professional relationships and communication for veterinary nursing practice (10 credits)
- Comparative functional anatomy for veterinary nursing practice (20 credits)
- Applied animal welfare, health and husbandry for veterinary nurses (20 credits)
- Infection control in veterinary practice (5 credits)
- Understanding the essentials of veterinary nursing care for hospitalised animals (10 credits)
- Supporting the supply of veterinary medicines (5 credits)
- Veterinary nursing support of diagnostic imaging (10 credits)
- Veterinary nursing support of laboratory diagnostics (5 credits)
- Supporting veterinary operating theatre practice (10 credits)
- Principles of supporting veterinary anaesthesia (10 credits)
- Principles of equine veterinary nursing emergency and critical care (10 credits)
- Principles of veterinary nursing support for equine patients (10 credits)
- Principles of peri-operative veterinary nursing support for horses (10 credits)

Total credits for knowledge: 145

Total number of credits for competence and knowledge is 180.

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

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Does this framework require English achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for English:

Click here to enter text.

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YES

NO

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Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** **NO**

ICT

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Does this framework require ICT achievement above the minimum SASE requirement

YES

NO

If YES, please state the grade/level required for ICT:

Click here to enter text.

Progression routes into and from this pathway

Progression into the pathway

Due to the industry being highly regulated, City & Guilds and Central Qualifications require candidates to have five GCSE passes at grade C or higher. Subjects must include English language, mathematics and a science subject plus 2 other GCSEs. Where an entrant does not have such qualifications, entrants may have alternative qualifications that are demonstrably equivalent.

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- Cope with the level and scope of learning required to achieve the registrable qualifications in veterinary nursing

and

- Function effectively and safely as a student veterinary nurse in a veterinary practice

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- ABC Awards (BVNA) Certificate for Animal Nursing Assistants
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These qualifications are deemed acceptable as entry qualifications because they also incorporate significant work-based experience, directly relevant to veterinary nurse training. However, these qualifications are acceptable only when accompanied by Key/Functional Skills at level 2 in Application of Number/Maths and Communication/English or the relevant GCSEs.

If entrants do not have the required GCSEs or Key/Functional Skills, centres will require the apprentice to undertake, and pass the Basic Skills tests at level 2 in Communication and Application of Number.

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Progression from the Advanced Apprenticeship in Veterinary Nursing

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- RCVS Diploma in Advanced Veterinary Nursing
- Keeping up-to-date with practices through books/journals/articles etc.

For further information on continuous professional development please look at the RCVS website www.rcvs.org.uk.

Apprentices looking to progress in their employment from the Advanced Apprenticeship may be able to find supervisory or managerial positions such as Head Veterinary Nurse. Other options include specialising further or taking positions in other areas of the animal care industry such as animal welfare or training.

Further information on careers in the Veterinary Nursing and other related industries,

... Veterinary Nursing (England)
..... level 3
..... Pathway 2

including job profiles, progression maps and case studies can be found at
www.lantra.co.uk/careers.

Employee rights and responsibilities

Employee Rights and Responsibilities (ERR) within the Advanced Apprenticeship in Veterinary Nursing

Evidence for ERR

Within the Advanced Apprenticeship in Veterinary Nursing there are two options for apprentices to choose to gain the ERR element of this framework. This gives apprentices the flexibility to complete the ERR in a way that is most appropriate to them. These two options will be explained to apprentices at the start of their programme during induction.

The two options are:

1. Lantra's Veterinary Nursing ERR workbook contains a number of tasks with short answer questions covering the nine outcomes listed below, which apprentices can complete at their own pace. The workbook can be found on Lantra's website www.lantra.co.uk/ERR.

Evidence of achievement of the ERR workbook must be sent to Lantra before an Apprenticeship Completion Certificate can be issued. This must be the sign off sheet at the back of the book which must be signed by the apprentice, employer and training provider.

Or

2. Unit J/602/5253 - Principles of employment rights and responsibilities in the land-based industries (2 credits)

Currently this is an accredited unit offered by British Horseracing Education and Standards Trust (BHEST). Those who complete the ERR unit will need to evidence their achievement with a completion certificate from the awarding organisation.

Apprentices who have already undertaken an Apprenticeship at Level 2 may have already completed the ERR workbook or they may have undertaken an accredited unit. These apprentices will not be required to repeat this section but they will be required to provide evidence in the form of a certificate at the time of certification of the Apprenticeship.

There are nine national outcomes/standards that all apprentices must know and/or understand:

1. Knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and

responsibilities under the Employment Rights Act 1996, Equality Act 2010 and Health & Safety legislation, together with the responsibilities and duties of employers

2. Knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme
3. Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme
4. Understands the role played by their occupation within their organisation and industry
5. Has an informed view of the types of career pathways that are open to them
6. Knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
7. Knows where and how to get information and advice on their industry, occupation, training and career
8. Can describe and work within their organisation's principles of conduct and codes of practice
9. Recognises and can form a view on issues of public concern that affect their organisation and industry.

Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

Veterinary Nursing industry

Within the Veterinary Nursing industry there is an overwhelming majority of female employees at 98%, which is significantly higher than the sector average for England at 46%. Research carried out by Lantra in 2009, and supported by research from RCVS in 2010, shows that within the Veterinary Nursing industry those from a white ethnic background make up 99% of employees. The Royal College of Veterinary Surgeons' (RCVS) research found that the majority of Veterinary Nurses were employed full-time and that there is an overwhelming majority of female Veterinary Nurses with only 2% being male. It is suggested that this is because of a lack of awareness and the perception that the Veterinary Nursing profession is for females.

There are wide range of hands-on roles for people of all ages and abilities together with an increasing need for skilled managerial, high-tech and specialist people. Lantra's research predicts that 110,000 people will be needed over the next decade across the land-based sector.

Veterinary nurses work alongside veterinary surgeons to provide a high standard of medical and nursing care for animals. They are trained to a high level to enable them to work in all aspects of the veterinary practice environment from reception to the operating theatre. When qualified there are opportunities for more specialised training, for example in equine veterinary nursing, treating wildlife casualties, pet nutrition and surgical nursing. Experienced veterinary nurses have the opportunity to become head nurses and practice managers, work in specialist referral centres, teach in agricultural colleges and universities and work in pharmaceutical and veterinary supplies industries.

Apprenticeships are seen as a vital route to encourage and facilitate a greater diversity of individuals into the industry. Training providers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to the industry, using the nine legally protected characteristics of:

1. Age
2. Disability
3. Gender
4. Gender reassignment
5. Marriage and civil partnerships
6. Pregnancy and maternity
7. Race
8. Religion and Belief
9. Sexual orientation

Resolutions and further work

Lantra, the Veterinary Activities Group, RCVS, City & Guilds and Central Qualifications will work to increase equality and diversity amongst Veterinary Nurses by:

- Increasing the awareness of the Veterinary Nursing Advanced Apprenticeship with specific promotions to improve the gender balance
- Increasing marketing and communications
- Using career events to inform careers advisors of the opportunities available in the industry.

Veterinary Nursing employers meet through the Veterinary Activities Industry Group in order to discuss issues relating to standards, training and business productivity. The groups have developed industry action plans in order to prioritise issues such as recruitment, gender imbalance, equal opportunities and upskilling within the industry.

On and off the job guided learning (England)

Total GLH for each pathway

Total Guided Learning Hours

Advanced Apprenticeship

There are 2 pathways within the Veterinary Nursing Advanced Apprenticeship.

Veterinary Nursing Small Animal pathway - The total amount of Guided Learning Hours (GLH) which includes both on and off-the-job guided learning for the Veterinary Nursing Small Animal pathway is 1351 GLH.

The minimum duration requirement for apprentices undertaking this pathway is 36 months. The requirement, therefore, is for an apprentice to undertake a minimum of 451 hours in year 1 and 450 in years 2 and 3.

Veterinary Nursing Equine pathway - The total amount of Guided Learning Hours (GLH) which includes both on and off-the-job guided learning for the Veterinary Nursing Equine pathway is 1351 GLH.

The minimum duration requirement for apprentices undertaking this pathway is 36 months. The

requirement, therefore, is for an apprentice to undertake a minimum of 451 hours in year 1 and 450 in years 2 and 3.

Minimum off-the-job guided learning hours

Off-the-job Guided Learning Hours

Off-the-job Guided Learning Hours (GLH) is defined as time for learning activities away from normal work duties.

For this framework the amount of off-the-job guided learning per pathway is as follows:

- **Veterinary Nursing Small Animal pathway** – a minimum of 720 off-the-job guided learning hours must be delivered over the 36 month period. 240 off-the-job guided learning hours must be delivered within each year. This exceeds the minimum of 30% off-the-job GLH per year.
- **Veterinary Nursing Equine pathway** – a minimum of 720 off-the-job guided learning hours must be delivered over the 36 month period. 240 off-the-job guided learning hours must be delivered within each year. This exceeds the minimum of 30% off-the-job GLH per year.

How this requirement will be met

Off-the-job guided learning should:

- Be planned, reviewed and evaluated jointly between the apprentice and a tutor, clinical coach, mentor or manager
- Allow access as and when required by the apprentice either to a tutor, clinical coach, mentor or manager
- Be delivered during contracted working hours
- Be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers, guided study.

Examples of off-the-job learning for the Veterinary Nursing Advanced Apprenticeship are:

- 1-1 training with a clinical coach
- Animal physiology - form and functions of body systems in a range of mammalian species
 - key anatomical features and body functions of a range of species
- The study of Communication/English and Application of Number/Maths
- Human and animal first aid training
- The study of principles and codes of practice for Veterinary Nursing, including legislation
- Taught sessions contributing to Employee Rights and Responsibilities knowledge

- Induction where activities are covered away from normal work duties.

Evidence of off-the-job guided learning

Off-the-job guided learning must be recorded in a diary, workbook, portfolio, attendance records or Awarding Organisation's on-line systems. This evidence needs to be checked and signed by the assessor and employer.

A completed sign off sheet from the provider evidencing that the appropriate off-the-job guided learning hours have been completed should be sent to Lantra at the time of claiming the Apprenticeship certificate. This form is available on Lantra's website

<http://www.lantra.co.uk/forms>.

This evidence will be collected through the following:

- Level 3 Diploma in Veterinary Nursing
- Level 2 Functional skills/Key skills in Communication/English, Application of number/Maths - 45 GLH per key/functional skill
- Employee Rights and Responsibilities
- Personal Learning and Thinking Skills Induction

Minimum on-the-job guided learning hours

On-the-job Guided Learning Hours

On-the-job guided learning is defined as skills, knowledge and competence gained within normal work duties.

For this framework the amount of on-the-job guided learning is as follows:

Veterinary Nursing Small Animal pathway – a minimum of 631 hours must be delivered over the 36 month period. 211 on-the-job guided learning hours must be delivered in year 1 and 210 GLH in years 2 and 3.

Veterinary Nursing Equine pathway – a minimum of 631 hours must be delivered over the 36 month period. 221 on-the-job guided learning hours must be delivered in year 1 and 210 GLH in years 2 and 3.

How this requirement will be met

Job roles within the two pathways require a high level of technical competence and knowledge, which will be undertaken through work-based training, practice and experience.

On-the-job guided learning hours should:

- Achieve clear and specific outcomes which contribute directly to the successful

achievement of the framework and this may include accredited and non-accredited elements of the framework

- Be planned, reviewed and evaluated jointly between the apprentice and a tutor, clinical coach, mentor or manager
- Allow access as and when required by the apprentice either to a tutor, clinical coach, mentor or manager
- Be delivered during contracted working hours
- Be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers, guided study.

Examples of on-the-job activities that a learner will be focusing on within the workplace for the Veterinary Nursing Advanced Apprenticeship are:

- Husbandry skills for different species
- Using diagnostic imaging
- Assisting with preparation of materials and equipment needed for anaesthesia and supporting the anaesthetist
- Employability skills
- Team working and communications
- Taught sessions by the workplace line manager/instructor/clinical coach
- Induction where activities are covered within normal work duties.

This evidence will be collected through the following:

- Level 3 Diploma in Veterinary Nursing
- Level 2 Functional skills/Key skills in Communication/English, Application of Number/Maths - 45 GLH per key/functional skill

Evidence of on-the-job guided learning hours:

On-the-job learning must be recorded in a diary, workbook, portfolio, attendance records or Awarding Organisation's on-line systems. This evidence needs to be checked and signed by the assessor and employer.

A completed sign off sheet from the provider evidencing that the appropriate on-the-job guided learning hours have been completed should be sent to Lantra at the time of claiming the Apprenticeship certificate. This form is available on Lantra's website <http://www.lantra.co.uk/forms>.

Certification Requirements for GLH

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

The first part of this section sets out the requirements for completion of all the Personal Learning and Thinking Skills (PLTS) outcomes and then goes on to give more detailed information about how each one is to be evidenced.

Within the Veterinary Nursing Advanced Apprenticeship there are many opportunities for apprentices to demonstrate and collect evidence for each of the PLTS outcomes either through, the units within the Diploma in Veterinary Nursing, or the progress log which the apprentices are required to maintain. Lantra has developed with the Awarding Organisations a Record of Achievement which is based on quality assured evidence collected throughout the Apprenticeship. This ensures that PLTS are formally assessed within the Veterinary Nursing diploma.

Lantra requires apprentices to complete the Veterinary Nursing PLTS Record of Achievement and providers/assessors will need to check the evidence provided and complete the sign off sheet that can be found on Lantra's website www.lantra.co.uk/PLTS.

It will be the responsibility of the centre to ensure this information is retained for the External Verifier to quality assure.

The completed sheets must be sent into Lantra when claiming for the Advanced Apprenticeship certificate.

Certification Requirements for PLTS

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Generate ideas and explore possibilities;
- Ask questions to extend their thinking;
- Connect their own and others' ideas and experiences in inventive ways; Question their own and others' assumptions;
- Try out alternatives or new solutions and follow ideas through; Adapt ideas as circumstances change.

Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities for apprentices:

- Identify questions to answer and problems to resolve;
- Plan and carry out research, appreciating the consequences of decisions; Explore issues, events or problems from different perspectives;
- Analyse and evaluate information, judging its relevance and value;
- Consider the influence of circumstances, beliefs and feelings on decisions and events; Support conclusions, using reasoned arguments and evidence.

Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Assess themselves and others, identifying opportunities and achievements;
- Set goals with success criteria for their development and work;
- Review progress, acting on the outcomes;
- Invite feedback and deal positively with praise, setbacks and criticism; Evaluate experiences and learning to inform future progress;
- Communicate their learning in relevant ways for different audiences.

Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Collaborate with others to work towards common goals;
- Reach agreements, managing discussions to achieve results;
- Adapt behaviour to suit different roles and situations, including leadership roles; Show fairness and consideration to others;
- Take responsibility, showing confidence in themselves and their contribution;

- Provide constructive support and feedback to others.

Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Seek out challenges or new responsibilities and show flexibility when priorities change;
- Work towards goals, showing initiative, commitment and perseverance;
- Organise time and resources, prioritising actions;
- Anticipate, take and manage risks;
- Deal with competing pressures, including personal and work-related demands;
- Respond positively to change, seeking advice and support when needed;
- Manage their emotions, and build and maintain relationships.

Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Discuss issues of concern, seeking resolution where needed;
- Present a persuasive case for action;
- Propose practical ways forward, breaking these down into manageable steps;
- Identify improvements that would benefit others as well as themselves;
- Try to influence others, negotiating and balancing diverse views to reach workable solutions;
- Act as an advocate for views and beliefs that may differ from their own.

apprenticeship **FRAMEWORK**

For more information visit-
www.acecerts.co.uk/framework_library