



## **Qualification Guidance**

**SEG Awards Entry Level 3 Award in  
Practical Small Animal Care Skills**

England – 500/9657/6

Wales – C00/0847/3

## About Us

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At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

### Sources of Additional Information

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Skills and Education Group Awards website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk) provides access to a wide variety of information.

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### Specification Code, Date and Issue Number

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The specification codes are A9108-E3.

Issue	Date	Details of change
10.0	September 2021	New qualification review date
10.1	February 2022	Updated formatting
10.2	March 2023	Addition of Qualification Wales regulation
11.0	August 2024	Extension to qualification review date

This guide should be read in conjunction with the Indicative Content document **version 1.0** which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Introduction

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The SEG Awards Entry 3 Award in Practical Small Animal Care Skills provides practical experience and knowledge of the animal care sector to support engagement, participation, achievement and progression for learners at Entry Level and Level 1. They will help learners to decide whether to undertake further training or employment within this occupational area.

## Pre-requisites

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There are no specific entry requirements for this qualification.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

## Qualification Structure and Rules of Combination

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### Rules of Combination: Entry Level 3 Award in Practical Small Animal Care Skills

Learners must achieve a minimum of 8 credits. This must include 2 credits from Group A (Entry Level 3 mandatory unit) plus a minimum of 4 credits from Group B (Entry Level 3 optional units). The remaining credit may be made up of any other units from Groups B, C or D.

Unit	Unit Number	Level	Credit Value	GL
Group A – Entry Level 3 Mandatory Unit				
Recognise types and parts of the body of small animals	L/502/0612	E3	2	20
Group B – Entry Level 3 Optional Units				
Assist with catching and restraining a small animal	R/502/0613	E3	2	20
Check that a small animal is healthy	Y/502/0614	E3	3	30
Groom a small animal	D/502/0615	E3	2	20
Show visitors around a small animal enterprise	H/502/0616	E3	2	20
Introduction to handling stock in a retail environment	J/501/9524	E3	3	30
Introduction to looking after customers in a retail environment	F/501/9523	E3	3	30

Group C – Entry Level 2 Optional Units				
Recognise parts of the body of small animals and their function	K/502/0505	E2	2	20
Recognise small animals	R/502/0496	E2	1	10
Recognise types of animal housing and bedding for small animals	M/502/0506	E2	2	20
Assist with cleaning housing for small animals	T/502/0507	E2	2	20
Communicating with others at work	D/501/6631	E2	1	10
Recognise types of foods and feed small animals	A/502/0508	E2	2	20
Group D – Level 1 Optional Units				
Assist with the care of animals	A/502/4588	1	2	18
Principles of the care of animals	F/502/4589	1	2	18
Principles of the movement and handling of small animals	L/502/5714	1	2	18
Assist with the movement and handling of small animals	T/502/5710	1	1	9
Assist with feedstuffs for small animals	H/600/0473	1	2	18
Principles of dealing with animal accommodation	D/600/0469	1	2	18
Assist with animal accommodation	R/600/0470	1	2	18
Principles of the movement of animals	Y/502/4100	1	1	9
Assist with the movement of animals	D/502/4101	1	2	18
Principles of transporting supplies of physical resources within the work area	D/502/4096	1	1	9
Assist with the transport of supplies of physical resources within the work area	J/502/4741	1	2	18

## Aims

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The SEG Awards Entry 3 Award in Practical Small Animal Care Skills aims to enable learners to:

- gain work-related skills in the area of animal care
- develop generic employability skills
- prepare for further training within this occupational area
- gain an insight into core activities within this occupational area in order to allow them to make informed career decisions.

## Target Group

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This qualification is designed for young people aged 14+ and adults who have an interest in animal care as an area of employment and want to develop practical skills in this area.

## Practical Hours Requirement

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There is no external practical hour requirements attached to this qualification.

## Assessments

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This qualification is to be completed by portfolio submission including physical demonstration on live animals throughout units, with clear evidencing linked to the relevant Assessment Criteria. Where physical demonstration is required, this needs to be observed and recorded by the tutor to support the overall qualification submission.

## Resources

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Skills and Education Group Awards provides the following additional resources for this qualification:

- Learner Unit Achievement Checklist
- Indicative Content
- Blank Photographic Evidence Template
- Job Sheet Template
- Tools and Equipment Safety Checklist
- Progression Routes Flow Chart

## Teaching Strategies and Learning Activities

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Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## Progression Opportunities

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Learners who achieve this qualification can progress onto the Level 1 qualifications in Practical Small Animal Care. The qualification includes optional Level 1 units to provide stretch where appropriate and to encourage progression. Learners could progress through this suite of qualifications onto the SEG Awards Level 2 Awards and Certificates in Practical Animal Care as well as the Level 2 Work-Based Diploma in Animal Care and Welfare.

Centres should be aware that reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

## Tutor/Assessor Requirements

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Skills and Education Group Awards require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

## Language

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These specifications and associated assessment materials are in English only.



## Qualification Summary

<b>Qualifications</b>						
Entry Level 3 Award in Practical Skills in Small Animal Care - 500/9657/6						
<b>Qualification Purpose</b>	<p>Learners will further develop their knowledge, skills and understanding in small animal care. Building on foundational skills, this qualification provides learners with enhanced competencies and a more in-depth understanding of the principles and practices associated with caring for small animals.</p> <p>Occupations within Animal Care Services has shown a strong increase of demand over the past 3 years, with occupation postings increasing by 9%. The sector continues to rise with occupation opportunities within this field, with an expected 3% rise, providing learners with a great opportunity of success when achieving this qualification.</p>					
<b>Age Range</b>	<b>Pre 16</b>	✓	<b>16-18</b>	✓	<b>19+</b>	✓
<b>Regulation</b>	<p>The qualification identified above is regulated by:</p> <ul style="list-style-type: none"> <li>• Ofqual</li> <li>• Qualification Wales</li> <li>•</li> </ul>					
<b>Assessment</b>	<p>Internal assessment Internal and external moderation</p>					
<b>Type of Funding Available</b>	See FaLA (Find a Learning Aim)					
<b>Qualification/Unit Fee</b>	See Skills and Education Group Awards web site for current fees and charges					
<b>Grading</b>	<p>Pass To achieve a Pass learners must complete all units as stated in the rule of combination (RoC)</p>					
<b>Operational Start Date</b>	01/05/2010					
<b>Review Date</b>	31/08/2027					
<b>Operational End Date</b>						
<b>Certification End Date</b>						
<b>Guided Learning (GL)</b>	80					
<b>Total Qualification Time (TQT)</b>	80					
<b>Credit Value</b>	8					
<b>Skills and Education Group Awards Sector</b>	Animal Care					
<b>Ofqual SSA Sector</b>	03.3 Animal Care and Veterinary Science					
<b>Stakeholder Support</b>	These qualifications are supported by Lantra, the Sector Skills Council for environmental and land-based industries					
<b>Administering Office</b>	See Skills and Education Group Awards web site					

## Unit Details

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## Recognise Types and Parts of the Body of Small Animals

<b>Unit Reference</b>	<b>L/502/0612</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise species of small animals and parts of the body of a bird or reptile or rodent.
<b>Learning Outcomes (1 to 1) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.5) <i>The learner can</i></b>
1. Be able to recognise species, and parts of the body, of small animals	1.1. Recognise species of small animals 1.2. Recognise parts of the body of small animals 1.3. State key differences between animal species 1.4. State how one animal species moves 1.5. Maintain own safety and hygiene throughout operations

## Assist With Catching and Restraining a Small Animal

<b>Unit Reference</b>	<b>R/502/0613</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to assist with catching and restraining a dog or cat or rabbit for a specific purpose.
<b>Learning Outcomes (1 to 1) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.7) <i>The learner can</i></b>
1. Be able to catch and restrain a small animal	1.1. Recognise suitable equipment for catching and restraining small animals 1.2. Assist with catching a small animal 1.3. Assist with restraining a small animal 1.4. Identify equipment used to move/transport small animals 1.5. Move/transport a small animal from one location to another 1.6. Maintain own safety and hygiene throughout operations 1.7. Give a reason why care should be taken when moving and restraining animals

## Check That a Small Animal is Healthy

<b>Unit Reference</b>	<b>Y/502/0614</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to complete a health check on a dog or cat or rabbit restrained by a supervisor.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.1)</b> <i>The learner can</i>
1. Be able to restrain and complete a health check on a small animal	1.1. Prepare to restrain a small animal 1.2. Restrain a small animal 1.3. Recognise areas of the body for checking to establish health 1.4. Identify signs of good health in small animals 1.5. Maintain own safety and hygiene throughout operations
2. Know the signs of good health in a small animal	2.1. State the signs which indicate that a small animal is healthy

## Groom a Small Animal

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<b>Unit Reference</b>	<b>D/502/0615</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The learner will be able to groom a dog or cat or rabbit restrained by the supervisor.
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.7)</b> <i>The learner can</i>
1. Be able to groom a small animal	1.1. Give a reason for grooming a small animal 1.2. Recognise items of grooming equipment 1.3. Restrain a small animal for grooming 1.4. Groom a small animal 1.5. Use, clean and store PPE, tools and equipment safely 1.6. Maintain the safety of self, others and animals during the operation 1.7. State why PPE needs to be worn

## Show Visitors around a Small Animal Enterprise

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<b>Unit Reference</b>	<b>H/502/0616</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to greet and show visitors around a small animal unit
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.5)</b> <i>The learner can</i>
1. Be able to greet and show visitors around a small animal unit	1.1. Present self appropriately 1.2. Conduct self appropriately and politely 1.3. Give a reason for greeting visitors politely 1.4. Show visitors around the unit 1.5. State why visitors should not touch animals

## Introduction to Handling Stock in a Retail Environment

<b>Unit Reference</b>	<b>J/501/9524</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	The aim and purpose of this unit is to provide the learner with the knowledge and skills required to monitor and maintain stock.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
1. Know how to unpack and move stock	1.1. Unpack items of stock safely 1.2. Respond to instructions to move goods and materials safely to prevent damage to stock or injury to self or others
2. Know how to store stock safely	2.1. Put stock into the right storage place safely 2.2. Contribute to storing items neatly and securely and in correct order
3. Know how to fill up stock on display	3.1. Fill up stock on display 3.2. Contribute to cleaning and tidying shelves without altering the layout of the display 3.3. Contribute to positioning items on shelves in the right place and order



## Introduction to Looking After Customers in a Retail Environment

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<b>Unit Reference</b>	<b>F/501/9523</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	The aim and purpose of this unit is to provide the learner with the knowledge and skills required to communicate and with customers and give a positive impression.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
1. Know how to project positive impression of self/company to customers	1.1. State why personal appearance and following dress code is important to giving a positive impression 1.2. State how to greet customers in a positive way
2. Know how to communicate with customers	2.1. Use appropriate and clear language, tone, manner and body language when communicating with customers
3. Know how to deal with customer enquiries	3.1. Identify a range of customer enquiries common to a retailer 3.2. Respond politely to simple enquiries

## Recognise Parts of the Body of Small Animals and Their Function

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<b>Unit Reference</b>	<b>K/502/0505</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise parts of the body of small animals and also those parts which are commonly examined for general health checks.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.1)</b> <i>The learner can</i>
1. Be able to recognise parts of the body of small animals	1.1. Recognise parts of the body of small animals 1.2. Recognise parts of the body that are commonly checked for health
2. Know the functions of parts of the body of small animals	2.1. List the functions of parts of the body of small animals

## Recognise Small Animals

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<b>Unit Reference</b>	<b>R/502/0496</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise common small animals and the features of certain breeds or types.
<b>Learning Outcomes (1 to 1) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.5) <i>The learner can</i></b>
1. Be able to recognise breeds/types of common small animals	1.1. Recognise species of small animals 1.2. Recognise breeds of small animals 1.3. Recognise features of breeds of small animals 1.4. Maintain own safety and hygiene throughout operations 1.5. State why it is important to identify an animal

## Recognise Types of Animal Housing and Bedding for Small Animals

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<b>Unit Reference</b>	<b>M/502/0506</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise types of animal housing and bedding commonly used for small animals
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.5)</b> <i>The learner can</i>
1. Be able to recognise types of housing and bedding for small animals	1.1. Recognise types of animal accommodation 1.2. State why animals need housing 1.3. Recognise suitable bedding for different types of animal accommodation 1.4. State why animals need bedding 1.5. Maintain own safety and hygiene throughout operations

## Assist With Cleaning Housing for Small Animals

<b>Unit Reference</b>	<b>T/502/0507</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to assist with the cleaning of animal housing, recognise cleaning products to be used and replace bedding
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.7)</b> <i>The learner can</i>
1. Be able to clean and disinfect small animal accommodation	1.1. Prepare small animal accommodation for cleaning 1.2. Prepare tools, equipment and materials for use 1.3. Clean small animal accommodation 1.4. Restore the accommodation for animal use 1.5. Use, clean and store PPE, tools and equipment safely 1.6. Maintain the safety of self, others and animals during the operation 1.7. Give a reason for cleaning small animal housing

## Communicating With Others at Work

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<b>Unit Reference</b>	<b>D/501/6631</b>
<b>Level</b>	<b>E2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	This unit introduces learners to communicating with people in the workplace.
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.4)</b> <i>The learner can</i>
1. Understanding how to communicate appropriately with others at work	<p>1.1. Identify people who he/she needs to communicate with in the workplace</p> <p>1.2. Identify the types of information he/she will need to communicate</p> <p>1.3. Participate in discussions with others in familiar contexts</p> <p>1.4. Ask and respond to straightforward questions</p>

## Recognise Types of Foods and Feed Small Animals

<b>Unit Reference</b>	<b>A/502/0508</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise types of foods and feed small animals.
<b>Learning Outcomes (1 to 1) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.8) <i>The learner can</i></b>
1. Be able to feed and water small animals	1.1. Recognise food commonly fed to small animals 1.2. Recognise feeding equipment for small animals 1.3. Recognise types of watering systems for small animals 1.4. Feed and water small animals 1.5. Give a reason for providing the correct amount of food for animals 1.6. Give a reason for making sure water is always available 1.7. Use, clean and store PPE, tools and equipment safely 1.8. Maintain the safety of self, others and animals during feeding and watering

## Assist With the Care of Animals

<b>Unit Reference</b>	<b>A/502/4588</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The learner will be able to assist with the care of animals, including monitoring the health and condition of the animals and providing feed and water. All work will take place in a supervised context and must meet appropriate health and safety requirements.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.6)</b> <i>The learner can</i>
1. Be able to assist with monitoring and caring for the health and well-being of animals	<ul style="list-style-type: none"> <li>1.1. Treat animals according to relevant legislation</li> <li>1.2. Minimise any likelihood of stress and injury to the animals</li> <li>1.3. Optimise the health and well-being of animals during their work</li> <li>1.4. Provide animals with the necessary opportunity to display natural behaviour, e.g. appearance, posture and movement, behaviour, bodily functions, social interaction</li> <li>1.5. Monitor and report physical condition, behaviour and the general health and well-being of animals clearly and accurately to others</li> <li>1.6. Monitor and report on the animal's environment</li> <li>1.7. Maintain health and safety, and the welfare of animals, during work</li> </ul>



<p>2. Be able to assist with providing food and water for animals</p>	<ul style="list-style-type: none"> <li>2.1. Feed animals in accordance with instructions</li> <li>2.2. Supply water to the animals from the correct sources, in the correct quantities and using the system in accordance with instructions</li> <li>2.3. Monitor and report on the animal's feeding and drinking habits</li> <li>2.4. Clean and maintain equipment ready for use and store it safely and securely in an appropriate place</li> <li>2.5. Dispose of any waste from feeding in the correct manner and place</li> <li>2.6. Maintain health and safety, and the welfare of animals, during work</li> </ul>
<p><b>Mapping to National Occupational Standards</b>  Practical outcomes of CU29</p>	

## Principles of the Care of Animals

<b>Unit Reference</b>	<b>F/502/4589</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The learner will be able to describe the care of animals, including monitoring the health and condition of the animals and providing feed and water, including appropriate health and safety requirements.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.5)</b> <i>The learner can</i>
1. Know how to monitor and care for the health and well-being of animals	<p>1.1. Describe how to promote the health and well-being of animals and minimise any stress or injury</p> <p>1.2. State their responsibility under health and safety and animal welfare legislation</p> <p>1.3. State why animals need exercise and how the type and amount of this varies between different species and different animals</p> <p>1.4. State how animals optimise their own physical functioning and appearance</p> <p>1.5. Describe signs of health in different animal species in relation to appearance, posture and movement, behaviour, bodily functioning, social interaction</p> <p>1.6. State signs which indicate potential problems with an animal's health and well-being and state appropriate actions which could be taken when this occurs</p> <p>1.7. List signs of stress in animals</p>

	<p>1.8. Give examples of preventative care which is designed to maintain the health and well-being of animals</p> <p>1.9. State how the environment may be adjusted to maintain the animal's health</p> <p>1.10. State how to recognise an animal health emergency and what should be done if this occurs</p> <p>1.11. State why it is important to report unusual signs</p>
<p>2. Know how to provide food and water to animals</p>	<p>2.1. State an appropriate method and system for feeding three types of animals</p> <p>2.2. Describe the normal feeding habits of the animals</p> <p>2.3. State the hygiene requirements for feeding and watering of animals</p> <p>2.4. State their responsibility for safe and effective animal handling under relevant legislation and codes of practice</p> <p>2.5. State why waste should be disposed of in a safe manner and place</p>
<p><b>Mapping to National Occupational Standards</b> Underpinning knowledge of CU29</p>	

# Principles of the Movement and Handling of Small Animals

<b>Unit Reference</b>	<b>L/502/5714</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The learner will be able to describe the movement and handling of animals and relevant health and safety requirements.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.6)</b> <i>The learner can</i>
1. Know how to move animals on a site	<p>1.1. State the correct methods of handling the animals concerned</p> <p>1.2. State normal and abnormal behaviour in the animals concerned</p> <p>1.3. State the normal pace of movement for the animals concerned</p> <p>1.4. State why it is important to approach animals in a calm manner which promotes confidence</p> <p>1.5. State the risks that there are when moving animals and how they can be minimised</p> <p>1.6. State how to settle animals in a new place, and why this is important</p> <p>1.7. State the organisational health and safety and animal welfare policy in relation to moving animals and their responsibility under health and safety and animal welfare legislation</p>
2. Know how to handle animals	2.1. State how and where to obtain information about the temperament and usual behaviour patterns of an animal

	<ul style="list-style-type: none"> <li>2.2. List safe and effective methods of handling animals</li> <li>2.3. State why it is important to monitor an animal's response to handling, signs of negative responses, why and to whom these should be reported</li> <li>2.4. State the potential consequences of not reporting changes in an animal's behaviour, its reaction to handling or factors that affect the animal's behaviour</li> <li>2.5. List the different factors that can affect an animal's behaviour and what to do if these are observed</li> <li>2.6. State their responsibility for safe and effective animal handling under relevant legislation and codes of practice</li> </ul>
<p><b>Mapping to National Occupational Standards</b> Underpinning knowledge of AC1</p>	

## Assist With the Movement and Handling of Small Animals

<b>Unit Reference</b>	<b>T/502/5710</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>9</b>
<b>Unit Summary</b>	The learner will be able to assist with the movement and handling of animals and comply with health and safety requirements.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.5)</b> <i>The learner can</i>
1. Assist with moving animals on a site	<p>1.1. Approach the animals calmly, confidently and in a way that is likely to minimise stress</p> <p>1.2. Assist with moving animals in accordance with instructions</p> <p>1.3. Assist with moving animals without damage to the health, safety and well-being of the animal or self</p> <p>1.4. Help to settle the animals in the new location in accordance with instructions</p> <p>1.5. Maintain health and safety, and the welfare of the animals, during their work</p>
2. Assist with handling animals	<p>2.1. Approach animals in accordance with instructions</p> <p>2.2. Handle animals in a manner likely to promote their co-operation and minimise the possibility of distress</p> <p>2.3. Handle animals in a manner that minimises the possibility of risk to the health and safety of the</p>

	<p>animal, self and other animals and people in the environment</p> <p>2.4. Monitor the animal's behaviour and its response to handling and report any problems to the appropriate person without delay</p> <p>2.5. Use handling methods, which promote health and safety and are consistent with relevant legislation and codes of practice</p>
<p><b>Mapping to National Occupational Standards</b>  Practical outcomes of AC1</p>	

## Assist With Feedstuffs for Small Animals

<b>Unit Reference</b>	<b>H/600/0473</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The learner will be able to receive, store and prepare animal feedstuffs and comply with the health and safety requirement.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.8)</b> <i>The learner can</i>
1. Be able to assist with receiving and storing animal feed	<p>1.1. Work in a healthy and safe way which complies with legislation</p> <p>1.2. Check report that the correct quantities and types of animal feed have been delivered and that they are in an acceptable condition</p> <p>1.3. Move, store and handle two types of animal feed safely, and in a way that protects it from damage and contamination and minimises wastage</p> <p>1.4. Store animal feed safely according to instructions, in the order in which it is to be used</p> <p>1.5. Check stored animal feed regularly for any signs of pest infestation and report this to the appropriate person straight away</p> <p>1.6. Check stock levels regularly and tell the appropriate person if stocks are low</p>
2. Be able to assist with preparing feed for animals	2.1. Wash their hands effectively before and after handling animal feed



	<ul style="list-style-type: none"> <li>2.2. Obtain the equipment and materials needed to prepare and serve animal feed</li> <li>2.3. Clean work surfaces, utensils and equipment effectively before and after use</li> <li>2.4. Identify the type and quantity of animal feed required for each animal from feeding plans</li> <li>2.5. Prepare the required amount of two types of animal feed according to instructions in a way that minimises wastage</li> <li>2.6. Use the appropriate utensils in a hygienic way according to instructions</li> <li>2.7. Work in a healthy and safe way that complies with legislation</li> <li>2.8. Dispose of any stale and unusable animal feed in a safe place and put equipment and utensils away safely</li> </ul>
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**Mapping to National Occupational Standards**

Practical outcomes of AC2

## Principles of Dealing with Animal Accommodation

<b>Unit Reference</b>	<b>D/600/0469</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The learner will be able to describe the preparation and cleaning of animal accommodation and relevant health and safety requirements.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
1. Know how to clean animal accommodation	1.1. State how to prepare equipment and materials ready for cleaning 1.2. Outline how to prepare the accommodation for cleaning 1.3. State the correct procedures for cleaning the animal accommodation 1.4. Describe the condition in which accommodation must be left after cleaning
2. Know how to maintain animal accommodation	2.1. State the welfare requirements and describe how to promote the health and well-being of animals 2.2. List the materials which animals need within their accommodation to maintain their health and well-being 2.3. List the hazards which may arise in the animal's accommodation, and to whom they should be reported

3. Know relevant health and safety precautions to be observed	3.1. State how and where to dispose of waste safely 3.2. State their responsibilities under animal welfare and health and safety legislation
<b>Mapping to National Occupational Standards</b> Underpinning knowledge of CU30	

## Assist With Animal Accommodation

<b>Unit Reference</b>	<b>R/600/0470</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The learner will be able to assist with preparing and cleaning animal accommodation and comply with health and safety requirements.
<b>Learning Outcomes (1 to 2) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.4) <i>The learner can</i></b>
1. Be able to assist with cleaning animal accommodation	1.1. Prepare the equipment and materials for the work 1.2. Prepare the animal accommodation ready for cleaning 1.3. Clean the animal's accommodation in accordance with instructions 1.4. Leave the animal accommodation in the appropriate condition after cleaning 1.5. Maintain health and safety, and the welfare of the animals, during their work
2. Be able to assist with maintaining animal accommodation	2.1. Check the animal accommodation in accordance with instructions 2.2. Keep the animal accommodation safe and secure 2.3. Correctly identify and report any hazards 2.4. Dispose of waste in a safe manner and place
<b>Mapping to National Occupational Standards</b> Practical outcomes of CU30	

## Principles of the Movement of Animals

<b>Unit Reference</b>	<b>Y/502/4100</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>9</b>
<b>Unit Summary</b>	The learner will be able to describe the movement of animals, between different locations, and including loading and unloading the animals from transport vehicles and appropriate health and safety requirements.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.7)</b> <i>The learner can</i>
1. Know how to move animals from one place to another	<p>1.1. State how to approach, handle and restrain animals correctly</p> <p>1.2. State how to move and establish animals in new areas safely</p> <p>1.3. State how to maintain health and safety while moving animals</p> <p>1.4. State which problems should be reported, when and to whom</p> <p>1.5. State how to recognise and respond to concerns about animal health and behaviour</p>
2. Know how to load and unload animals for transport	<p>2.1. State how to maintain the well-being of animals</p> <p>2.2. Describe how to get animals ready for loading and unloading</p> <p>2.3. Describe how to make the transport vehicle ready for animals including: cleanliness, health and safety, security and removal of hazards</p> <p>2.4. State how animals are loaded and unloaded safely</p>

	<ul style="list-style-type: none"><li>2.5. State which problems should be reported, when and to whom</li><li>2.6. List the relevant legislation which applies to loading and unloading animals</li><li>2.7. State how to recognise and respond to concerns about animal health and behaviour</li></ul>
<b>Mapping to National Occupational Standards</b> Underpinning knowledge of CU31	

## Assist With the Movement of Animals

<b>Unit Reference</b>	<b>D/502/4101</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The learner will be able to assist with the movement of animals, between different locations, and including loading and unloading the animals from transport vehicles. All work will take place in a supervised context and must meet appropriate health and safety requirements.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.8)</b> <i>The learner can</i>
1. Be able to assist with moving animals from one place to another	1.1. Communicate effectively with their colleagues 1.2. Approach the animals quietly, calmly and confidently 1.3. Handle and restrain animals safely 1.4. Move animals to the correct place and re-establish them as instructed 1.5. Maintain the health and safety of themselves and others at all times 1.6. Maintain the well-being of the animals at all times 1.7. Report any problems to the appropriate person
2. Be able to assist with the loading and unloading of animals for transport	2.1. Prepare animals for transport as instructed 2.2. Prepare the transport vehicle so that it is safe for animals to travel 2.3. Load and unload the animals as instructed

	<ul style="list-style-type: none"><li>2.4. Establish the animals in the new area as instructed</li><li>2.5. Maintain the health and safety of themselves and others at all times</li><li>2.6. Maintain the well-being of the animals at all times</li><li>2.7. Communicate effectively with their colleagues</li><li>2.8. Report any problems to the appropriate person</li></ul>
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**Mapping to National Occupational Standards**

Practical outcomes of CU31



# Principles of Transporting Supplies of Physical Resources within the Work Area

<b>Unit Reference</b>	<b>D/502/4096</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>9</b>
<b>Unit Summary</b>	The learner will be able to describe how to load, transport and unload physical resources in the workplace or in work-equivalent situations and comply with all health and safety requirements.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.1)</b> <i>The learner can</i>
1. Know how to load and unload physical resources safely	1.1. Give reasons for, and methods of, labelling products and equipment for transportation  1.2. State safe lifting techniques  1.3. State the correct use of lifting equipment and relevant legal restrictions on operation  1.4. State ways of securing products and equipment for transit in order to maintain safety and minimise damage  1.5. State relevant methods of protecting products and equipment from adverse weather conditions and contamination  1.6. State loading and unloading requirements for transportation such as positioning and weight of loads on vehicles, safe methods of carrying manually  1.7. State methods for the safe stacking of products
2. Know how to transport physical resources within the work area	2.1. Give correct methods of operating transportation equipment and limits of

	<p>responsibility in relation to operation of such equipment</p> <p>2.2. State ways of handling transportation equipment to minimise damage to physical resources in transit</p> <p>2.3. State ways of monitoring the condition of physical resources during transit</p> <p>2.4. State health, safety and legislative requirements in relation to the use of transportation equipment and the movement of products and equipment</p>
<p>3. Know how to work safely</p>	<p>3.1. State health, safety and legislative requirements in relation to the use of transportation equipment and the movement of products and equipment</p>
<p><b>Mapping to National Occupational Standards</b> CU8</p>	

## Assist With the Transport of Supplies of Physical Resources within the Work Area

<b>Unit Reference</b>	<b>J/502/4741</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	The learner will be able to load, transport and unload physical resources in the workplace or in work-equivalent situations and comply with all health and safety requirements. Manual handling of resources and equipment is an integral aspect of this unit.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.1)</b> <i>The learner can</i>
1. Be able to assist with loading and unloading physical resources	<ul style="list-style-type: none"> <li>1.1. Identify the physical resources requiring transportation</li> <li>1.2. Carry out lifting operations safely and in a way that is consistent with current legislation and codes of practice</li> <li>1.3. Move heavy and bulky items using the correct lifting equipment, in accordance with instructions</li> <li>1.4. Position physical resources safely, securely and in a manner which protects them from damage and contamination</li> </ul>
2. Be able to assist with the transport of physical resources within the work area	<ul style="list-style-type: none"> <li>2.1. Operate powered or non-powered transportation equipment safely in accordance with instructions and safety requirements</li> <li>2.2. Minimise damage to equipment and resources during transportation</li> <li>2.3. Monitor the physical resources during transportation and take the appropriate action for any which become unsafe</li> </ul>

3. Be able to work safely	3.1. Maintain health and safety according to relevant legislation and codes of practice
<b>Mapping to National Occupational Standards</b> CU8	

# Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

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Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within a Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.

Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - original certificates OR
  - copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present

employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from the website.

## **Exemptions**

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There are no identified exemptions for these qualifications.

## **Equivalencies**

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There are no identified equivalencies for these qualifications.

## **Certification**

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Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards policies and procedures are available on the website.

# Glossary of Terms

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## **GL (Guided Learning)**

GLH is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GLH is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated assessment
- The learner is being observed.

## **TQT (Total Qualification Time)**

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning Hours (GLH) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.