



## **Qualification Guidance**

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

**England – 500/9652/7**

## 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 A9109-E3.

Issue	Date	Details of change
7.4	September 2021	New qualification review date
7.5	July 2022	New qualification review date
7.6	January 2023	Updated formatting
7.7	October 2023	Included the words 'or goats' in the unit summary for Farm Animal Health

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 Farm Animal Care Skills provides practical experience and knowledge of the land based sector to support engagement, participation, achievement and progression for learners. The qualification 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 Farm 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 units from any of the Groups B to D.

Unit	Unit Number	Level	Credit Value	GL
<b>Group A – Entry Level 3 Mandatory Unit</b>				
Recognise a healthy farm animal	Y/502/0726	E3	2	20
<b>Group B – Entry Level 3 Optional Units</b>				
Move and prepare farm animal pens	D/502/0727	E3	2	20
Feed young farm animals	D/502/0730	E3	2	20
Disinfect poultry accommodation	D/502/0775	E3	2	20
Poultry housing and bedding	F/502/0770	E3	2	20
Clean farm animal housing	H/502/0728	E3	2	20
Grading poultry eggs	H/502/0776	E3	2	20
Weigh farm animals	K/502/0729	E3	2	20

Characteristics and breeds of poultry	L/502/0769	E3	2	20
Check that poultry are healthy	Y/502/0774	E3	2	20
<b>Group C – Entry Level 2 Optional Units</b>				
Recognise farm animals	K/502/0665	E2	1	10
Recognise farm animal housing	A/502/0671	E2	1	10
Assist in catching poultry	D/502/0713	E2	2	20
Bed down farm animals	F/502/0669	E2	2	20
Move a farm animal	F/502/0672	E2	2	20
Collect and sort poultry eggs	H/502/0714	E2	2	20
Maintain a fence	K/502/0827	E2	2	20
Recognise the body parts of poultry and their function	L/502/0710	E2	1	10
Provide food and water for poultry	R/502/0711	E2	2	20
Feed farm animals	T/502/0670	E2	2	20
Clean poultry accommodation by hand	Y/502/0712	E2	2	20
Communicating with others at work	D/501/6631	E2	1	10
Introduction to customer care	J/501/6641	E2	1	10
<b>Group D – Level 1 Optional Units</b>				
Farm animal health	L/502/4546	1	4	40
Assist with the movement and handling of farm animals	L/600/0466	1	1	9
Principles of the movement and handling of farm animals	Y/600/0468	1	2	18
Principles of basic preparation and operation of a tractor	T/502/4606	1	3	27
Assist with the care of animals	A/502/4588	1	2	18
Principles of the care of animals	F/502/4589	1	2	18
Assist with the movement of animals	D/502/4101	1	2	18

Principles of the movement of animals	Y/502/4100	1	1	9
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
Principles of the maintenance of equipment	A/502/4056	1	1	9
Assist with the maintenance of equipment	T/502/4055	1	4	36
Lamb hypothermia	T/502/4427	1	2	18
Principles of preparing and maintaining livestock accommodation	F/502/4107	1	1	9
Assist with preparing and maintaining livestock accommodation	J/502/4108	1	2	18
Principles of the preparation and the monitoring of livestock outdoors	M/502/4605	1	1	9
Assist with preparation and the monitoring of livestock outdoors	Y/502/4601	1	2	18
Adopt good bio-security practices at work	D/502/4051	1	3	27
Principles of good bio-security practices at work	M/502/4099	1	1	9
Working towards goals	J/502/0463	1	2	20

## Aims

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The SEG Awards Entry 3 Award in Practical Farm Animal Care Skills aim to enable learners to:

- gain work-related skills in the area of farm 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 the land based industry 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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Learners who achieve this qualification can progress onto the Level 1 qualifications in Practical Farm Animal Care Skills. 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.

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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This specification and associated assessment materials are in English only.

## Qualification Summary

<b>Qualifications</b>						
SEG Awards Entry Level 3 Award in Practical Farm Animal Care Skills – 500/9652/7						
<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 qualifications identified above are all regulated by Ofqual					
<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>	31/08/2025					
<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>Contact</b>	See Skills and Education Group Awards web site					

## Unit Details

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## Recognise a Healthy Farm Animal

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<b>Unit Reference</b>	<b>Y/502/0726</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 a healthy farm animal.
<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 a healthy farm animal	1.1. Recognise signs of health in farm animals 1.2. Inspect animals for health 1.3. List signs that indicate a farm animal is ill or unwell 1.4. Report finding to supervisor 1.5. Maintain personal safety and hygiene when inspecting animals
2. Know why farm animals should be checked for health	2.1. State why farm animals should be regularly checked for health

## Move and Prepare Farm Animal Pens

<b>Unit Reference</b>	<b>D/502/0727</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 clean and prepare housing for different species of farm animal.
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.8)</b> <i>The learner can</i>
1. Be able to dismantle, move and set up farm animal pens	1.1. Dismantle farm animal pens 1.2. Move pens to new destination 1.3. State why farm animal pens need to be moved and must be secure 1.4. Construct pen and check it provides adequate shelter 1.5. Give reasons for safe lifting techniques 1.6. Set up pen with clean bedding, water and feed 1.7. Introduce animal to new pen 1.8. Maintain own safety and hygiene

## Feed Young Farm Animals

<b>Unit Reference</b>	<b>D/502/0730</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 feed milk substitute to young farm animals.
<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 feed milk substitute to young farm animals	1.1. Collect and check feeding equipment is safe to use 1.2. State why feeding equipment should be checked for safety/cleanliness before use 1.3. Prepare milk substitute to feed to young farm animals 1.4. Prepare feeding equipment 1.5. Feed milk substitute to young farm animals 1.6. Maintain own safety and hygiene during operations
2. Know why milk substitute is fed to young farm animals	2.1. Give a reason for feeding milk substitute to young farm animals

## Disinfect Poultry Accommodation

<b>Unit Reference</b>	<b>D/502/0775</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 disinfect poultry accommodation.
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.2)</b> <b><i>The learner can</i></b>
1. Be able to disinfect poultry accommodation	<ul style="list-style-type: none"> <li>1.1. Prepare poultry accommodation for disinfection</li> <li>1.2. Prepare tools, equipment and materials for use</li> <li>1.3. State why it is important to mix disinfectant to the correct strength</li> <li>1.4. Disinfect poultry accommodation ensuring adequate ventilation throughout the process</li> <li>1.5. Restore the accommodation for bird use</li> <li>1.6. Use, clean and store PPE, tools and equipment safely</li> <li>1.7. Maintain the safety of self, others and animals during the operation</li> </ul>
2. Know how to maintain the health and safety of people and birds when disinfecting poultry accommodation	<ul style="list-style-type: none"> <li>2.1. State why PPE needs to be worn</li> <li>2.2. State why birds should be removed from the accommodation prior to disinfection</li> </ul>

## Poultry Housing and Bedding

<b>Unit Reference</b>	<b>F/502/0770</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 types of suitable housing for poultry and select suitable bedding material.
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.6)</b> <i>The learner can</i>
1. Be able to recognise suitable accommodation for poultry	1.1. Recognise types of housing for poultry 1.2. Recognise the features of poultry accommodation 1.3. Recognise types of suitable bedding for poultry 1.4. State why suitable bedding needs to be provided for poultry 1.5. State why adequate ventilation is required for poultry accommodation 1.6. State why poultry accommodation needs to be situated in a suitable position



## Clean Farm Animal Housing

<b>Unit Reference</b>	<b>H/502/0728</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 clean out the pen or housing for a farm animal and then bed it down.
<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 clean out farm animal pen/housing and bed down	1.1. Prepare to clean farm animal housing 1.2. Check that tools and equipment are safe to use 1.3. Clean out farm animal housing 1.4. Use, clean and store PPE, tools and equipment safely 1.5. Maintain own safety and personal hygiene during operations 1.6. List safety procedures to follow during cleaning
2. Know why farm animal housing needs cleaning	2.1. State reasons for cleaning farm animal housing

## Grading Poultry Eggs

<b>Unit Reference</b>	<b>H/502/0776</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 grade and pack eggs by weight.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.8)</b> <i>The learner can</i>
1. Grade poultry eggs by weight	1.1. Prepare equipment for grading poultry eggs 1.2. State why eggs need to be weighed 1.3. Sort and grade eggs by weight 1.4. Pack eggs into marked boxes and store 1.5. State why eggs should be stored correctly before sale 1.6. Give a reason for marking eggs with a best before date 1.7. State why dirty eggs should not be washed 1.8. Maintain own safety and hygiene throughout operations

## Weigh Farm Animals

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<b>Unit Reference</b>	<b>K/502/0729</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 weigh and record weights of a farm animal.
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.8)</b> <i>The learner can</i>
1. Be able to weigh farm animals	1.1. Prepare to weigh farm animals 1.2. Move and load animal into weighing equipment 1.3. Give reasons for making sure the weigh area must be free from hazards 1.4. Weigh and record farm animal details 1.5. Release farm animal safely and return to pen 1.6. Clean weighing equipment and dispose of waste 1.7. Maintain own safety during operations 1.8. State why the weight of animals is recorded

## Characteristics and Breeds of Poultry

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<b>Unit Reference</b>	<b>L/502/0769</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 understanding of breeds of poultry.
<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. Be able to recognise breeds and characteristics of poultry	1.1. Recognise breeds of poultry 1.2. Give a reason for identifying different breeds of poultry correctly 1.3. Recognise the characteristics of different breeds of poultry 1.4. State the purpose of different breeds of poultry



## Check That Poultry Are Healthy

<b>Unit Reference</b>	<b>Y/502/0774</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 the parts of a bird to be checked and complete a health check on a bird assisted 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 check poultry for health	1.1. Catch and hold poultry correctly 1.2. Identify areas on a bird to check for health 1.3. Recognise signs of health in poultry 1.4. Give a reason for observing bird behaviour 1.5. State why sick birds must be isolated from the flock 1.6. Maintain own safety and hygiene throughout operations
2. Know why poultry needs to be checked for health	2.1. Give a reason for checking that a bird is healthy

## Recognise Farm Animals

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<b>Unit Reference</b>	<b>K/502/0665</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 farm animals and know their gender and breeding terms.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.2)</b> <i>The learner can</i>
1. Be able to recognise farm animals correctly	1.1. Recognise and name farm animal species 1.2. Recognise male, female and young farm animals
2. Know farm animal gender and breeding terms	2.1. List the male, female and young terms applied to farm animals 2.2. State why animal sexes must be identified correctly

## Recognise Farm Animal Housing

<b>Unit Reference</b>	<b>A/502/0671</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 four types of animal housing.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.2)</b> <i>The learner can</i>
1. Be able to recognise types of farm animal housing	1.1. Recognise different types of farm animal housing 1.2. Recognise key features of areas used to house farm animals 1.3. Check farm animal housing is safe and report to supervisor 1.4. State why farm animals need housing
2. Know why farm animal housing needs to be safe and secure	2.1. State why farm animal housing needs to be free from hazards 2.2. State why farm animal housing needs to be secure



## Assist In Catching Poultry

<b>Unit Reference</b>	<b>D/502/0713</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 catch and crate birds with assistance.
<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 crate birds with assistance	1.1. Identify birds to be caught 1.2. Prepare crates to receive birds 1.3. State why crates need to be checked 1.4. Catch birds and crate securely 1.5. Give a reason for holding birds in the correct way 1.6. Maintain own safety and hygiene throughout operations 1.7. State why personal hygiene is important when handling birds

## Bed Down Farm Animals

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<b>Unit Reference</b>	<b>F/502/0669</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 prepare a bed for a farm animal.
<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. Know that clean bedding needs to be provided for farm animals	1.1. Recognise bedding used for farm animals 1.2. Apply the correct amount of bedding for farm animals 1.3. State why bedding should be provided for farm animals 1.4. Dispose of waste material safely 1.5. State why waste should be disposed of correctly 1.6. Use, clean and store PPE, tools and equipment safely 1.7. Maintain the safety of self during the operation

## Move a Farm Animal

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<b>Unit Reference</b>	<b>F/502/0672</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 move a farm animal(s) safely along identified route.
<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 move a farm animal	1.1. Prepare to move a farm animal 1.2. Check and clear route for the movement of farm animals 1.3. State why a route for moving farm animals needs to be checked 1.4. Move farm animal(s) to new location 1.5. State why farm animals should be moved in a quiet manner 1.6. Secure farm animal(s) in new location 1.7. Maintain own safety and hygiene

## Collect and Sort Poultry Eggs

<b>Unit Reference</b>	<b>H/502/0714</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 collect and sort poultry eggs.
<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 collect and sort eggs	1.1. Prepare to, and collect, eggs 1.2. Sort and separate eggs into groups 1.3. Give a reason for sorting eggs 1.4. Record details of eggs 1.5. Pack eggs in suitable containers and dispose of waste 1.6. Give a reason for placing eggs correctly in the box or tray 1.7. State why waste need to be disposed of safely 1.8. Maintain own safety and hygiene throughout operations

## Maintain a Fence

<b>Unit Reference</b>	<b>K/502/0827</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 maintain a fence.
<b>Learning Outcomes (1 to 2) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.1) <i>The learner can</i></b>
1. Be able to maintain a fence	1.1. Prepare tools, materials and equipment 1.2. Identify the fence to be maintained 1.3. Carry out activities to repair damage 1.4. Dispose of waste and clear site 1.5. State why the site needs to be cleared after work 1.6. Use, clean and store PPE, tools and equipment safely 1.7. Maintain the safety of self and others during the operation
2. Know why fences need to be maintained	2.1. Give a reason for maintaining a fence

## Recognise the Body Parts of Poultry and their Function

<b>Unit Reference</b>	<b>L/502/0710</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 the parts and function of the body of a hen, cockerel, duck, or drake.
<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 parts of the body of a chicken or duck and their function	1.1. Recognise a male cockerel or drake 1.2. Recognise a female hen or duck 1.3. Give a reason for knowing the difference between a male and female bird 1.4. Recognise parts of the body of poultry 1.5. State the function of different parts of the body

## Provide Food and Water for Poultry

<b>Unit Reference</b>	<b>R/502/0711</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 feed and water a poultry flock.
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.8)</b> <i>The learner can</i>
1. Be able to provide food and water to poultry	<ul style="list-style-type: none"> <li>1.1. Prepare to feed and water poultry</li> <li>1.2. State why the correct food must be given</li> <li>1.3. Clean feeding and watering containers</li> <li>1.4. Give a reason for cleaning feed and water containers</li> <li>1.5. Provide food and water for poultry</li> <li>1.6. State why grit needs to be provided for poultry</li> <li>1.7. Use, clean and store PPE, tools and equipment safely</li> <li>1.8. Maintain the safety of self, others and animals during the operation</li> </ul>

## Feed Farm Animals

<b>Unit Reference</b>	<b>T/502/0670</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>	The candidate will be able to feed farm animals safely and correctly.
<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 prepare for and feed farm animals	<ul style="list-style-type: none"> <li>1.1. Recognise bulk and concentrate farm animal foods</li> <li>1.2. Prepare equipment for feeding farm animals</li> <li>1.3. State why feeding equipment must be cleaned</li> <li>1.4. State why the correct amount of food should be fed to farm animals</li> <li>1.5. Feed farm animals and check they are eating properly</li> <li>1.6. Give a reason for checking that farm animals are eating properly</li> <li>1.7. Use, clean and store PPE, tools and equipment safely</li> <li>1.8. Maintain the safety of self, others and farm animals during the operation</li> </ul>



## Clean Poultry Accommodation By Hand

<b>Unit Reference</b>	<b>Y/502/0712</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 clean poultry accommodation by hand.
<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 clean poultry accommodation by hand	1.1. Prepare poultry accommodation for cleaning 1.2. Prepare tools, equipment and materials for use 1.3. Clean poultry accommodation, fixtures and fittings and dispose of waste 1.4. State why waste needs to be disposed of correctly 1.5. Restore the accommodation for poultry use 1.6. State why bedding needs to be provided 1.7. Use, clean and store PPE, tools and equipment safely 1.8. Maintain the safety of self, others and animals during the operations
2. Know why poultry accommodation is cleaned	2.1. Give a reason for cleaning out poultry accommodation

## 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>

## Introduction to Customer Care

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<b>Unit Reference</b>	<b>J/501/6641</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>	This unit introduces learners to the concepts of caring for all types of customers in the workplace and helps them to understand what contributes to positive customer care.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.2)</b> <i>The learner can</i>
1. Understand what customer care means in the workplace	1.1. Identify the customers he/she works with 1.2. Describe his/her work with them
2. Understand own role in providing customer care	2.1. Identify how he/she contributes to good customer service through his/her work 2.2. Give examples of positive ways in which he/she works with customers



## Farm Animal Health

<b>Unit Reference</b>	<b>L/502/4546</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>40</b>
<b>Unit Summary</b>	The learner will develop skills that are required on a daily basis on livestock farms through a range of tasks associated with observation, safe handling, moving and treatment of farm animals as well as basic recording for legislative and management purposes. In this unit, use of the term 'farm animals' relates to cattle or sheep or pigs or goats.
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.4)</b> <i>The learner can</i>
1. Know different farm animal breeds and gender types	1.1. Recognise different farm animal breeds and gender types
2. Know signs of good health and ill health in farm animals	2.1. Recognise signs of good health in different farm animals 2.2. Recognise signs of ill health in different farm animals
3. Know different farm animal identification	3.1. Recognise different farm animal identification 3.2. Carry out basic recording of farm animal information for farm management purposes
4. Be able to move farm animals safely	4.1. Move farm animals from one place to another on foot or onto a vehicle
5. Be able to assist in treating farm animals with appropriate veterinary medicines	5.1. Handle and restrain farm animals for inspection and treatment

	<p>5.2. Assist in treating farm animals with veterinary medicines</p>
<p>6. Be able to work safely with farm animals</p>	<p>6.1. Maintain a safe and tidy working environment</p> <p>6.2. Identify hazards while working with farm animals</p> <p>6.3. Identify risks while working with farm animals</p> <p>6.4. State how to minimise risks while working with farm animals</p>

## Assist With the Movement and Handling of Farm Animals

<b>Unit Reference</b>	<b>L/600/0466</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 candidate will be able to assist with the movement and handling of small animals 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 2.5) <i>The learner can</i></b>
1. Be able to 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 during their work</p> <p>1.4. Help to settle the animals in the new location in accordance with instructions</p>
2. Be able to 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 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>

	2.5. Use handling methods, which are consistent with relevant legislation and codes of practice
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<b>Mapping to National Occupational Standards</b>
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Practical outcomes of AC1
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## Principles of the Movement and Handling of Farm Animals

<b>Unit Reference</b>	<b>Y/600/0468</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 candidate will be able to describe the movement and handling of small 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	1.1. State the correct methods of handling the animals concerned 1.2. State normal and abnormal behaviour in the animals concerned 1.3. State the normal pace or movement for the animals concerned 1.4. State why it is important to approach animals in a calm manner which promotes confidence 1.5. State the risks that there are when moving animals and how they can be minimised 1.6. State how to settle animals in a new place, and why this is important 1.7. State their responsibility under health and safety and animal welfare legislation
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 2.2. List safe and effective methods of handling animals

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|  | <ul style="list-style-type: none"><li>2.3. State why it is important to monitor an animal's response to handling, signs of negative responses, 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> |
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**Mapping to National Occupational Standards**

Underpinning knowledge of AC1

# Principles of Basic Preparation and Operation of a Tractor

<b>Unit Reference</b>	<b>T/502/4606</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>27</b>
<b>Unit Summary</b>	The candidate will be able to describe the operation of a tractor in varied ground conditions, including the use of trailed and mounted implements and appropriate health and safety requirements.
<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. Know how to prepare and operate a tractor for operation	<ul style="list-style-type: none"> <li>1.1. State the required pre-start checks and adjustments and the reasons for doing these</li> <li>1.2. List current and relevant health and safety in relation to the preparation and use of tractors</li> <li>1.3. Describe the use of appropriate warning signals and indicators and the length of time that these are displayed</li> <li>1.4. State types of hazards which may be encountered and how these should be dealt with</li> <li>1.5. State the capabilities of the vehicle and the expected efficiency of vehicle operation</li> <li>1.6. Give the reasons why the vehicle should be left in a condition suitable for future use</li> <li>1.7. List health and safety legislation, and codes of practice in relation to the preparation and use of tractors</li> <li>1.8. State the capabilities of the vehicle and the expected efficiency of vehicle operation</li> </ul>

<p>2. Know how to prepare and fit an attachment to a tractor</p>	<p>2.1. State required pre-operational checks for attachments</p> <p>2.2. List types of attachments and how they should be secured to the trailer</p> <p>2.3. State types of attachments that are safe for use with the tractor and those that are not</p> <p>2.4. State health and safety requirements in relation to tractor attachments</p>
<p>3. Know how to operate a tractor with attachments</p>	<p>3.1. State the ways in which the vehicle should be manoeuvred</p> <p>3.2. Describe how different weather and ground conditions must be taken into account</p> <p>3.3. State types of hazards which may be encountered and how these should be dealt with</p> <p>3.4. State the capabilities of the tractor and its attachment</p> <p>3.5. State the reasons why faults and damage should be reported</p> <p>3.6. Describe health and safety legislation, and codes of practice in relation to the safe use of tractors and attachments</p>
<p><b>Mapping to National Occupational Standards</b> CU10</p>	

## 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 candidate 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) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.6) <i>The learner can</i></b>
1. Be able to assist with monitoring and caring for the health and well-being of animals	1.1. Treat animals according to relevant legislation 1.2. Minimise any likelihood of stress and injury to the animals 1.3. Optimise the health and well-being of animals during their work 1.4. Provide animals with the necessary opportunity to display natural behaviour, e.g. appearance, posture and movement, behaviour, bodily functions, social interaction 1.5. Monitor and report physical condition, behaviour and the general health and well-being of animals clearly and accurately to others 1.6. Monitor and report on the animal's environment 1.7. Maintain health and safety, and the welfare of animals, during work
2. Be able to assist with providing food and water for animals	2.1. Feed animals in accordance with instructions

	<ul style="list-style-type: none"><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>
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**Mapping to National Occupational Standards**

Practical outcomes of CU29

# 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 candidate 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>	



## 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 candidate 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

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|  | <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 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 candidate 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

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|  | <ul style="list-style-type: none"><li>2.4. State how animals are loaded and unloaded safely</li><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> |
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**Mapping to National Occupational Standards**

Underpinning knowledge 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 candidate 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	<ul style="list-style-type: none"> <li>1.1. Give reason for, and methods of, labelling products and equipment for transportation</li> <li>1.2. State safe lifting techniques</li> <li>1.3. State the correct use of lifting equipment and relevant legal restrictions on operation</li> <li>1.4. State ways of securing products and equipment for transit in order to maintain safety and minimise damage</li> <li>1.5. State relevant methods of protecting product and equipment from adverse weather conditions and contamination</li> <li>1.6. State loading and unloading requirements for transportation such as positioning and weight of loads on vehicles, safe methods of carrying manually</li> <li>1.7. State methods for the safe stacking of products</li> </ul>

<p>2. Know how to transport physical resources within the work area</p>	<p>2.1. Give correct methods of operating transportation equipment and limits of 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>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> Underpinning knowledge of CU8</p>	

## Assist With the Transport 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 candidate 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	<p>1.1. Identify the physical resources requiring transportation</p> <p>1.2. Carry out lifting operations safely and in a way that is consistent with current legislation and codes of practice</p> <p>1.3. Move heavy and bulky items using the correct lifting equipment, in accordance with instructions</p> <p>1.4. Position physical resources safely, securely and in a manner which protects them from damage and contamination</p>
2. Be able to assist with the transport of physical resources within the work area	<p>2.1. Operate powered or non-powered transportation equipment safely in accordance with instructions and safety requirements</p> <p>2.2. Minimise damage to equipment and resources during transportation</p> <p>2.3. Monitor the physical resources during transportation and take the appropriate action for</p>

	any which become unsafe
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> Practical outcomes of CU8	



# 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 candidate 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 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 wearing 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 what actions 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>
<p><b>Mapping to National Occupational Standards</b> Underpinning knowledge of CU17</p>	

## 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	<ul style="list-style-type: none"> <li>1.1. Check that the equipment requiring maintenance is safe in accordance with instructions</li> <li>1.2. Identify and select the necessary maintenance routine in accordance with manufacturer's instructions</li> <li>1.3. Keep the work area safe and in a condition suitable for the maintenance procedure</li> <li>1.4. Obtain the necessary hand tools and materials for maintenance work in accordance with instructions</li> <li>1.5. Complete the preparation of equipment for maintenance in accordance with instructions</li> </ul>
2. Be able to assist with the maintenance of equipment	<ul style="list-style-type: none"> <li>2.1. Maintain manual and mechanical equipment in accordance with instructions</li> <li>2.2. Recognise the need for assistance and refer to the appropriate person when necessary</li> <li>2.3. Use and clean and tools correctly after use</li> </ul>

<p>3. Be able to work safely</p>	<ul style="list-style-type: none"><li>3.1. Maintain health and safety in accordance with instructions and relevant legislation and codes of practice</li><li>3.2. Dispose of waste safely in accordance with instructions</li><li>3.3. Carry out the work in a manner which minimises any environmental damage</li></ul>
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## Lamb Hypothermia

<b>Unit Reference</b>	<b>T/502/4427</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 identify signs of hypothermia in lambs, know the methods of preventing hypothermia and use techniques to detect and resuscitate hypothermic lambs.
<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 the causes of hypothermia in newborn lambs	1.1. Define hypothermia 1.2. Identify why some lambs are more susceptible to hypothermia
2. Recognise the signs of hypothermia	2.1. Identify the signs of hypothermia in lambs
3. Know the methods for the prevention of hypothermia	3.1. Identify how heat loss can be reduced in newborn lambs 3.2. Identify how heat production can be increased in newborn lambs
4. Know how to use techniques for the detection and resuscitation of hypothermic lambs	4.1. Use a clinical / sub-clinical thermometer or lamb indicator as instructed 4.2. Feed colostrum to a lamb, using a stomach tube under supervision 4.3. Construct and use a lamb warmer as instructed

# Principles of Preparing and Maintaining Livestock Accommodation

<b>Unit Reference</b>	<b>F/502/4107</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 candidate will be able to describe the preparation of livestock accommodation, including any required cleaning to appropriate hygiene levels, providing bedding or other necessary requirements and at all times meeting the requirements of healthy and safe working.
<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 livestock accommodation	<p>1.1. State cleaning routines appropriate to the livestock concerned and the type of accommodation</p> <p>1.2. State livestock welfare requirements and how to promote their health and well-being</p> <p>1.3. List the materials which livestock need within their accommodation to maintain their health and well-being</p> <p>1.4. List the potential hazards which may arise in the livestock accommodation, and state to whom they should be reported</p> <p>1.5. Give reasons why bio-security measures are required</p>
2. Know how to maintain livestock accommodation	2.1. Give reasons why it is important to maintain livestock accommodation in a healthy, safe and clean condition

	<ul style="list-style-type: none"> <li>2.2. List the materials and supplies required by livestock and state how to adjust and replenish them</li> <li>2.3. Describe normal behaviour and condition of the livestock</li> <li>2.4. State potential changes in behaviour and condition and to whom these should be reported</li> <li>2.5. State why equipment should be cleaned, maintained and stored safely and securely</li> <li>2.6. State hygiene requirements of livestock, self and others</li> </ul>
<p>3. Know how to work safely</p>	<ul style="list-style-type: none"> <li>3.1. State how to dispose of organic and inorganic waste</li> <li>3.2. State their own responsibilities under animal welfare, environmental and occupational safety under current legislation</li> <li>3.3. State why waste should be disposed of in a safe manner and place</li> </ul>

# Assist With Preparing and Maintaining Livestock Accommodation

<b>Unit Title</b>	<b>J/502/4108</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 candidate will be able to assist with preparing livestock accommodation, including any required cleaning to appropriate hygiene levels, providing bedding or other necessary requirements and at all times meeting the requirements of healthy and safe working. All work will take place in a supervised context.
<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 livestock accommodation, under supervision	1.1. Prepare the necessary equipment and materials and maintain them ready for use 1.2. Carry out cleaning routines in accordance with instructions 1.3. Replace any ancillary materials and fittings when cleaning is complete in accordance with instructions 1.4. Prepare accommodation so that it is safe, healthy and secure for livestock in accordance with instructions 1.5. Ensure an adequate supply of clean, uncontaminated water is available
2. Be able to maintain livestock accommodation, under supervision	2.1. Maintain accommodation in a healthy, safe and clean condition for livestock in accordance with instructions



	<ul style="list-style-type: none"> <li>2.2. Adjust and replenish materials and supplies required by livestock as instructed</li> <li>2.3. Monitor the health and well-being of livestock throughout operations</li> <li>2.4. Report any changes in the behaviour or condition of livestock to the appropriate person</li> <li>2.5. Clean and maintain equipment in a fit state for use and store safely and securely in an appropriate storage area</li> </ul>
<p>3. Be able to work safely</p>	<ul style="list-style-type: none"> <li>3.1. Dispose of waste in a safe manner and place in accordance with instruction</li> <li>3.2. Identify any hazards correctly and report them to the appropriate person</li> <li>3.3. Maintain the health and safety of yourself and others throughout the process</li> </ul>

# Principles of the Preparation and the Monitoring Of Livestock Outdoors

<b>Unit Reference</b>	<b>M/502/4605</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 candidate will be able to describe preparing outdoor sites to receive livestock, including providing water and checking the condition of feed if necessary. Monitoring of the condition of boundaries is also required and appropriate 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 prepare outdoor sites for livestock	<p>1.1. State the required quantity of feed which must be available</p> <p>1.2. Give reasons for checking that boundaries are secure</p> <p>1.3. State how to recognise boundaries that are not secure and what actions should be taken</p> <p>1.4. State the required quantity and quality of water which must be available</p> <p>1.5. State causes of water contamination and state what actions should be taken if this occurs</p> <p>1.6. List common types of hazards to livestock</p>
2. Know how to introduce, monitor and maintain livestock on outdoor sites	<p>2.1. State correct methods for introducing livestock to the outdoor site</p> <p>2.2. Describe behaviour and physical signs which may indicate problems with livestock</p>

	<p>2.3. Describe the required condition of the site and its boundaries</p> <p>2.4. State the correct methods for feeding and watering livestock</p> <p>2.5. List types of problems which may occur and state to whom they should be reported</p> <p>2.6. State limits of their own responsibility in relation to maintaining livestock on outdoor sites</p>
<p>3. Know how to work safely</p>	<p>3.1. State their own responsibility under current legislation including, animal welfare and environment</p>

# Assist With Preparation and the Monitoring of Livestock Outdoors

<b>Unit Reference</b>	<b>Y/502/4601</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 candidate will be able to assist with preparing outdoor sites to receive livestock, including providing water and checking the condition of feed if necessary. Monitoring of the condition of boundaries is also required. All work will take place in a supervised context and must meet appropriate 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. Be able to assist with the preparation of outdoor sites for livestock	<p>1.1. Ensure the quantity and suitability of feed and water are appropriate for livestock requirements in accordance with instructions</p> <p>1.2. Confirm boundaries as being safe and secure</p> <p>1.3. Take the appropriate action where there are problems with the boundaries</p> <p>1.4. Report to the appropriate person potential hazards to livestock</p>
2. Be able to assist with the introduction, monitoring and maintenance of livestock on outdoor sites	<p>2.1. Assist with introduction of livestock to the outdoor site safely and correctly in accordance with instructions</p> <p>2.2. Monitor the condition and number of the livestock in accordance with instructions, and report any changes to the appropriate person</p> <p>2.3. Monitor the site and its boundaries to confirm their continuing suitability</p>

	<p>2.4. Adjust the quality and quantity of feed and water in accordance with instructions</p> <p>2.5. Accurately identify any problems with the site and report them to the appropriate person</p>
<p>3. Be able to work safely</p>	<p>3.1. Maintain the health and safety of self and others throughout operations</p>

## Adopt Good Bio-Security Practices at Work

<b>Unit Reference</b>	<b>D/502/4051</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>27</b>
<b>Unit Summary</b>	The candidate will be able to assist with maintaining appropriate levels of bio-security in the workplace, including personal hygiene and correct selection and use of Personal Protective Equipment (PPE). All work will take place in a supervised context and must meet appropriate health and safety requirements.
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.11)</b> <i>The learner can</i>
1. Be able to adopt organisational requirements for bio-security	<ul style="list-style-type: none"> <li>1.1. Adopt the correct measures for bio-security on the site as instructed</li> <li>1.2. Follow the organisational cleaning and bio-security measures while on the site</li> <li>1.3. Wear suitable clothing and footwear at work as instructed</li> <li>1.4. Keep the work area tidy</li> <li>1.5. Use all the cleaning equipment correctly in accordance with organisational instructions</li> <li>1.6. Use chemicals according to instructions and correct health and safety precautions</li> <li>1.7. Follow appropriate personal hygiene measures at work</li> <li>1.8. Maintain their own personal hygiene in accordance with organisational requirements</li> <li>1.9. Use and store all chemicals and equipment safely and correctly after use</li> </ul>

1.10. Recognise and report any signs of rodents or pests in the workplace

1.11. Dispose of waste safely and correctly

**Mapping to National Occupational Standards**

Practical outcomes of LP3

## Principles of Good Bio-Security Practices at Work

<b>Unit Title</b>	<b>M/502/4099</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 candidate will be able to describe appropriate levels of bio-security in the workplace, including personal hygiene and correct selection and use of Personal Protective Equipment, including appropriate health and safety requirements.
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.11)</b> <i>The learner can</i>
1. Know how to adopt organisational requirements for bio-security	<ul style="list-style-type: none"> <li>1.1. State the correct hygiene measures required at work</li> <li>1.2. Give reasons for keeping the work area clean and hygienic</li> <li>1.3. State why personal hygiene is important, and what happens when measures are not followed as instructed</li> <li>1.4. List what Personal Protective Equipment (PPE) should be worn</li> <li>1.5. State methods for using cleaning equipment safely and correctly</li> <li>1.6. Describe why they need to use bio-security chemicals safely and correctly</li> <li>1.7. State the standards of cleanliness and tidiness required at work</li> <li>1.8. State how to store equipment and chemicals</li> <li>1.9. List what warning signs are used and state what they mean</li> </ul>



1.10. State how to recognise the presence of rodents and to whom their presence should be reported

1.11. State how to dispose of waste safely and correctly

**Mapping to National Occupational Standards**

Underpinning knowledge of LP3

## Working towards Goals

<b>Unit Reference</b>	<b>J/502/0463</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To help the learner to understand how to identify and work towards goals appropriately.
<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. Be able to identify and explain their goals	1.1. Describe own strengths and what they need to improve 1.2. Identify at least one goal which is important for their development 1.3. Explain why achieving this goal is important 1.4. Agree the goal with an appropriate person
2. Prepare an action plan to meet their goal	2.1. Identify the activities needed to work towards the goal 2.2. Identify timescales and deadlines for the achievement of the goal 2.3. Identify the resources needed to support them in achieving the goal
3. Be able to review progress towards achieving their goal	3.1. Follow the activities outlined in the action plan 3.2. Regularly review the activities and outcomes with an appropriate person 3.3. Identify what has been achieved and what still needs to be done 3.4. Amend the action plan to reflect their progress

**Mapping to National Occupational Standards**

This unit relates to the PLTs areas – self managers and reflective learners

# 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.