



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Component Specification NFQ Level 5

Veterinary Assisting Skills 5N1363

1. Component Details

Title	Veterinary Assisting Skills
Teideal as Gaeilge	Scileanna Cúntóireacht Tréidliachta
Award Type	Minor
Code	5N1363
Level	5
Credit Value	15
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to care and manage a variety of animals under supervision in a veterinary care environment, understanding the use of preventative medical care and management in a variety of domestic and commercial animal care contexts.

Learning Outcomes	Learners will be able to:
	<ol style="list-style-type: none">1 Explain the role and structure of the veterinary practice2 Summarise the main components of domestic animal diets, including the effects and utilisation of specific nutrients on the body3 Outline metabolism of specific nutrients and common dietary related conditions requiring special diets for domestic pet animals4 Investigate the different structures and life stages of internal and external pathogens and parasites and

their potential effects and diseases caused in or on the host animals; body

- 5 Explain the preventative use of anthelmintics and external parasite control methods in small animals as well as surgical procedures that can reduce the likely occurrence of future medical conditions or problems
- 6 Explain the effects of toxins including common household and environmental poisons on the animal body including the signs of poisoning and methods of inducing emesis
- 7 Discuss the use of diagnostic equipment within the veterinary practice including equipment for fecal, urine and blood samples as well as x-ray and ultrasound equipment
- 8 Explain, with the aid of illustrations and models where appropriate commonly performed surgical procedures
- 9 Outline the appropriate care of animals during specific life stages detailing their vulnerabilities and the necessary veterinary skills, medication and assistance that may be required at times including at maturity, during and after parturition and as geriatric animals
- 10 Detail common hereditary and congenital conditions in pet animals and suggest procedures or medication that a veterinary may advise for owners
- 11 Apply personal health and safety techniques in line with protocol and codes of practice to demonstrate the understanding of zoonosis and methods of transmission
- 12 Identify common surgical equipment and tools including name and usual function
- 13 Apply emergency first aid techniques including stopping hemorrhaging, treating and dressing wounds and splinting potentially damaged bones whilst minimising the potential for additional injury to animal or self
- 14 Demonstrate a sympathetic manner when dealing with a distressed or anxious owner
- 15 Examine an animal visually and through suitable external investigation as if prior to admission or during hospitalisation within a practice
- 16 Ensure appropriate records are prepared and maintained for a hospitalised animal

- 17 Handle a variety of animals as if presented by an owner at a practice using first and second methods of restraint when removed from practice housing for exercise or veterinary examination
- 18 Give assistance to pet owners in routine health care and diet as well as pre and post-operative advice under the instruction of a veterinary professional
- 19 Prepare surgical equipment through autoclave sterilisation and the surgical area prior to surgery including assisting the veterinary surgeon in gowning whilst maintaining a sterile and aseptic environment
- 20 Contribute to the professional running of a veterinary practice whilst demonstrating understanding of the legal limitations of a non-qualified veterinary professional.

Assessment

General Information

All assessment should be planned in accordance with the programme assessment strategy developed as part of the programme submission for validation. See **Policies and Criteria for Validation of Programmes**. Assessment should be undertaken consistently and reflect current assessment guidelines. See www.qqi.ie.

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence consistent with the **minimum intended programme learning outcomes**.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are reliable and valid but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of

assessment. See current FET validation guidelines at www.qqi.ie.

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and QQI's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. All learning outcomes **must** be assessed and achieved in accordance with the **minimum intended module learning outcomes** set out in the validated programme.

Skills Demonstration	40%
Examination - Theory	60%

Description

Skills Demonstration

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.

Examination - Theory

An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.

A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.

Recognition of Prior Learning (RPL)

To support the development and implementation of RPL with regard to access, granting credit/exemptions and achievement of awards/parts of awards, providers should refer to **QQI's Statutory Guidelines for Quality Assurance**, the **Policies and Criteria for Validation of Programmes** and the **Principles and Operational Guidelines for the Recognition of Prior Learning**

in Further and Higher Education and Training available at www.qqi.ie

Grading	Pass	50% - 64%
	Merit	65% - 79%
	Distinction	80% - 100%
Specific Validation Requirements	There are no specific validation requirements for this award	
Supporting Documentation	None	
Access	To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.	
Transfer	Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.	

2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

Table 1: FET Credit Values

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and <60
4	90	10	5,15,20	>5 and <90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

Guide to Level

Learning outcomes at this level include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Broad range of knowledge
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas. Some underpinning theory
Know How & Skill	Range	Demonstrate a broad range of specialised skills and tools
	Selectivity	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems
Competence	Context	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts

Role	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups
Learning to Learn	Learn to take responsibility for own learning within a managed environment
Insight	Assume full responsibility for consistency of self- understanding and behaviour

Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI

