



## **Qualification Guidance**

### **SEG Awards Level 2 Certificate in Practical Animal Care Skills**

England – 501/0135/3

Wales – C00/0233/8

## 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 code is C9111-02.

Issue	Date	Details of change
5.1	September 2021	New qualification review date
5.2	January 2023	Updated formatting
5.3	March 2023	Addition of Qualification Wales regulation
6.0	August 2024	New qualification review date

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

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

## Introduction

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This qualification has been developed in collaboration with industry providers and Lantra. It will enable learners to gain appropriate skills and knowledge to progress to higher levels of learning or to employment in the animal care sector.

## Pre-requisites

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There are no formal entry requirements.

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 2 Certificate in Practical Animal Care Skills (Pet Care and Retail)

Learners must achieve 20 credits; this will include four credits from Group A (the mandatory unit) plus a minimum of 16 credits from Group B (optional units).

Unit	Unit Number	Level	Credit Value	GL
<b>Group A - Mandatory Units</b>				
Promote and maintain the health and well-being of animals	H/502/1507	2	4	30
<b>Group B – Practical Animal Care Skills Optional Units</b>				
Deliver basic treatments to animals	Y/502/1505	2	5	38
Select and prepare accommodation for animals	R/502/1521	2	3	23
Maintain animal accommodation	Y/502/1522	2	3	23
Control and restrain animals	Y/502/1536	2	2	15
Moving animals between locations	K/502/1539	2	2	15
Make sure your own actions reduce risks to health and safety	R/501/0874	2	5	38
Prepare feed for animals	L/502/1467	2	2	15
Provide feed and water to animals	D/502/1473	2	3	23
Prepare and groom animals	L/502/1694	2	4	30

Dry dogs and prepare their coat for styling	K/502/1704	3	3	19
Care for animals after they have worked	F/502/1594	2	4	30
Load and unload animals for transportation	K/502/1492	2	3	23
Establish and maintain effective working relationships with others	T/502/1690	2	2	15

## Aims

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The Level 2 Certificate in Practical Animal Care Skills aims to

- develop practical skills that will support those seeking a career in the animal care industry
- provide knowledge and understanding that could support further study within the animal care sector
- promote and encourage good working practices in relation to safety and the environment

## Target Group

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This qualification is designed for those learners aged 16 or over who are currently working in the Animal Care Sector, either in paid or unpaid employment, or for learners who wish to progress into employment or further study in the sector.

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.

## Practical Hours Requirement

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

## Assessments

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

## Resources

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

## Purpose Statement

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

## 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 could progress on to the Level 3 Award or Certificate in Practical Animal Care Skills. Alternatively, learners could progress onto the Level 2 or Level 3 Diploma in Work-Based Animal Care; into employment, or gain promotion to a more senior position within existing employment.

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

Qualifications						
<p><b>Level 2 Certificate in Practical Animal Care Skills – 501/0135/3</b></p> <p><b>Other pathways available</b>            Level 2 Certificate in Practical Animal Care Skills (Animal Care and Welfare)            Level 2 Certificate in Practical Animal Care Skills (Zoos/Wildlife Establishments)            Level 2 Certificate in Practical Animal Care Skills (Pet Care and Retail)            Level 2 Certificate in Practical Animal Care Skills (Animal Training)</p>						
<b>Qualification Purpose</b>		<p>Learners will develop the essential knowledge and practical skills required to care for animals responsibly and professionally.</p> <p>Occupations within Animal Care Services has shown a strong increase of demand over the past 3 years, with occupation postings increasing by 9%. The sector continues to rise with occupation opportunities within this field, with an expected 3% rise, providing learners with a great opportunity of success when achieving this qualification.</p>				
<b>Age Range</b>		<b>Pre 16</b>		<b>16-18</b>	✓	<b>19+</b>
<b>Regulation</b>		<p>The qualification identified above is regulated by:</p> <ul style="list-style-type: none"> <li>• Ofqual</li> <li>• Qualification Wales</li> </ul>				
<b>Assessment</b>		<p>Internal assessment, internal and external moderation  <b>In order to credit transfer units achieved within this qualification to a competence based qualification e.g. The Level 2 Diploma in Work-Based Animal Care additional assessment may be required. Please contact your Skills and Education Group Awards External Moderator for further information.</b>            Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.</p>				
<b>Type of Funding Available</b>		See FaLA (Find a Learning Aim)				
<b>Qualification/Unit Fee</b>		See Skills and Education Group Awards web site for current fees and charges				
<b>Grading</b>		Pass To achieve a Pass learners must complete all units as stated in the rule of combination (RoC)				
<b>Operational Start Date</b>		01/07/2010				
<b>Review Date</b>		31/08/2027				
<b>Operational End Date</b>						



<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	150
<b>Total Qualification Time (TQT)</b>	200
<b>Credit Value</b>	20
<b>Skills and Education Group Awards Sector</b>	Animal Care
<b>Ofqual Sector</b>	03.3 Animal Care and Veterinary Science
<b>Support from sector bodies</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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# 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>	<p>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.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<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> </ul>

	<ul style="list-style-type: none"> <li>• trauma</li> <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> </ul>

	<ul style="list-style-type: none"> <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>

## Deliver Basic Treatments to Animals

<b>Unit Reference</b>	<b>Y/502/1505</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>38</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills required to deliver basic treatments to animals.</p> <p>The word 'treatments' is used in its broadest sense to include: cleaning and hygiene procedure, basic health care treatments and other routine procedures.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p> <p><b>In accordance with the Veterinary Surgeons Act Schedule 3 lay persons may not provide medical treatments to animals. In Learning Outcome 2 of this unit, learners must only provide medication prescribed by, and under the direct supervision of, a veterinary practitioner.</b></p>
<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 deliver basic treatments to animals	<p>1.1. Use the correct technique to give the specified treatment at the correct time. Treatments to include:</p> <ul style="list-style-type: none"> <li>• cleaning and hygiene procedures</li> <li>• basic health care treatments</li> <li>• routine procedures</li> </ul> <p>1.2. Immediately seek assistance when it is not possible to carry out the treatment</p> <p>1.3. Ensure records of the treatment are accurate, legible and complete and comply with any legislative requirements</p> <p>1.4. Observe animals after treatments and immediately report any unusual signs</p>

<p>2. Be able to provide prescribed medication</p>	<p>2.1. Provide the following current and uncontaminated prescribed medication only for the intended animal:</p> <ul style="list-style-type: none"> <li>• preventative</li> <li>• prescriptive</li> </ul> <p>2.2. Use and store drugs, medications and equipment in accordance with veterinary instructions and organisational policy</p>
<p>3. Be able to work safely and minimise environmental damage</p>	<p>3.1. Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements</p> <p>3.2. Dispose of waste safely and correctly</p>
<p>4. Know how to deliver basic treatments to animals</p>	<p>4.1. Describe the equipment to select for each treatment</p> <p>4.2. Describe how to administer prescribed basic health care treatments</p> <p>4.3. State the importance of keeping to instructions for basic health care treatments</p> <p>4.4. Describe the potential consequences of not keeping to instructions and procedures for carrying out treatments</p> <p>4.5. Describe how to use restraint techniques</p> <p>4.6. State the reasons and legislative requirements for 'withdrawal periods' for animals</p> <p>4.7. Outline the reasons for personal hygiene and safety precautions (e.g. communicable diseases between animals and humans)</p> <p>4.8. Describe the changes in the condition of the animal which may occur after the treatment</p> <p>4.9. State why it is necessary to monitor the behaviour of animals after treatment and report unusual signs</p> <p>4.10. Identify the types of records required and</p>

	explain the importance of accurate record keeping
5. Know how to provide prescribed medication to animals	<p>5.1. State the significance of expiry dates on drugs and medications</p> <p>5.2. Describe the possible sources of contamination to medication and how to identify damage</p>
6. Know relevant health and safety and animal welfare legislation	<p>6.1. Outline the current health and safety legislation, animal welfare, codes of practice and any additional requirements</p> <p>6.2. Describe the correct methods for disposing of waste</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>	<p>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.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<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	<p>1.1. Select accommodation according to specified requirements</p> <p>1.2. Select, prepare and maintain the necessary equipment and materials for use</p> <p>1.3. Prepare accommodation in a safe, secure and clean state which maintains animal health and welfare</p> <p>1.4. Identify the suitable environmental conditions for the animals and adapt where possible</p> <p>1.5. Identify potential hazards and take the appropriate action to remove them</p> <p>1.6. Introduce animals to the accommodation in a way which maintains their health and welfare</p>
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> <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</p>

	<p>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>
6. Know how to introduce animals to their accommodation promoting health and welfare	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)
7. Know relevant health and safety legislation	7.1. Outline the current health and safety legislation, animal health and welfare and codes of practice and any additional requirements

## 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>	<p>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.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.3)</b> <i>The learner can</i>
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> <li>• the accommodation in which they are being kept and</li> <li>• reasons for being housed</li> </ul> </p> <p>4.4. Describe cleaning methods and materials 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>4.5. 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>

## Control and Restrain Animals

<b>Unit Reference</b>	<b>Y/502/1536</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>	<p>The aim and purpose of this unit is to provide the learner with the knowledge and skills to restrain animals. The learner will be able to assess the risks involved, identify appropriate methods of restraints and use them effectively and safely.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<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 restrain animals	<p>1.1. Select and use a suitable method of restraint which minimises distress and injury to the animal taking into account the following factors:</p> <ul style="list-style-type: none"> <li>• the behaviour and temperament of the animal</li> <li>• the health and well being of the animal</li> </ul> <p>1.2. Approach the animal in a manner which is likely to minimise stress</p> <p>1.3. Maintain the restraint of the animal securely and safely in a manner which minimises stress</p> <p>1.4. Modify methods of restraint in response to the reactions of the animal as necessary</p>
2. Be able to select, use and maintain relevant equipment	<p>2.1. Select appropriate equipment for this area of work</p> <p>2.2. Use equipment according to relevant legislation and manufacturer's instructions</p> <p>2.3. Prepare, maintain and store equipment in a safe and effective working condition</p>
3. Be able to work safely	<p>3.1. Work in a way which maintains animal welfare and</p>

	<p>health and safety and is consistent with current legislation, codes of practice and any additional requirements</p> <p>3.2. Wear the appropriate protective clothing</p>
<p>4. Know how to restrain animals</p>	<p>4.1. State the risks to self, others and animal in restraining animals</p> <p>4.2. List and describe the different methods for restraining animals</p> <p>4.3. Describe the possible indicators of stress and alarm in the animals when being restrained and the ways this can be minimised</p> <p>4.4. Describe how to approach animals to minimise stress and when assistance may be required to approach and/or restrain the animal and the consequences of not doing so</p> <p>4.5. Describe the limits of responsibility in restraining animals and how to gain assistance and to whom these should be reported</p> <p>4.6. Describe when it may be necessary to modify the methods of restraint for the animal</p> <p>4.7. Describe animal behaviour that will indicate the animals state of temperament</p>
<p>5. Know relevant health and safety legislation</p>	<p>5.1. Outline the current health and safety legislation, animal health and welfare, codes of practice and any additional requirements</p> <p>5.2. Describe the Personal Protective Equipment that should be used when controlling and restraining animals</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 maintaining the range of equipment</p>



## Moving Animals between Locations

<b>Unit Reference</b>	<b>K/502/1539</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>	<p>The aim and purpose of this unit is to provide the learner with the skills, knowledge and move animals between locations. The learner will move animals in a manner that is appropriate, minimises stress and is safe. It also covers checking the new location is safe, secure and suitable.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.1)</b> <i>The learner can</i>
1. Be able to move animals between locations	<p>1.1. Select the animal to be moved, and approach it in a manner which is likely to minimise stress</p> <p>1.2. Prepare the route for the movement of animals</p> <p>1.3. Check that the new location is safe, secure and suitable for the animal's requirements</p> <p>1.4. Move the animal to its new location in an appropriate way and pace whilst maintaining the wellbeing of the animal or other animals in the vicinity</p> <p>1.5. Establish the animal in the new location consistent with instructions</p> <p>1.6. Provide clear and accurate information for recording purposes</p>
2. Be able to work safely and minimise environmental damage	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>2.2. Wear appropriate protective clothing</p>
<p>3. Know how to move animals between locations</p>	<p>3.1. Describe the reasons for moving animals</p> <p>3.2. Describe how to identify the animals to be moved</p> <p>3.3. Describe how the animal's health status and behaviour may affect the movement process</p> <p>3.4. Describe the importance of approaching animals in a manner which minimises stress</p> <p>3.5. Describe the risks inherent in moving animals and how they can be minimised</p> <p>3.6. Describe how to assess the safety, security and suitability of the new location</p> <p>3.7. Describe how to select appropriate methods for moving animals based on the following</p> <ul style="list-style-type: none"> <li>• their health</li> <li>• environmental conditions</li> </ul> <p>3.8. Describe how to establish animals once they have been moved</p> <p>3.9. Describe how to identify problems and to whom they should be reported</p>
<p>4. Know relevant health and safety legislation and environmental good practice</p>	<p>4.1. Outline the current health and safety legislation, animal health and welfare, codes of practice and any additional requirements relating to animal welfare legislation</p>
<p>5. Know how to maintain accurate records</p>	<p>5.1. Identify the types of records required and state the importance of accurate record keeping</p>

# Make Sure Your Own Actions Reduce Risks to Health and Safety

<b>Unit Reference</b>	<b>R/501/0874</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>1</b>
<b>Unit Summary</b>	<p>This unit is about health and safety responsibilities for everyone in the workplace. It describes the competences required to make sure that</p> <ul style="list-style-type: none"> <li>• employees own actions do not create any health and safety hazards</li> <li>• employees do not ignore significant risks in their workplace, and</li> <li>• employees take sensible action to put things right, including: reporting situations which pose a danger to people in the workplace and seeking advice</li> </ul> <p>Fundamental to this unit is an understanding of the terms “hazard”, “risk” and “control”.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 3)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.17)</b> <b><i>The learner can</i></b>
1. Identify the hazards and evaluate the risks in your workplace	<p>1.1. Identify which workplace instructions are relevant to their job</p> <p>1.2. Identify those working practices in their job which could harm them or others</p> <p>1.3. Identify those aspects of their workplace which could harm them or others</p> <p>1.4. Check which of the potentially harmful working practices and aspects of their workplace present the highest risks to them and others</p> <p>1.5. Deal with hazards in accordance with workplace instructions and legal requirements</p> <p>1.6. Correctly name and locate the people responsible for health and safety in their workplace</p>

	<p>1.7. Report to the people responsible for health and safety in their workplace those hazards which present the highest risk</p>
<p>2. Reduce the risks to health and safety in your workplace</p>	<p>2.1. Carry out your work in accordance with their level of competence, workplace instructions, suppliers or manufacturers' instructions and legal requirements</p> <p>2.2. Control those health and safety risks within their capability and job responsibilities</p> <p>2.3. Pass on suggestions for reducing risks to health and safety to the responsible people</p> <p>2.4. Make sure their behaviour does not endanger the health and safety of them or others in their workplace</p> <p>2.5. Follow the workplace instructions and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products</p> <p>2.6. Report any differences between workplace instructions and suppliers' or manufacturers' instructions Report any differences between workplace instructions and suppliers' or manufacturers' instructions</p> <p>2.7. Make sure that their personal presentation and behaviour at work:</p> <ul style="list-style-type: none"> <li>• protects the health and safety of them and others</li> <li>• meets any legal responsibilities, and</li> <li>• is in accordance with workplace instructions</li> </ul> <p>2.8. Make sure they follow environmentally-friendly working practices</p>
<p>3. Know and understand how to make sure your own actions reduce risks to health and safety</p>	<p>3.1. Demonstrate they know and understand what "hazards" and "risks" are</p> <p>3.2. Demonstrate they know and understand their responsibilities and legal duties for health and safety in the workplace</p> <p>3.3. Demonstrate they know and understand their responsibilities</p>

for health and safety as required by the law covering their job role

- 3.4. Demonstrate they know and understand the hazards which exist in their workplace and the safe working practices which they must follow
- 3.5. Demonstrate they know and understand the particular health and safety hazards which may be present in their own job and the precautions they must take
- 3.6. Demonstrate they know and understand the importance of remaining alert to the presence of hazards in the whole workplace
- 3.7. Demonstrate they know and understand the importance of dealing with, or promptly reporting, risks
- 3.8. Demonstrate they know and understand the responsibilities for health and safety in their job description
- 3.9. Demonstrate they know and understand the safe working practices for their own job
- 3.10. Demonstrate they know and understand the responsible people they should report health and safety matters to
- 3.11. Demonstrate they know and understand where and when to get additional health and safety assistance
- 3.12. Demonstrate they know and understand their scope and responsibility for controlling risks
- 3.13. Demonstrate they know and understand workplace instructions for managing risks which they are unable to deal with
- 3.14. Demonstrate they know and understand suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which they must follow
- 3.15. Demonstrate they know and understand the importance of personal presentation in maintaining health and safety in their workplace

	<p>3.16. Demonstrate they know and understand the importance of personal behaviour in maintaining the health and safety of them and others</p> <p>3.17. Demonstrate they know and understand the risks to the environment which may be present in their workplace and/or in their own job</p>
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## 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>	<p>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.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 5)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 5.2)</b> <b><i>The learner can</i></b>
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>



## 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>	<p>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.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<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	<p>1.1. Select the correct feed according to the animals' feeding plan</p> <p>1.2. Prepare feed correctly and hygienically</p> <p>1.3. Provide feed in a manner which gives each animal the opportunity to obtain its food and maintain its health and welfare</p> <p>1.4. Supply clean, fresh water to the animals according to their needs</p> <p>1.5. Provide clear and accurate information for recording purposes</p>
2. Be able to select, use and maintain relevant equipment	<p>2.1. Select appropriate equipment for this area of work</p> <p>2.2. Prepare, maintain and store equipment in a safe and effective working condition</p>
3. Be able to work safely	<p>3.1. Work in a way which maintains health and safety, animal welfare and is consistent 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>

## Prepare and Groom Animals

<b>Unit Reference</b>	<b>L/502/1694</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>	<p>The aim of this unit is to provide the learner with the knowledge and skills required to groom animals for their health and welfare. The grooming described in this unit is necessary for maintaining the health and welfare of animals on a day-to-day basis.</p> <p>This unit is designed to be applicable to working with all types of animals that need to be groomed. These may include furred animals such as, cats, rabbits and guinea pigs as well as livestock. A separate specialist unit has been developed for the dog grooming industry. The unit does not cover enabling animals to groom themselves as this is covered in a separate unit.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 7)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 7.3)</b> <i>The learner can</i>
1. Be able to assess the animal prior to grooming	<p>1.1. Confirm that the environment and the equipment to be used is clean, ready for use and is secure and safe for both themselves and the animal</p> <p>1.2. Handle animals in a manner that promotes their confidence and co-operation and health and safety of all throughout</p> <p>1.3. Report promptly to the appropriate person when examination of the animal reveals an abnormal condition</p>
2. Be able to prepare and groom animals	<p>2.1. Select and use equipment and materials which is appropriate to the animal and its care requirements</p> <p>2.2. Prepare the animal ready for grooming using the</p>

	<p>correct techniques and equipment. Preparation to include:</p> <ul style="list-style-type: none"> <li>• remove excess hair, knots and tangles</li> <li>• clean the animal's coat and skin</li> <li>• remove dirt and debris from feet</li> </ul> <p>2.3. Groom the animal using the correct methods</p> <p>2.4. Observe the condition of the animal during the process and report any changes to the appropriate person</p> <p>2.5. Communicate with others on the animal's care requirements</p> <p>2.6. Keep accurate records on the techniques and materials used to care for the animal</p>
<p>3. Be able to work safely and minimise environmental damage</p>	<p>3.1. Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements</p> <p>3.2. Carry out work in a manner which minimises environmental damage</p> <p>3.3. Dispose of waste safely and correctly</p>
<p>4. Know how to prepare and groom animals</p>	<p>4.1. State why it is important to approach and handle animals in a manner that promotes their confidence, co-operation, health and safety</p> <p>4.2. Describe how the type of animal affects the method of preparing for grooming and the equipment that should be used</p> <p>4.3. Describe how to prepare animals for grooming covering all of the following methods:</p> <ul style="list-style-type: none"> <li>• remove excess hair, knots and tangles</li> <li>• clean the animal's coat and skin</li> <li>• remove dirt and debris from feet</li> </ul> <p>4.4. Describe different methods used for grooming the animals</p> <p>4.5. State why particular care is required when working on specific areas of the animal</p>

	<p>4.6. List the steps that should be taken in the event of accidentally damaging the animal</p> <p>4.7. State why it is important to communicate the animals care requirements</p> <p>4.8. Describe the limits of groomer’s role when identifying possible abnormalities and conditions (i.e. not diagnosing) and the importance of referring to a veterinary surgeon</p> <p>4.9. State why it is important to keep accurate records of the care provided to the animal</p>
<p>5. Know how to assess the animal prior to grooming</p>	<p>5.1. Describe the normal signs of health and the signs indicating that the animal should be referred to a veterinary surgeon</p> <p>5.2. Describe basic animal anatomy and physiology sufficient to identify abnormalities</p> <p>5.3. Explain the signs and symptoms of basic skin problems and infestations</p>
<p>6. Know relevant health and safety legislation and environmental good practice</p>	<p>6.1. Outline the current health and safety 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 waste</p>
<p>7. Know the types of equipment required and how to maintain them</p>	<p>7.1. Describe the equipment and materials which will be required for the activity</p> <p>7.2. Describe methods of maintaining the range of equipment used</p> <p>7.3. Explain the importance of following manufacturers’ instructions regarding the use of equipment and products, how to correctly interpret these instructions, and the possible consequences of not doing so</p>

**Mapping to National Occupational Standards**

O29NAC9

## Dry Dogs and Prepare Their Coat for Styling

<b>Unit Reference</b>	<b>K/502/1704</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>19</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to dry and prepare dogs' coat and skin using the appropriate techniques, equipment and products.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 9)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 9.5)</b> <i>The learner can</i>
1. Dry dogs and prepare their coats for styling	<p>1.1. Confirm that the environment and the equipment to be used is clean, ready for use and is secure and safe for both you and the dog</p> <p>1.2. Use correct techniques to prepare the dogs for the following styles for drying:</p> <ul style="list-style-type: none"> <li>• clipped</li> <li>• scissored</li> <li>• parted</li> <li>• natural</li> </ul> <p>1.3. Use at least two types of drying equipment and techniques that are suitable for the dog, its coat type, condition and the style that is to be achieved:</p> <ul style="list-style-type: none"> <li>• cabinet</li> <li>• blaster</li> <li>• blow dryer</li> </ul> <p>1.4. Handle dogs in a manner that promotes their confidence and co-operation and the health and safety of all throughout</p> <p>1.5. Identify any abnormal conditions during drying and seek advice from the appropriate person</p>

	<p>1.6. Establish the correct drying temperature and velocity and monitor these regularly during the drying process</p> <p>1.7. Recognise when the temperature, velocity or drying technique appears to be causing distress or harm to the dog and implement the appropriate action</p> <p>1.8. Brush the coat during drying to achieve the correct finish appropriate to the style that is to be achieved</p> <p>1.9. Check the coat to confirm that it is completely dry and free from tangles and knots</p> <p>1.10. Remove debris and excess hair from the ear canal, where appropriate, in a manner that minimises distress to the dog</p>
<p>2. Be able to clip nails</p>	<p>2.1. Cut nails accurately at the correct point using the correct equipment, where appropriate</p>
<p>3. Be able to return dogs to the waiting area</p>	<p>3.1. Return the dog to the correct location to await collection or further grooming</p>
<p>4. Be able to communicate with clients and colleagues</p>	<p>4.1. Communicate with clients and colleagues to discuss the animal's care requirements</p>
<p>5. Be able to maintain and use relevant equipment</p>	<p>5.1. Ensure equipment is prepared, used and maintained in a safe and effective condition throughout</p>
<p>6. Be able to promote health and safety and environmental good practice</p>	<p>6.1. Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements</p> <p>6.2. Ensure work is carried out in a manner which minimises environmental damage</p> <p>6.3. Manage and dispose of waste in accordance with legislative requirements and codes of practice</p> <p>6.4. Provide clear and accurate information for</p>



	<p>recording purposes</p> <p>6.5. Conduct a risk assessment to identify any risks to themselves or the animal</p> <p>6.6. Use the correct protective equipment and clothing in accordance with manufacturers' guidelines and organisational policy</p>
<p>7. Understand how to dry dogs and prepare their coats for styling</p>	<p>7.1. Explain why it is important to approach and handle dogs in a manner that promotes their confidence and co-operation</p> <p>7.2. Explain how coat type and the condition of the coat and skin affect the drying techniques and equipment that can be used:</p> <ul style="list-style-type: none"> <li>• wool</li> <li>• wire</li> <li>• silk</li> <li>• double</li> <li>• smooth</li> </ul> <p>7.3. Explain how the style that is to be achieved affects the selection of drying techniques and equipment:</p> <ul style="list-style-type: none"> <li>• clipped</li> <li>• scissored</li> <li>• parted</li> <li>• natural</li> </ul> <p>7.4. Describe the different types of drying equipment available, their purposes and to which dog and coat types they are most suited:</p> <ul style="list-style-type: none"> <li>• cabinet</li> <li>• blaster</li> <li>• blow dryer</li> </ul> <p>7.5. Explain how drying technique, equipment and brushing during drying affect the finish</p> <p>7.6. State the correct temperature and velocity of drying equipment, how to adjust them and the potential dangers of incorrect setting</p> <p>7.7. Describe the signs of distress in dogs and the action that should be taken when these are observed</p> <p>7.8. Explain how to identify when coats are completely</p>

	<p>dry and the potential consequences of not drying a dog properly</p> <p>7.9. Explain what heat stress and brush burn are, their signs, causes and how to prevent them happening</p> <p>7.10. Explain how to identify abnormal conditions of the coat and skin, why it is important to do so</p>
<p>8. Understand the reasons for maintaining equipment</p>	<p>8.1. Explain the importance and methods of maintaining equipment for use</p>
<p>9. Understand relevant health and safety legislation and environmental good practice</p>	<p>9.1. Summarise current health and safety, animal welfare legislation, codes of practice and any additional requirements</p> <p>9.2. Describe the possible environmental damage that could occur and how to respond appropriately</p> <p>9.3. Explain the correct and appropriate methods for disposing of waste</p> <p>9.4. Explain the records required for management and legislative purposes and the importance of maintaining them</p> <p>9.5. Describe the potential threats to health, safety and security in a bathing area (such as slippery floors/surfaces, electricity) and steps that should be taken to minimise the threats</p>
<p><b>Mapping to National Occupational Standards</b> O29NAC28.1</p>	

## Care for Animals After They Have Worked

<b>Unit Reference</b>	<b>F/502/1594</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>	<p>The aim of this unit is to provide the learner with the knowledge and skills required to care for animals after they have worked. It covers being able to assess the condition of animals after work and provide suitable care.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.1)</b> <b><i>The learner can</i></b>
1. Be able to care for animals after they have worked	<p>1.1. Prepare conditions ready to receive the animal following work</p> <p>1.2. Provide the following types of care for the animal to maintain and promote its health and welfare</p> <ul style="list-style-type: none"> <li>• diet</li> <li>• exercise</li> <li>• appearance</li> <li>• rest</li> <li>• health</li> </ul> <p>1.3. Assess the health and condition of the animal and take the appropriate action</p> <p>1.4. Re-establish the animal in its living conditions to ensure comfort and safety</p>
2. Be able to work safely	<p>2.1. Work in a way which maintains health and safety and animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements</p>

<p>3. Know how to care for animals after they have worked</p>	<p>3.1. Describe methods of assessing the health and condition of animals following work activity</p> <p>3.2. Describe the particular health and welfare requirements of animals following work activity covering</p> <ul style="list-style-type: none"> <li>• diet</li> <li>• exercise</li> <li>• appearance</li> <li>• rest</li> <li>• health</li> </ul> <p>3.3. Describe the living conditions which will promote the health and safety of the animal and any particular requirements for these following work</p>
<p>4. Know relevant health and safety legislation</p>	<p>4.1. Outline the current health and safety and animal welfare legislation, codes of practice and any additional legislation</p>

## Load and Unload Animals for Transportation

<b>Unit Reference</b>	<b>K/502/1492</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>	<p>The aim of this unit is to provide the learner with the knowledge and skills needed to load and unload animals for transportation. It includes preparation of the transportation equipment, health and safety, legislation, maintaining the welfare of the animal throughout the process and effective communication.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<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 prepare animals and transport	1.1. Communicate effectively with colleagues 1.2. Prepare the correct animals as instructed 1.3. Prepare and make safe the appropriate transportation equipment covering: <ul style="list-style-type: none"> <li>• cleanliness</li> <li>• health and safety</li> <li>• security</li> <li>• removal of hazards</li> </ul>
2. Be able to load and unload animals for transportation	2.1. Load and unload the animals as required
3. Be able to work safely	3.1. Work in a way which maintains health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements
4. Know how to prepare animals and transport	4.1. Outline how to communicate effectively with colleagues 4.2. Outline how to make the transportation

	method ready for animals including: cleanliness, health and safety, security and removal of hazards
5. Know how to load and unload animals for transport	<p>5.1. Describe how to prepare, load and unload animals safely and effectively minimising stress to the animal</p> <p>5.2. Describe how to approach, handle and restrain animals correctly minimising stress</p> <p>5.3. State the types of problems which should be reported, when and to whom</p>
6. Know the relevant legislation and codes of practice	6.1. Summarise the relevant legislation and codes of practice relating to health and safety and maintaining the welfare of animals

## Establish and Maintain Effective Working Relationships with Others

<b>Unit Reference</b>	<b>T/502/1690</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>	<p>The aim of this unit is to provide the learner with the knowledge and skills required to work effectively with others under minimal direction through clear communication and co-operation.</p> <p>The learner will establish and maintain effective working relationships with the colleagues, supervisors and managers, persons external to the team, department or organisation.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<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. Maintain working relationships with others	<p>1.1. Identify opportunities to improve working practices with the appropriate person</p> <p>1.2. Carry out activities requiring co-operation with others in accordance with required procedures</p> <p>1.3. Communicate with others in a way which promotes effective working relationships</p> <p>1.4. Keep others informed about work plans or activities which affect them</p> <p>1.5. Seek assistance from others without causing undue disruption to normal work activities</p> <p>1.6. Respond in a timely and positive way when others ask for help or information</p>
2. Understand why good working practices are important.	2.1. State why good working relationships are important

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|  | <ul style="list-style-type: none"><li>2.2. Suggest ways in which good working relationships can be maintained</li><li>2.3. State the methods of dealing with disagreements within the workplace</li><li>2.4. Describe own level of responsibility in relation to dealing with disagreements</li><li>2.5. State why effective communication is important</li></ul> |
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**Mapping to National Occupational Standards**

O239NCU 5.2



# 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.