



## **Qualification Guidance**

### **SEG Awards Level 1 Certificate in Practical Small Animal Care Skills**

England – 500/9660/6

Wales – C00/0847/9

## 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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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

## Specification Code, Date and Issue Number

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The specification codes are C9108-01.

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

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 Level 1 Certificate 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: Level 1 Certificate in Practical Small Animal Care Skills

Learners must achieve a minimum of 18 credits. This must include 4 credits from Group A (Level 1 mandatory units) plus a minimum of 8 credits from Group B (Level 1 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
<b>Group A – Level 1 Mandatory Units</b>				
Assist with the care of animals	A/502/4588	1	2	18
Principles of the care of animals	F/502/4589	1	2	18
<b>Group B – Level 1 Optional Units</b>				
Maintain the safety of self and others in the workplace	R/600/0291	1	4	36
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

Assist with maintaining the health and wellbeing of animals	H/502/5119	1	6	50
Assist with the preparation and maintenance of animal accommodation	K/502/5154	1	6	50
Assist with the movement, handling and accommodation of animals	J/502/5131	1	6	50
Animals in the wild and in society	R/502/5147	1	6	50
Assist with feeding and watering animals	D/502/5149	1	6	50
Assist with the handling and restraint of animals	J/502/5159	1	6	50
Assist with the exercise of animals	A/502/5160	1	6	50
Assist with the maintenance of equipment	T/502/4055	1	4	36
Principles of the maintenance of equipment	A/502/4056	1	1	9
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
<b>Group C – Entry Level 3 Optional Units</b>				
Recognise types and parts of the body of small animals	L/502/0612	E3	2	20
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
<b>Group D – Level 2 Optional Units</b>				
Provide feed and water to animals	D/502/1473	2	3	23
Promote and maintain the health and well-being of animals	H/502/1507	2	4	30
Prepare feed for animals	L/502/1467	2	2	15
Select and prepare accommodation for animals	R/502/1521	2	3	23
Maintain animal accommodation	Y/502/1522	2	3	23

## Aims

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The SEG Awards Level 1 Certificate 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.

## Assessment

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Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

## Practice Assessment Material

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Skills and Education Group Awards confirm that there is no practice assessment material for this qualification.

## 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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The qualification includes optional Level 2 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>					
Level 1 Certificate in Practical Skills in Small Animal Care - 500/9660/6					
<b>Qualification Purpose</b>	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area B1. Prepare for further learning or training B2. Develop knowledge and/or skills in a subject area				
<b>Age Range</b>	<b>Pre 16</b>	✓	<b>16-18</b>	✓	<b>19+</b>
<b>Regulation</b>	The qualification identified above is regulated by: <ul style="list-style-type: none"> <li>• Ofqual</li> <li>• Qualification Wales</li> </ul>				
<b>Assessment</b>	Internal assessment, internal and external moderation				
<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>	Pass To achieve a Pass learners must complete all units as stated in the rule of combination (RoC)				
<b>Operational Start Date</b>	01/05/2010				
<b>Review Date</b>	31/08/2024				
<b>Operational End Date</b>					
<b>Certification End Date</b>					
<b>Guided Learning (GL)</b>	162				
<b>Total Qualification Time (TQT)</b>	180				
<b>Credit Value</b>	18				
<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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## 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>	

## Maintain the Safety of Self and Others in the Workplace

<b>Unit Reference</b>	<b>R/600/0291</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>46</b>
<b>Unit Summary</b>	This unit is designed to develop the knowledge, skills and understanding to ensure that health and safety becomes part of routine working practices; to build habits of working with regard for personal safety and that of others, and if an emergency does occur to know what to do and who to report to.
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.2)</b> <i>The learner can</i>
1. Know the current health and safety legislation and codes of practice that apply to own areas of work	<p>1.1. Give two examples of current health and safety legislation and outline one responsibility for each that applies to own area of work</p> <p>1.2. Identify who accidents, incidents or problems should be reported to in own area of work and why this is necessary</p>
2. Understand the risks to health and safety in own area of work	<p>2.1. Give at least three examples of specific hazards in own work situation</p> <p>2.2. Identify who else might be affected by the hazards</p> <p>2.3. Outline what measures could be taken in own work situation to eliminate hazards or reduce the chance of them causing harm</p>
3. Be able to prepare to work safely	<p>3.1. Select and wear appropriate protective clothing</p> <p>3.2. Clean and tidy the work area before starting work, taking immediate steps to reduce any hazards if identified</p>

	<p>3.3. Select and organise tools, materials and equipment before use</p> <p>3.4. Follow guidance/instructions to warn others that work is about to start and of any hazards this may cause</p>
<p>4. Be able to work safely</p>	<p>4.1. Follow safety procedures and/or training to ensure the health and safety of self and others</p> <p>4.2. Prepare and use equipment and/or materials safely and correctly as instructed</p> <p>4.3. Demonstrate safe lifting and handling techniques and use of handling equipment if appropriate</p> <p>4.4. Follow guidance/instructions to minimise environmental damage during work</p>
<p>5. Leave the work area in a safe condition</p>	<p>5.1. Clear and tidy the work area after use</p> <p>5.2. Dispose of waste safely and correctly in a designated area as directed</p> <p>5.3. Clean and store tools, equipment and PPE after use as directed</p>
<p>6. Know what to do in emergencies</p>	<p>6.1. State what actions to take in the event of two different types of emergency that might happen in own workplace</p> <p>6.2. State who is responsible for dealing with each type of emergency and who and/or where to report to</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	

## Assist With Maintaining the Health and Well-Being of Animals

<b>Unit Reference</b>	<b>H/502/5119</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	This unit covers the main principles of maintaining the health and wellbeing of animals and enabling learners to assist and recognise potential animal emergency situations.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.8)</b> <i>The learner can</i>
1. Assess (visually) the physical state of an animal	1.1. Identify the visual signs of health in animals 1.2. Identify the visual signs of ill health in animals 1.3. Record the health status of animals 1.4. State the procedures, and to whom, the health status of animal should be reported <ul style="list-style-type: none"> <li>• routine</li> <li>• animal is sick or injured</li> </ul> 1.5. State the records to be kept to help maintain the health of animals 1.6. List signs of stress or pain in an animal
2. Administer preventative care to animals	2.1. Administer preventative care to animals 2.2. Check animals for signs of ecto-parasites 2.3. Restrain animals for preventative care 2.4. Work in a way which complies with health and safety legislation, including PPE

	<p>2.5. List the routes for administering preventative care</p> <p>2.6. State how to dispose of waste</p> <p>2.7. State the importance of following instructions and reporting damaged/faulty equipment</p>
<p>3. Deal with different potential animal emergency situations</p>	<p>3.1. Assist in an animal’s emergency situation</p> <p>3.2. Identify the visual signs of an animal emergency</p> <p>3.3. Identify and report potential hazards</p> <p>3.4. Identify the correct location of safety equipment</p> <p>3.5. State the procedures, and the importance of following procedures, in the event of</p> <ul style="list-style-type: none"> <li>• fire</li> <li>• sick/injured animals</li> <li>• escaped animal</li> </ul> <p>3.6. State the procedure to follow if there are potential hazards or damaged equipment</p> <p>3.7. Identify the location of both human and animal emergency and safety equipment</p> <p>3.8. State how to ensure health, safety and well-being to self, others and animals when dealing with animal emergencies</p>

**Mapping to National Occupational Standards**

This unit relates to;

Agriculture

LP2.2

Able to do:- 2 & 6

Knowledge & Understanding:- b, e, g

Agriculture, Horticulture, & Animal Care

CU1.1

Able to do 1-6

Knowledge & understanding: a-f, h, j, k

CU1.2

Able to do:- 1, 2,4, 5

Knowledge & understanding:- a, b, e, f

CU1.3

Able to do;- 1, 2

Knowledge & Understanding:- a, b, c

Introduction to Horse Care

Unit 105

Able to do:- 1-8

Knowledge & Understanding:- a-e

Animal Care and Agriculture

CU29.1

Able to do:- 1-4, 6, 7, 9

Knowledge & Understanding:- a -b, e-k

## Assist With the Preparation and Maintenance of Animal Accommodation

<b>Unit Reference</b>	<b>K/502/5154</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	This unit covers the basic requirements and principles for the learner to select, prepare and maintain animal accommodation.
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.4)</b> <i>The learner can</i>
1. Select suitable housing, fixtures and fittings for individuals or groups of animals	1.1. Identify correct equipment for individuals or groups of animals 1.2. Identify correct fixtures and fittings for individuals or groups of animals 1.3. State the checks to be made on fixtures and fittings prior to putting them in the accommodation 1.4. State the procedure to follow if equipment is found to be damaged or faulty
2. Prepare accommodation for individuals and groups of animals	2.1. Check accommodation for health and safety of a new animal 2.2. Select accommodation, bedding/substrate for individuals or groups of animals 2.3. Prepare accommodation for individuals or groups of animals 2.4. State why it is important to ensure health and safety with regards to the animal(s), self and others whilst preparing the accommodation

	<p>2.5. List the advantages and disadvantages of different bedding/substrate material</p> <p>2.6. List the types of accommodation available and give advantages and disadvantages of these for individuals or groups of animals</p>
<p>3. Clean out and maintain accommodation for individuals or groups of animals</p>	<p>3.1. Select cleaning equipment and cleaning agent</p> <p>3.2. Prepare and use cleaning agent with regards health and safety</p> <p>3.3. Clean animal accommodation following instructions from supervisor, return animal(s) and report to supervisor</p> <p>3.4. State the importance of following the manufactures guidelines when using cleaning agents</p> <p>3.5. State how he/she can ensure the health, safety and welfare of both him/herself and the animal(s) whilst cleaning is in progress</p> <p>3.6. State why it is important to use the correct cleaning routine and why it is important that accommodation is cleaned out</p> <p>3.7. State the procedure to follow for reporting incidents or accidents or if equipment is found to be damaged or faulty</p>
<p>4. Dispose of waste from cleaning out or maintaining accommodation for individuals or groups of animals</p>	<p>4.1. Identify waste disposal methods</p> <p>4.2. Dispose of waste with due regard to health and safety</p> <p>4.3. Leave the workplace and equipment clean and tidy</p> <p>4.4. State why it is important to leave the work area and equipment clean and tidy</p>

**Mapping to National Occupational Standards**

Animal Care

CU 30.1

Able to do:-1-6

Knowledge & Understanding:-a-g

CU30.2

Able to do:-1-5

Knowledge & Understanding:-a-e

Agriculture

LP1.1

Able to do:-1-8

Knowledge & Understanding:-a- h

LP1.2

Able to do:-1-7

Knowledge & Understanding:-a-h

Introduction to Horse Care

Unit 102.1

Able to do:-1- 7

Knowledge & Understanding:-a-i

## Assist With the Movement, Handling and Accommodation of Animals

<b>Unit Reference</b>	<b>J/502/5131</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	Animal movement, restraint and handling are key elements of working with animals. Correct techniques ensure that the welfare of animals and the health and safety of the individual are maintained. This unit will cover a range of techniques and equipment and can be tailored to specific species and/or systems.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.6)</b> <i>The learner can</i>
1. Move animals	1.1. Assist with the movement and transport of animals 1.2. Work in a way which complies with health and safety legislation, including PPE 1.3. List the effects of poor handling 1.4. State examples of possible problems and action to take 1.5. List the checks to be made on the transport vehicle 1.6. List the animal welfare legislation relevant to loading and unloading
2. Handle and restrain animals	2.1. Handle and restrain animals safely 2.2. Name the different systems of animal identification



	<p>2.3. Give examples of stress conditions/symptoms which may occur during handling and restraint</p> <p>2.4. List possible risks to the operator when handling animals</p>
<p>3. Clean and maintain animal accommodation</p>	<p>3.1. Clean animal accommodation</p> <p>3.2. Prepare animal accommodation</p> <p>3.3. State how to promote animal health and wellbeing</p> <p>3.4. State how to dispose of organic and inorganic waste</p> <p>3.5. List possible hazards in accommodation and appropriate action to take</p> <p>3.6. List different types of bedding</p>

### **Mapping to National Occupational Standards**

This unit relates to:

Animal Care

AC1.1

Able to do:- 1-4

Knowledge & Understanding a-h

AC1.2

Able to do:- 1-5

Knowledge & Understanding a-f

CU30.1

Able to do:- 1-6

Knowledge & Understanding a-g

CU30.2

Able to do:- 1-5

Knowledge & Understanding:- a-e

Agriculture

CU31.1

Able to do:- 1-7

Knowledge & Understanding a- g

CU31.2

Able to do:- 1-8

Knowledge & Understanding a-k

(This unit is currently a level 2 unit in Animal Care)

LP1.1

Able to do:- 1-8

Knowledge & Understanding a- g

LP1.2

Able to do:- 1-7

Knowledge & Understanding a-h

Introduction to Horse Care

Unit 102.1

Able to do:- 1- 7

Knowledge & Understanding a-i

Unit 104.2

Able to do:-1-6

Knowledge & Understanding a, c, d, e, f, g

## Animals in the Wild and in Society

<b>Unit Reference</b>	<b>R/502/5147</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	This unit enables learners to increase their knowledge about the species of wild and companion animals and how people and animals interact.
<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. Identify the main features of animals in the wild	<ul style="list-style-type: none"> <li>1.1. Classify a range of animals</li> <li>1.2. Identify key characteristics of named groups of wild animals</li> <li>1.3. Define terms that can be applied in relation to the natural diet, thermoregulation, reproduction and behaviour patterns</li> <li>1.4. Give the main types of food and feeding habits of wild animals</li> <li>1.5. Give the main behavioural habits and physical adaptations of different wild animal species</li> <li>1.6. State the gestation period and method of reproduction of different wild animal species</li> </ul>
2. Identify animal and people relationships	<ul style="list-style-type: none"> <li>2.1. Identify responsible pet ownership</li> <li>2.2. Present facts about a named domestic pet</li> <li>2.3. State the considerations that pet owners should take when choosing a pet</li> </ul>

	<p>2.4. Describe the roles and responsibilities of a named organisation from animal-related establishments</p> <p>2.5. Identify a range of jobs within the animal care industry</p>
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## Assist With Feeding and Watering Animals

<b>Unit Reference</b>	<b>D/502/5149</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	This unit covers the basic requirements and principles for a learner to feed and water animals and to clean and maintain the equipment used to do this. Learners should be familiar with using various watering and feeding systems. Learners should have access to be able to feed individuals or groups of animals.
<b>Learning Outcomes (1 to 2) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.9) <i>The learner can</i></b>
1. Select and maintain suitable equipment for feeding and watering animals	<p>1.1. Select the correct equipment for feeding and watering individual or groups of animals</p> <p>1.2. Check feeding and watering equipment for cleanliness, operation and suitability for the species</p> <p>1.3. Recognise why animals require food and water</p> <p>1.4. State the procedure to follow if equipment is found to be damaged or faulty</p> <p>1.5. State how to use different feeding and watering systems suitable for different animal species</p> <p>1.6. State how to maintain and clean different feeding and watering systems</p> <p>1.7. State when food and water should be provided for animals</p> <p>1.8. State why it is important to ensure health and safety and the importance of hygiene in maintaining equipment</p>

<p>2. Prepare and present food and water to animals</p>	<p>2.1. Weigh and measure food and water</p> <p>2.2. Present food and water in the correct manner to a named species</p> <p>2.3. Wash and store all equipment used and dispose of waste</p> <p>2.4. State the importance of following instructions and recording relevant information</p> <p>2.5. State how and where to store excess feedstuffs</p> <p>2.6. State the ways of disposing of any waste from feeding safely and correctly</p> <p>2.7. State the procedure for reporting any variations in normal feeding and watering habits</p> <p>2.8. State what signs can occur if animals are fed incorrectly</p> <p>2.9. State how to maintain the health and safety of the animals and self during the work</p>
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**Mapping to National Occupational Standards**

Able to do:- 1-6

Knowledge & Understanding:- a-f

Animal Care

AC2.2

Able to do:- 1-8

Knowledge & Understanding:- a-f

Intro to Horse Care

Unit 101

Able to do:-1 - 8

Knowledge & Understanding:- a-i

Agriculture

LP2.1

Able to do:-1

Knowledge & Understanding:- a, d

LP2.2

Able to do:-4

Knowledge & Understanding:- d

Agriculture, Horticulture, and Animal Care Units

CU1.1

Able to do:-1-7

Knowledge & Understanding:- a-f, h, i,

CU1.2

Able to do:-1, 2, 4,

Knowledge & Understanding:- a, b, e, f

CU1.3

Able to do:- 1, 2

Knowledge & Understanding:- a, b, c

## Assist With the Handling and Restraint of Animals

<b>Unit Reference</b>	<b>J/502/5159</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	Most animals will require handling and restraining at some stage in their life. This unit covers how to assist a supervisor when handling, moving and restraining an animal.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.4)</b> <i>The learner can</i>
1. Identify the temperament of a named animal species	1.1. Assess behaviour of animals through their body language 1.2. Identify normal behaviour for a species 1.3. Use animal records to identify signs of stress 1.4. List the facial expressions and body postures used by animals to indicate their emotional state 1.5. List signs of abnormal behaviour in captivity 1.6. List signs of stress 1.7. State how an animal's behaviour may change with its environment 1.8. List the use of animal records
2. Identify handling and restraint equipment	2.1. Select handling and restraining equipment 2.2. Check that handling and restraint equipment is suitable and safe for use 2.3. List the protective equipment required when handling and restraining



	2.4. List the health and safety implications of handling animals
3. Demonstrate correct methods of handling and restraint	3.1. Show how to use and fit restraining equipment safely 3.2. Restrain a named species for either grooming or health check 3.3. State when animals require restraint 3.4. List health and safety hazards

### Mapping to National Occupational Standards

#### Animal Care

AC1.1 1

Able to do:-a, b, d, e, g, h

AC1.2

Able to do:-1 - 5

Knowledge & Understanding:-a – f

#### Agriculture

CU31

Able to do:-2 - 3, 5 - 7

Knowledge & Understanding:-a, b, d - g

#### Introduction to Horse Care

Unit 103.1

Able to do:-1- 4

Knowledge & Understanding:-a - c, f, g

#### Introduction to Horse Care

Unit 104.1

Able to do:-3 - 5

Knowledge & Understanding:-a, c - f

106.1

Able to do:-4, 6

Knowledge & Understanding:-a

106.2

Able to do:-1, 5

Knowledge & Understanding:-c, d

#### Animal Care and Agriculture

CU29.1

Able to do:-1, 2, 3,

Knowledge & Understanding:- a, b, g, k

## Assist With the Exercise of Animals

<b>Unit Reference</b>	<b>A/502/5160</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	Exercise is a key element to health and wellbeing of animals and this unit will give learners an insight into the importance of different types of exercise available to animal species. They will cover a range of techniques and equipment required to assist with carrying this out safely and effectively.
<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. Select exercise equipment and area for health and safety	<ul style="list-style-type: none"> <li>1.1. Identify types of exercise and equipment for a named animal</li> <li>1.2. Check and maintain exercise equipment and area</li> <li>1.3. List the need for exercise and why this might vary</li> <li>1.4. List the types of exercise that animals can take</li> <li>1.5. List potential hazards and maintenance required for exercise areas</li> <li>1.6. State how to record and monitor exercise on a record chart</li> </ul>
2. Use correct equipment to exercise an animal	<ul style="list-style-type: none"> <li>2.1. Demonstrate the correct usage and fit of equipment for a named animal</li> <li>2.2. Exercise a named animal (to include aftercare of the animal)</li> <li>2.3. Monitor and record exercise activity</li> </ul>

	<p>2.4. Name the equipment used for exercising and check it for maintenance and safety (as appropriate to the species)</p> <p>2.5. State how to fit equipment</p> <p>2.6. State how to prepare an animal for exercise</p> <p>2.7. State how much exercise a healthy animal requires</p>
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**Mapping to National Occupational Standards**

Animal Care

AC1.1

Able to do:-1, 2, 5

Knowledge & Understanding:-a - e, g, h

AC1.2

Able to do:-1 - 4

Knowledge & Understanding:-a - f

Agriculture

CU31

Able to do:-1-7

Knowledge & Understanding:-a-f

Introduction to Horse Care

Unit 103.1

Able to do:-1- 7

Knowledge & Understanding:-a, c, f, g

Unit 104.1

Able to do:-1 - 5

Knowledge & Understanding:-a, d, e, f

Unit 106.1

Able to do:- 4, 6

Knowledge & Understanding:-b, d

Unit 106.2

Able to do:-3 - 5

Knowledge & Understanding:-c - e

Animal Care and Agriculture

CU29.1

Able to do:-1 - 3, 8

Knowledge & Understanding:- a, c, e, g, k

## Assist With the Maintenance of Equipment

<b>Unit Reference</b>	<b>T/502/4055</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>36</b>
<b>Unit Summary</b>	The learner will be able to assist with the maintenance of tools, equipment and machinery using hand tools 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 3.3)</b> <i>The learner can</i>
1. Be able to assist with the preparation of equipment for maintenance	<p>1.1. Check that the equipment requiring maintenance is safe in accordance with instructions</p> <p>1.2. Identify and select the necessary maintenance routine in accordance with manufacturer's instructions</p> <p>1.3. Keep the work area safe and in a condition suitable for the maintenance procedure</p> <p>1.4. Obtain the necessary hand tools and materials for maintenance work in accordance with instructions</p> <p>1.5. Complete the preparation of equipment for maintenance in accordance with instructions</p>
2. Be able to assist with the maintenance of equipment	<p>2.1. Maintain manual and mechanical equipment in accordance with instructions</p> <p>2.2. Recognise the need for assistance and refer to the appropriate person when necessary</p> <p>2.3. Use and clean and tools correctly after use</p>

<p>3. Be able to work safely</p>	<p>3.1. Maintain health and safety in accordance with instructions and relevant legislation and codes of practice</p> <p>3.2. Dispose of waste safely in accordance with instructions</p> <p>3.3. Carry out the work in a manner which minimises any environmental damage</p>
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## Principles of the Maintenance of Equipment

<b>Unit Reference</b>	<b>A/502/4056</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 maintenance of tools, equipment and machinery using hand tools and how to 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 3.3)</b> <i>The learner can</i>
1. Know how to prepare equipment for maintenance	1.1. List the equipment requiring maintenance 1.2. State the importance of following instructions 1.3. Describe health and safety issues in relation to the preparation of equipment for maintenance and the use of the work area 1.4. List the types of hand tools and materials necessary for a specified job 1.5. State the correct use of hand tools and materials 1.6. State types of protective clothing and give reasons why it should be worn 1.7. State the correct ways of wearing protective clothing
2. Know how to undertake maintenance procedures	2.1. Give reasons for the maintenance of equipment 2.2. State the importance of following instructions 2.3. State the legislative requirements in relation to the maintenance of equipment

	<p>2.4. State the limits of own responsibility in relation to the maintenance of equipment</p> <p>2.5. List situations in which assistance is required</p> <p>2.6. State the appropriate condition and location of tools on completion of maintenance procedures</p>
<p>3. Know how to work safely</p>	<p>3.1. Give own specific responsibilities under health and safety legislation</p> <p>3.2. State the actions that should be taken in the event of incidents which affect the health and safety of self and others</p> <p>3.3. State own responsibility for health and safety in relation to the maintenance of equipment</p>



## 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	1.1. State how to approach, handle and restrain animals correctly 1.2. State how to move and establish animals in new areas safely 1.3. State how to maintain health and safety while moving animals 1.4. State which problems should be reported, when and to whom 1.5. State how to recognise and respond to concerns about animal health and behaviour
2. Know how to load and unload animals for transport	2.1. State how to maintain the well-being of animals 2.2. Describe how to get animals ready for loading and unloading 2.3. Describe how to make the transport vehicle ready for animals including: cleanliness, health and safety, security and removal of hazards 2.4. State how animals are loaded and unloaded safely

	<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>
<p><b>Mapping to National Occupational Standards</b> Underpinning knowledge of CU31</p>	

## 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	



## 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

<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) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.5) <i>The learner can</i></b>
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

## Provide Feed and Water to Animals

<b>Unit Reference</b>	<b>D/502/1473</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	The aim and purpose of this unit is to provide the learner with the knowledge and skills required to provide feed and water to animals by selecting the correct feed and supplying clean, fresh water according to the feed plan.
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.2)</b> <i>The learner can</i>
1. Be able to provide feed and water to animals	1.1. Select the correct feed according to the animals' feeding plan 1.2. Prepare feed correctly and hygienically 1.3. Provide feed in a manner which gives each animal the opportunity to obtain its food and maintain its health and welfare 1.4. Supply clean, fresh water to the animals according to their needs 1.5. Provide clear and accurate information for recording purposes
2. Be able to select, use and maintain relevant equipment	2.1. Select appropriate equipment for this area of work 2.2. Prepare, maintain and store equipment in a safe and effective working condition
3. Be able to work safely	3.1. Work in a way which maintains health and safety, animal welfare and is consistent



	<p>with current legislation, codes of practice and any additional requirements</p> <p>3.2. Dispose of waste safely and correctly</p>
<p>4. Know how to provide feed and water to animals</p>	<p>4.1. Describe the purpose of a feeding plan</p> <p>4.2. Describe different types of feed and feed quality for three different purposes</p> <p>4.3. Outline the importance of providing fresh water to animals</p> <p>4.4. Describe normal feeding and drinking behaviour of animals and how to identify signs of abnormality</p> <p>4.5. Outline correct storage and use of equipment and feedstuffs</p> <p>4.6. Describe potential difficulties and risks that may arise during the feeding process and who to report them to</p> <p>4.7. Identify the types of records required and explain the importance of accurate record keeping</p>
<p>5. Know relevant health and safety legislation</p>	<p>5.1. Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements</p> <p>5.2. Describe the correct methods for disposing of waste</p>
<p>6. Know the types of equipment required and how to maintain them</p>	<p>6.1. Describe the equipment which will be required for the activity</p> <p>6.2. Describe the methods of cleaning and maintaining the range of equipment hygienically</p>

## Promote and Maintain the Health and Well-Being of Animals

<b>Unit Reference</b>	<b>H/502/1507</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills required to promote and maintain the health and welfare of animals. This covers identification of abnormal signs, monitoring the animals and carrying out procedures to promote the health and welfare.
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.1)</b> <i>The learner can</i>
1. Be able to promote and maintain the health and welfare of animals	<p>1.1. Treat animals in a way which consistent with relevant legislation, minimises any likelihood of stress and injury, and maintains their health and welfare</p> <p>1.2. Provide animals with sufficient and effective opportunities to move, and maintain physical functioning</p> <p>1.3. Monitor and report the animals' physical condition and behaviour at suitable intervals to include the following:</p> <ul style="list-style-type: none"> <li>• appearance</li> <li>• posture and movement</li> <li>• behaviour</li> <li>• bodily functioning</li> <li>• social interaction</li> </ul> <p>1.4. Identify, record and report five abnormal signs that might indicate the following:</p> <ul style="list-style-type: none"> <li>• disease</li> <li>• disability</li> <li>• disorders</li> <li>• pest infestation</li> <li>• trauma</li> </ul>

	<ul style="list-style-type: none"> <li>• stress</li> </ul> <p>1.5. Carry out two of the following procedures to promote animal’s health and welfare correctly and at a suitable time for the animals concerned:</p> <ul style="list-style-type: none"> <li>• preventative care</li> <li>• environmental adjustment</li> <li>• changing feed or water provision</li> </ul> <p>1.6. Record and report animals’ reaction to specific procedures</p> <p>1.7. Seek assistance immediately for any animals health or welfare emergency and initiate action as appropriate to the situation</p>
<p>2. Be able to work safely</p>	<p>2.1. Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements</p> <p>2.2. Dispose of waste safely and correctly</p>
<p>3. Be able to maintain accurate records</p>	<p>3.1. Provide clear and accurate information for recording purposes</p>
<p>4. Know how to promote and maintain the health and welfare of animals</p>	<p>4.1. Identify the purpose for which the animals are being kept</p> <p>4.2. Describe how to promote the health and general welfare of animals and minimise any stress or injury for at least two species of animals</p> <p>4.3. Describe why animals need exercise and how the type and amount varies at different stages in an animal’s life</p> <p>4.4. Provide examples of how two different species of animals maintain their own physical condition and appearance</p>

	<p>4.5. Describe all the visual signs which indicate the following potential problems with an animal's health and welfare</p> <ul style="list-style-type: none"> <li>• disease</li> <li>• disability</li> <li>• disorders</li> <li>• pest infestation</li> <li>• trauma</li> <li>• stress</li> </ul> <p>4.6. Describe two types of preventative care used to maintain the health and welfare of animals</p> <p>4.7. State how the environment may be adjusted to maintain two species of animals' health and welfare</p> <p>4.8. State the importance of providing an adequate supply of feed and water</p>
<p>5. Know relevant health and safety legislation and environmental good practice</p>	<p>5.1. Outline the current health and safety, animal welfare legislation, codes of practice and any additional requirements</p> <p>5.2. Describe how environmental damage can be minimised</p> <p>5.3. Describe the correct methods for disposing of waste</p>
<p>6. Know how to maintain accurate records</p>	<p>6.1. Identify the types of records required and explain the importance of accurate record keeping</p>

## Prepare Feed for Animals

<b>Unit Reference</b>	<b>L/502/1467</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim and purpose of this unit is to provide the learner with the knowledge and skills required to prepare feed for animals. When preparing feed consideration must be made with regard to personal hygiene and hygienic use of equipment and utensils.
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.2)</b> <i>The learner can</i>
1. Be able to prepare feed for animals	<p>1.1. Use correct personal hygiene procedures before and after preparing animal feed</p> <p>1.2. Prepare the correct amount of animal feed according to feeding plans in a way that minimises wastage</p>
2. Be able to work safely and minimise environmental damage	<p>2.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements</p> <p>2.2. Dispose of waste and animal feed safely and correctly</p>
3. Be able to select, use and maintain relevant equipment	<p>3.1. Select appropriate materials and equipment for this area of work</p> <p>3.2. Use the appropriate equipment and utensils in a hygienic way consistent with legal and organisational requirements</p> <p>3.3. Prepare, maintain and store materials and equipment in a safe, hygienic and effective condition</p>

<p>4. Know how to prepare feed for animals</p>	<p>4.1. Describe the importance of personal hygiene and health and safety in preparing animal feed</p> <p>4.2. Describe the different types of feed that are available and how to prepare these, covering:</p> <ul style="list-style-type: none"> <li>• fresh</li> <li>• frozen</li> <li>• dried</li> <li>• tinned</li> </ul> <p>4.3. Describe any particular precautions that should be taken when preparing different types of feed</p> <p>4.4. Describe the equipment and utensils that are used in preparing and serving animal feed</p> <p>4.5. Describe three situations in which animals may have specific nutritional needs</p>
<p>5. Know relevant health and safety legislation and environmental good practice</p>	<p>5.1. Outline the current health and safety legislation, codes of practice and any additional requirements</p> <p>5.2. Describe the correct methods for disposing of waste and animal feed</p>

## Select and Prepare Accommodation for Animals

<b>Unit Reference</b>	<b>R/502/1521</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills required to establish accommodation for animals. This involves selecting and preparing the accommodation ready for use by animals, setting up suitable environmental conditions, and introducing the animals to the accommodation. The learner will be fully aware of the importance of relevant health, safety and animal welfare in connection with this work.
<b>Learning Outcomes (1 to 7) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 7.1) <i>The learner can</i></b>
1. Be able to select and prepare accommodation for animals	1.1. Select accommodation according to specified requirements 1.2. Select, prepare and maintain the necessary equipment and materials for use 1.3. Prepare accommodation in a safe, secure and clean state which maintains animal health and welfare 1.4. Identify the suitable environmental conditions for the animals and adapt where possible 1.5. Identify potential hazards and take the appropriate action to remove them 1.6. Introduce animals to the accommodation in a way which maintains their health and welfare
2. Be able to monitor the suitability of accommodation	2.1. Assess the animals response to the accommodation

	<p>2.2. Monitor, record and/or report animals' responses to the accommodation as required</p> <p>2.3. Monitor and review suitability of accommodation</p> <p>2.4. Recommend or modify, as appropriate changes to the accommodation</p>
<p>3. Be able to work safely and maintain animal health and welfare</p>	<p>3.1. Work in a way which maintains health and safety, health and welfare of animals and is consistent with current legislation, codes of practice and any additional requirements</p>
<p>4. Know the animals accommodation needs</p>	<p>4.1. Describe the different animals accommodation needs in respect to:</p> <ul style="list-style-type: none"> <li>• ventilation</li> <li>• light</li> <li>• structure and fittings</li> <li>• temperature</li> <li>• noise</li> <li>• siting</li> </ul> <p>4.2. State the different animals accommodation needs in relation to animal health and welfare covering:</p> <ul style="list-style-type: none"> <li>• the suitability of the animal concerned</li> <li>• allowing the necessary freedom of movement</li> <li>• minimising animal stress</li> <li>• the intended purpose and length of stay in the accommodation</li> <li>• enrichment</li> </ul> <p>4.3. Describe how accommodation needs could change through the animal's life</p>
<p>5. Know how to select and prepare accommodation for animals</p>	<p>5.1. Describe the accommodation needs of animals and the factors which should be taken into account covering:</p> <ul style="list-style-type: none"> <li>• ventilation</li> <li>• light</li> <li>• structure and fittings</li> </ul>



	<ul style="list-style-type: none"> <li>• temperature</li> <li>• noise</li> <li>• siting</li> </ul> <p>5.2. Describe the materials, fittings and environmental conditions which animals need within their accommodation to maintain their health and welfare</p> <p>5.3. Describe how to promote and maintain the health and welfare of animals for two animals with different physical and behavioural needs</p> <p>5.4. Identify two significant potential hazards to the animal which may occur in accommodation and how these can be minimised</p>
<p>6. Know how to introduce animals to their accommodation promoting health and welfare</p>	<p>6.1. Describe methods of introducing animals to the accommodation in a way which minimises their stress and optimises their acceptance (two animals with different physical and behavioural needs)</p>
<p>7. Know relevant health and safety legislation</p>	<p>7.1. Outline the current health and safety legislation, animal health and welfare and codes of practice and any additional requirements</p>

## Maintain Animal Accommodation

<b>Unit Reference</b>	<b>Y/502/1522</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner the knowledge and skills required to maintain animal accommodation. This involves maintaining environmental conditions, carrying out cleaning, and replacing any ancillary materials.
<b>Learning Outcomes (1 to 6) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 6.3) <i>The learner can</i></b>
1. Be able to maintain animal accommodation	<p>1.1. Assess the condition of the animal and accommodation before maintaining covering:</p> <ul style="list-style-type: none"> <li>• the suitability of accommodation to the animal concerned</li> <li>• allowing the necessary freedom of movement</li> <li>• minimising animal stress</li> </ul> <p>1.2. Wear the appropriate protective clothing during cleaning and maintaining</p> <p>1.3. Carry out cleaning routines according to the animal accommodation and specification</p> <p>1.4. Replace any necessary materials and fittings correctly when cleaning is complete</p> <p>1.5. Monitor and maintain environmental conditions to promote the health and welfare of animals:</p> <ul style="list-style-type: none"> <li>• ventilation</li> <li>• light</li> <li>• structure</li> <li>• temperature</li> <li>• noise</li> </ul> <p>1.6. Maintain the safety and security of the animals during cleaning operations</p>

	<p>1.7. Report any difficulties to the relevant person if necessary</p> <p>1.8. Provide clear and accurate information for recording purposes</p>
<p>2. Be able to work safely and minimise environmental damage</p>	<p>2.1. Work in a way which maintains health and safety and is consistent with animal welfare legislation, codes of practice and any additional requirements</p> <p>2.2. Carry out work in a manner which minimises environmental damage</p> <p>2.3. Dispose of waste safely and correctly</p>
<p>3. Know why it is important to maintain animal accommodation</p>	<p>3.1. Describe why it is important to maintain animal accommodation and the implications of failing to do so</p> <p>3.2. Describe the relationship between maintaining animal accommodation and promoting animal health and welfare</p> <p>3.3. State how other factors would influence the maintenance of accommodation for animals (health, age and behaviour)</p> <p>3.4. Describe signs within an animals accommodation that give an indication of its health and welfare</p>
<p>4. Know how to maintain animal accommodation</p>	<p>4.1. Describe the environmental conditions which promote the health and welfare of animals</p> <p>4.2. Identify the reasons for monitoring environmental conditions and reporting variations</p> <p>4.3. Outline cleaning routines appropriate to: <ul style="list-style-type: none"> <li>• the animal species concerned and</li> </ul> </p>

	<ul style="list-style-type: none"> <li>• the accommodation in which they are being kept and</li> <li>• reasons for being housed</li> </ul> <p>4.4. Describe cleaning methods and materials appropriate to:</p> <ul style="list-style-type: none"> <li>• the animal species concerned and</li> <li>• the accommodation in which they are being kept and</li> <li>• reasons for being housed</li> </ul> <p>4.5. Describe how to recognise signs of stress and abnormal behaviour in animals before, during and after maintaining accommodation and what actions should be taken</p>
<p>5. Know how to maintain materials and fittings</p>	<p>5.1. State how to maintain materials and fittings to ensure the health and welfare of animals using accommodation</p>
<p>6. Know relevant health and safety and animal welfare legislation and environmental good practice</p>	<p>6.1. Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements</p> <p>6.2. Describe how environmental damage can be minimised</p> <p>6.3. Describe the correct methods for disposing of organic and inorganic waste</p>

# 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.