

Qualification Guidance

SEG Awards Level 3 Certificate in Practical Animal Care Skills

England – 501/0170/5
Wales – C00/0233/9

About Us

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

Skills and Education Group Awards website www.skillsandeducationgroupawards.co.uk provides access to a wide variety of information.

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Specification Code, Date and Issue Number

The specification codes are C9111-03, C9112-03, C9113-03, C9116-03.

Issue	Date	Details of change
6.1	September 2021	New qualification review date
6.2	January 2023	Updated formatting
6.3	March 2023	Addition of Qualification Wales regulation
6.4	July 2023	Op end and cert end dates added for Animal Training and Zoos/Wildlife Establishments **only**
7.0	August 2024	New qualification review date
7.1	November 2025	Added paragraph under Assessment heading to clarify the number of examples required when learners are asked to demonstrate various methods or techniques
7.2	September 2026	Review date extended to 31/05/2030

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.

Contents

About Us 2
Contents 3
Introduction 6
Pre-requisites 6
Qualification Structure and Rules of Combination 6
Aims 11
Target Group 11
Practical Hours Requirement 11
Assessments 11
Resources 11
Teaching Strategies and Learning Activities 12
Progression Opportunities 12
Tutor/Assessor Requirements 12
Language 12
Qualification Summary 13
Unit Details 15
- Implement, Monitor and Evaluate Plans for the Health and Welfare of Animals 16
- Promote, Monitor and Maintain Health, Safety and Security of the Workplace 20
- Plan the Handling and Restraint of Animals 23
- Plan, Supervise and Control the Movement of Animals 26
- Plan the Accommodation of Animals 29
- Monitor and Evaluate the Accommodation of Animals 32
- Plan Diets and Feeding Regimes for Animals 35
- Monitor and Evaluate the Feeding of Animals 38
- Establish Animals in a New Environment 40
- Provide Advice and Guidance on the Choice and Care Of Animals to Prospective Keepers 42
- Assess the Suitability of New Environments for the Placement of Animals 45
- Plan the Establishment and Management of Wild Animal Populations 47
- Monitor and Evaluate the Establishment and Management of Wild Animal Populations 50
- Provide Information on How to Maintain the Behaviour, Health and Welfare of Animals 52
- Recognise and Interpret the Behaviour of Animals 55
- Plan and Prepare to Release Native Animals into Natural Habitats 58
- Select and Prepare Animals for Breeding 62

Manage the Care of Young Animals 65
Select Animals for Training 67
Design Individual Training Programmes for Animals 70
Implement Individual Training Programmes for Animals 73
Evaluate and Improve Training Programmes Which Enable Animals to Achieve Specific Objectives 76
Plan, Monitor and Evaluate the Transportation of Animals 78
Determine and Agree Policies for the Management of Animals 82
Monitor and Evaluate the Implementation of Animal Management Policies 85
Prepare Interpretive Entertainment and Educational Activities 88
Deliver and Evaluate Interpretive Entertainment and Educational Activities 90
Handle Animals to Enable Them to Work Effectively 92
Care for Animals After They Have Worked 94
Prepare For the Transportation of Animals 96
Maintain the Health and Welfare of Animals during Transportation 99
Promote and Maintain the Health and Well-Being of Animals 103
Handle Animals 106
Load and Unload Animals for Transportation 108
Welcome, Receive and Care for Visitors to Sites 110
Contribute To the Prevention of Aggressive and Abusive Behaviour of People 112
Contribute To Managing Aggressive and Abusive Behaviour of People 114
Sell Over the Counter Medicines and Treatments for The Care of Animals 117
Provide Information to Customers Seeking Advice about Symptoms and Over-The-Counter Medications for the Care of Animals 120
Evaluate the Match between Individuals and Animals 122
Design Integrated Training Programmes for People and Animals to Realise Their Combined Potential 125
Implement Integrated Training Programmes for Individuals and Animals to Realise Their Agreed Outcomes 128
Evaluate Integrated Training Programmes for People and Animals against Agreed Outcomes 131
Prepare and Construct New Structures or Surfaces 134
Encourage and Motivate Volunteers 137
Manage the Work of Volunteers 139
Prepare and Maintain the Operational Condition of Workboats 145
Operate Workboats 148
Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies 151
Exemptions 152
Equivalencies 152
Certification 152
Glossary of Terms 153

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

This qualification has been developed in collaboration with industry, providers and Lantra, the Sector Skills Council for environmental and land-based industries. It enables learners to gain appropriate skills and knowledge to progress to higher levels of learning or to employment in the land-based sector.

Pre-requisites

There are no specific qualification requirements for entry onto the Level 3 Certificate in Practical Animal Care Skills. However, it would be advisable to have completed a Level 2 or another Level 3 qualification in Animal Care, for instance:

- Level 2 Award or Certificate in Practical Animal Care Skills
- Level 2 Diploma in Work-based Animal Care and Welfare

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

Rules of Combination: Level 3 Certificate in Practical Animal Care Skills
Learners must achieve a minimum of 30 credits; this will include 4 credits from Group A (mandatory unit) plus a minimum of 26 credits from one of the Groups B to G. A minimum of 16 credits must be at Level 3. The following pathways are available:

Group B - Level 3 Certificate in Practical Animal Care Skills
Group C - Level 3 Certificate in Practical Animal Care Skills (Animal Care and Welfare)
Group D - Level 3 Certificate in Practical Animal Care Skills (Zoo / Wildlife Establishments) – operational end date: 31/08/2023
Group E - Level 3 Certificate in Practical Animal Care Skills (Animal Training) – operational end date 31/08/2023

Unit	Unit Number	Level	Credit Value	GL
Group A – Mandatory Unit				
Promote and maintain the health and well-being of animals	H/502/1507	2	4	30
Group B - Practical Animal Care Skills Pathway Learners must achieve a minimum of 26 credits from this pathway. At least 16 of these must be at Level 3				
Implement, monitor and evaluate plans for the health and welfare of animals	L/502/1565	3	6	39

Promote, monitor and maintain health, safety and security in the workplace	D/502/1523	3	6	39
Plan the handling and restraint of animals	R/502/1468	3	4	26
Plan, supervise and control the movement of animals	L/502/1470	3	4	26
Plan the accommodation of animals	K/502/1525	3	4	26
Monitor and evaluate the accommodation of animals	M/502/1526	3	4	26
Plan diets and feeding regimes for animals	L/502/1453	3	6	39
Monitor and evaluate the feeding of animals	R/502/1454	3	3	19
Establish animals in a new environment	Y/502/1469	3	3	19
Provide advice and guidance on the choice and care of animals to prospective keepers	R/502/1020	3	7	46
Assess the suitability of new environments for the placement of animals	F/502/1014	3	7	46
Plan the establishment and management of wild animal populations	H/502/1636	3	5	33
Monitor and evaluate the establishment and management of wild animal populations	K/502/1637	3	4	26
Provide information on how to maintain the behaviour, health and welfare of animals	R/502/0675	3	2	13
Recognise and interpret the behaviour of animals	L/502/1632	3	4	26
Plan and prepare to release native animals into natural habitats	F/502/1563	3	5	33
Select and prepare animals for breeding	J/502/1659	3	4	26
Manage the care of young animals	F/502/1661	3	3	19
Select animals for training	L/502/1601	3	4	26
Design individual training programmes for animals	R/502/1602	3	4	26
Implement individual training programmes for animals	Y/502/1603	3	4	26

Evaluate and improve training programmes which enable animals to achieve specific objectives	D/502/1604	3	2	13
Plan, monitor and evaluate the transportation of animals	L/502/1517	3	3	19
Determine and agree policies for the management of animals	K/502/1606	3	5	33
Monitor and evaluate the implementation of animal management policies	H/502/1605	3	4	26
Handle animals to enable them to work effectively	F/502/1644	2	6	45
Care for animals after they have worked	F/502/1594	2	4	30
Prepare for the transportation of animals	T/502/1494	2	4	30
Maintain the health and welfare of animals during transportation	K/502/1542	2	4	30
Handle animals	J/502/1466	2	2	15
Load and unload animals for transportation	K/502/1492	2	3	23
Group C - Practical Animal Care Skills (Animal Care and Welfare) Pathway Learners must achieve a minimum of 26 credits from this pathway. At least 16 of these must be at Level 3				
Implement, monitor and evaluate plans for the health and welfare of animals	L/502/1565	3	6	39
Promote, monitor and maintain health, safety and security in the workplace	D/502/1523	3	6	39
Plan the handling and restraint of animals	R/502/1468	3	4	26
Plan, supervise and control the movement of animals	L/502/1470	3	4	26
Plan the accommodation of animals	K/502/1525	3	4	26
Monitor and evaluate the accommodation of animals	M/502/1526	3	4	26
Plan diets and feeding regimes for animals	L/502/1453	3	6	39
Monitor and evaluate the feeding of animals	R/502/1454	3	3	19
Establish animals in a new environment	Y/502/1469	3	3	19

Provide advice and guidance on the choice and care of animals to prospective keepers	R/502/1020	3	7	46
Assess the suitability of new environments for the placement of animals	F/502/1014	3	7	46
Plan the establishment and management of wild animal populations	H/502/1636	3	5	33
Monitor and evaluate the establishment and management of wild animal populations	K/502/1637	3	4	26
Provide information on how to maintain the behaviour, health and welfare of animals	R/502/0675	3	2	13
Recognise and interpret the behaviour of animals	L/502/1632	3	4	26
Plan and prepare to release native animals into natural habitats	F/502/1563	3	5	33
Select and prepare animals for breeding	J/502/1659	3	4	26
Manage the care of young animals	F/502/1661	3	3	19
Select animals for training	L/502/1601	3	4	26
Design individual training programmes for animals	R/502/1602	3	4	26
Implement individual training programmes for animals	Y/502/1603	3	4	26
Evaluate and improve training programmes which enable animals to achieve specific objectives	D/502/1604	3	2	13
Plan, monitor and evaluate the transportation of animals	L/502/1517	3	3	19
Determine and agree policies for the management of animals	K/502/1606	3	5	33
Monitor and evaluate the implementation of animal management policies	H/502/1605	3	4	26
Handle animals to enable them to work effectively	F/502/1644	2	6	45
Care for animals after they have worked	F/502/1594	2	4	30
Prepare for the transportation of animals	T/502/1494	2	4	30

Maintain the health and welfare of animals during transportation	K/502/1542	2	4	30
Handle animals	J/502/1466	2	2	15
Load and unload animals for transportation	K/502/1492	2	3	23
Prepare interpretive entertainment and educational activities	L/502/3249	3	4	26
Deliver and evaluate interpretive entertainment and educational activities	J/502/3251	3	4	26
Welcome, receive and care for visitors to sites	A/502/1609	2	3	23
Contribute to the prevention of aggressive and abusive behaviour of people	J/502/1631	3	4	26
Contribute to managing aggressive and abusive behaviour of people	F/502/1627	3	5	33
Sell over the counter medicines and treatments for the care of animals	D/502/1621	3	7	26
Provide information to customers seeking advice about symptoms and over the counter medications for the care of animals	R/502/1633	3	7	46
Evaluate the match between individuals and animals	A/502/1612	3	4	26
Design integrated training programmes for people and animals to realise their combined potential	R/502/1616	3	4	26
Implement integrated training programmes for individuals and animals to realise their agreed outcomes	F/502/1613	3	5	33
Evaluate integrated training programmes for people and animals against agreed outcomes	M/502/1638	3	4	26
Prepare and construct new structures and surfaces	J/502/1452	3	5	33
Encourage and motivate volunteers	J/502/1645	3	5	33
Manage the work of volunteers	D/502/1599	3	6	39
Prepare and maintain the operational condition of workboats	A/502/3179	2	6	45

Operate workboats	R/502/3222	2	6	45

Aims

The Level 3 Certificate in Practical Animal Care Skills aim to:

- Develop practical skills that will support those working in the animal care industry
- Provide knowledge and understanding that could support further study within the land-based sector
- Promote and encourage good working practices in relation to safety and animal care

Target Group

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.

Practical Hours Requirement

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

Assessments

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.

Unless stated otherwise, Skills and Education Group Awards require a minimum of three examples when learners are asked to demonstrate various methods or techniques. This requirement ensures that the learner shows a clear understanding of the assessment criteria.

Resources

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 Doc

Teaching Strategies and Learning Activities

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

By obtaining this qualification, learners will have the necessary skills and knowledge to allow them the opportunity to potentially progress into employment, for example an Animal Technician or Zookeeper, or gain promotion to a more senior position within existing employment.

This qualification goes hand in hand with a variety of Skills and Education Group Awards regulated qualifications within the Animal Care sector, supporting learners' knowledge and experience in animal care and welfare, which will support learners progress on to the following qualifications/areas:

- Level 3 Diploma in Work-based Animal Care and Welfare

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

Tutor/Assessor Requirements

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

This specification and associated assessment materials are in English only.

Qualification Summary

Qualifications						
Level 3 Certificate in Practical Animal Care Skills – 501/0170/5 Level 3 Certificate in Practical Animal Care Skills (Animal Care and Welfare) – 501/0170/5 Level 3 Certificate in Practical Animal Care Skills (Zoos/ Wildlife Establishments) – 501/0170/5 Level 3 Certificate in Practical Animal Care Skills (Animal Training) – 501/0170/5						
Qualification Purpose	Learners will develop advanced knowledge, practical skills and professional competencies for learners pursuing a career in a range of animal care settings, including animal shelters, boarding facilities, zoos, veterinary practices, and animal rehabilitation centres. Learners will handle, care for, and monitor a variety of animals, ensuring their welfare and well-being in different environments whilst promoting high standards of animal welfare. 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.					
Age Range	**Pre 16**		**16 – 18**	✓	**19 +**	✓
Regulation	The qualifications identified above are all regulated by: • Ofqual • Qualification Wales					
Assessment	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.					
Type of Funding Available	See FaLA (Find a Learning Aim)					
Qualification/Unit Fee	See Skills and Education Group Awards web site for current fees and charges					
Grading	Pass To achieve a Pass learners must complete all units as stated in the rule of combination (RoC)					
Operational Start Date	01/07/2010					
Review Date	31/05/2030					
Operational End Date	Animal Training pathway – 31/08/2023 Zoos/Wildlife pathway – 31/08/2023					
Certification End Date	Animal Training pathway – 31/08/2026					

	Zoos/Wildlife pathway – 31/08/2025
Guided Learning (GL)	195
Total Qualification Time (TQT)	300
Credit Value	30
Skills and Education Group Awards Sector	Animal Care
Ofqual SSA Sector	03.3 Animal Care and Veterinary Science
Stakeholder Support	This framework is supported by Lantra, the Sector Skills Council for environmental and land-based industries.
Contact	See Skills and Education Group Awards web site

Unit Details

Implement, Monitor and Evaluate Plans for the Health and Welfare of Animals

Unit Reference	**L/502/1565**
Level	**3**
Credit Value	**6**
Guided Learning Hours	**39**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to implement, monitor and evaluate plans for the health and welfare of animals in a broad sense. It involves the implementation of plans to maintain animal health and welfare in relation to health promotion measures, feeding, maintenance of living conditions and exercise and promoting health and safety. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.6)** ***The learner can***
1. Be able to implement plans to maintain animal health and welfare	1.1. Establish routines which allow for the effective implementation of plans: • health promotion measures • feeding and watering • maintenance of the animal • type, preparation and maintenance of living conditions • exercise • methods and systems for promoting health and safety • management of waste • maintaining bio-security 1.2. Implement the necessary recording and reporting arrangements and prepare any required forms ready for use 1.3. Obtain the resources essential to the maintenance of animal health and development to meet requirements specified within the plan

	1.4. Present the requirements of the plan in a suitable way for those who are also involved in implementation 1.5. Organise personnel requirements to support routines and schedules 1.6. Establish a schedule for reviewing the plan 1.7. Implement plans which promotes health and safety, and are consistent with current legislation and codes of practice
2. Be able to review plans for the maintenance of animal health and welfare	2.1. Monitor and evaluate the implementation of the plan against specified criteria as follows: • quality of outcomes • quality of working methods, practice and scheduling • resource use 2.2. Recommend and carry out modifications where appropriate 2.3. Maintain records in accordance with organisational requirements 2.4. Maintain effective communication with the relevant people to facilitate the effective running of the plan
3. Be able to promote health and safety and environmental good practice	3.1. Work in a way which promotes health and safety, animal welfare and is consistent with relevant legislation and codes of practice
4. Understand how to implement plans to maintain animal health and welfare	4.1. Explain how to establish an effective plan to maintain animal health and welfare covering: • health promotion measures • feeding and watering • maintenance of the animal • type, preparation and maintenance of living conditions • exercise • methods and systems for promoting health and safety • management of waste • maintaining bio-security

	4.2. Explain how the following resources can be obtained: • feed • services • people • finance • accommodation • equipment and consumables 4.3. Describe the legislation and codes of practice relevant to animal health and welfare and explain how these relate to the development of plans 4.4. Explain the reporting and recording arrangements which are necessary under legislation and codes of good practice and which enable animal health and welfare to be effectively monitored 4.5. Explain how to present plans in a form which is capable of use by those who are to implement them 4.6. State why it is necessary to include arrangements for reviewing the plans and how this can best be done
5. Understand how to review plans for the maintenance of animal health and welfare	5.1. Explain the actions you should take if there are variations from the plans, including: • feedback information to those setting the plan • feedback information to those implementing plan • propose changes where appropriate 5.2. Explain how to monitor the effectiveness of plans to maintain animal health and welfare against the following: • quality of outcomes • quality of working methods, practice and scheduling resource use 5.3. Outline the procedure for recommending modifications to the plan 5.4. State the reasons for keeping records and the importance of their accuracy 5.5. Explain the value of effective communication

	5.6. Summarise current health and safety legislation and codes of practice
Mapping to National Occupational Standards O29NAC10.1,2	

Promote, Monitor and Maintain Health, Safety and Security of the Workplace

Unit Reference	**D/502/1523**
Level	**3**
Credit Value	**6**
Guided Learning Hours	**39**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required for monitoring and maintaining the safety and security of the workplace. It also covers carrying out risk assessments, promoting good standards of health and safety and understanding how to deal with any accidents or health emergencies. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 7) ***The learner will***	**Assessment Criteria (1.1 to 7.4)** ***The learner can***
1. Understand how to monitor and maintain the health, safety and security of the work area	1.1. Explain the legal and organisational responsibilities in relation to health, safety and security covering: • people • equipment and materials • the work area 1.2. Explain the importance of carrying out risk assessments for all work activities including assessing risks from new and non-routine activities 1.3. Explain the importance of assessing security issues associated with the work area covering: • bio security • building security • data security • personal security 1.4. Describe how to carry out and evaluate a risk assessment

	1.5. Explain the hierarchy of measures to control risks (including elimination, substitution, relevant engineering controls, safe systems of work, training/instruction and personal protective equipment) 1.6. Outline safe systems of work when people are working alone or at risk of abuse 1.7. Explain safe methods and systems of working with hazardous materials and equipment in line with relevant legislation 1.8. Explain how hazardous and non-hazardous waste should be managed in line with legislation
2. Understand how to promote good standards of health and safety	2.1. Explain the methods of communicating health and safety precautions to others entering the work area 2.2. Explain how good standards of health and safety contribute to the management and efficiency of businesses or organisations
3. Understand how to deal with health emergency situations	3.1. Describe the types of accidents or incidents which may occur and the correct actions to take 3.2. Explain the importance of not carrying out actions beyond own capabilities 3.3. Explain the potential risks to others from an emergency situation 3.4. Explain the reasons for offering support and help to others involved in the accident or incident and how this should be achieved
4. Understand the records required and their importance	4.1. Explain the responsibility for and types of records required and the importance of accurate record keeping 4.2. Explain the relevant legislative requirements for completing records of accidents and incidents

5. Monitor and maintain the health, safety and security of the work area	5.1. Carry out risk assessments in accordance with relevant legal and organisational requirements 5.2. Evaluate the risks which have been identified and implement appropriate control measures
6. Promote good standards of health and safety	6.1. Ensure appropriate clothing and protective equipment is worn which is consistent with recognised health and safety practice and in line with risk assessment 6.2. Communicate any health and safety precautions that are being applied in the work area to others entering the area 6.3. Use approved safe methods of lifting and handling when carrying out work 6.4. Ensure standard procedures for personal hygiene are followed at all times 6.5. Adopt safe systems of work which are consistent with organisational procedures and the findings of the risk assessment 6.6. Take appropriate action if there is a danger of accidents or injury
7. Respond to health emergencies within the work area	7.1. Implement procedures safely, correctly and without delay in an emergency situation 7.2. Summon assistance immediately for any health emergency and initiate action appropriate to the condition and situation 7.3. Give assistance as required within the limits of your capability, including suitable verbal support 7.4. Make the immediate vicinity as safe as possible
Mapping to National Occupational Standards O29NCU3.1, 2, 3	

Plan the Handling and Restraint of Animals

Unit Reference	**R/502/1468**
Level	**3**
Credit Value	**4**
Guided Learning Hours	**26**
Unit Summary	The aim of this unit is to provide the learner with knowledge, understanding and skills to handle and restrain animals. The learner will assess the risks involved and identify appropriate methods of restraint. The unit also requires the learner to supervise others handling animals. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 6) ***The learner will***	**Assessment Criteria** **(1.1 to 6.2)** ***The learner can***
1. Be able to plan for handling and restraining animals	1.1. Plan the handling and restraint of animals by identifying the reason for handling and the possible risks involved 1.2. Identify a range of suitable methods for restraining the animal and the appropriate equipment required for each method 1.3. Prepare the environment to ensure that the risks to the animal, others and themselves are minimised 1.4. Ensure that authorisation has been obtained for the animal to be handled and restrained using the method selected if required
2. Be able to handle and restrain animals	2.1. Select a method of handling and restraint that is appropriate for the animal concerned, minimises the risks to the animal, the handler and others 2.2. Approach the animal in a manner which promotes animal welfare, minimises stress to the animal

	2.3. Adapt the handling and restraint of the animal in response to its reactions and behaviour 2.4. Assess the situation and seek assistance if there is a risk to the animal, security or health and safety 2.5. Supervise others in the handling and restraint of animals 2.6. Record the handling and restraint of the animal using the correct system
3. Be able to promote health and safety and environmental good practice	3.1. Work in a way which promotes health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements 3.2. Ensure the appropriate protective clothing and wear it correctly
4. Understand how to plan the handling and restraint of animals	4.1. Explain how to plan the handling and restraint of animals and how to assess the risks inherent in restraining animals
5. Understand how to handle and restrain animals	5.1. Explain why animals may require handling and restraint and how this may affect the method selected 5.2. Describe the different methods of handling and restraining animals and the range of equipment used 5.3. Explain how to identify the possible risks and hazards involved with handling and restraint of animals and how to minimise and respond to them 5.4. Explain how animals should be approached in order to minimise stress, promote animal welfare and maintain health and safety 5.5. Explain how to recognise and assess the signs of stress and alarm in the animals being handled and restrained

	5.6. Explain why it is important to work within their own limitations and experience when working with animals 5.7. Explain how to identify situations where it is not suitable for a person to approach, handle or restrain an animal without assistance and the possible consequences of doing so 5.8. Describe the types of conditions that may affect the approach, handling and restraint of animals: • physical • behavioural 5.9. Explain how to supervise others in the safe handling and restraint of animals 5.10. Describe how, and from whom, to obtain the necessary authority for handling and restraining of animals and when this may be necessary
6. Understand relevant health and safety legislation	6.1. Summarise current health and safety, animal health and welfare legislation, codes of practice and any additional requirements 6.2. Describe the range of protective clothing which may be required and the reasons for its use
Mapping to National Occupational Standards O29NCU115.1	

Plan, Supervise and Control the Movement of Animals

Unit Reference	**L/502/1470**
Level	**3**
Credit Value	**4**
Guided Learning Hours	**26**
Unit Summary	The aim of this unit is to provide the learner with the skills, knowledge and understanding to plan, supervise and control the movement of animals from one place to another, taking into account condition of animals, health, environmental conditions, welfare and behaviour. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria** **(1.1 to 5.1)** ***The learner can***
1. Be able to plan the movement of animals	1.1. Plan the movement of animals with others to select the method of movement and identify the risks involved based on: • condition of animals • their health • environmental conditions • their welfare • their behaviour 1.2. Identify the animal to be moved and assess their suitability for movement 1.3. Assess the new location to ensure that it meets the animal's requirements 1.4. Identify the appropriate method for moving the animal and prepare the necessary equipment 1.5. Communicate the movement plan to others to ensure that the animal's welfare is maintained and the risks to others are reduced

	1.6. Ensure that authorisation has been obtained for the animal to be moved, if necessary
2. Be able to supervise the movement of animals	2.1. Ensure others approach the animal in an appropriate manner in order to minimise stress to the animal and maintain health and safety 2.2. Supervise others to move the animal to its new location maintaining health and safety and welfare of the animal or other animals in the vicinity 2.3. Record the movement of animals using the correct method and documentation clearly and accurately
3. Be able to promote health and safety	3.1. Work in a way which promotes health and safety, animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements
4. Understand how to plan, supervise and control the movement of animals	4.1. Explain the reasons for moving the animal and how this may affect the method used 4.2. Describe different methods of identification for animals 4.3. Explain the range of handling and restraint methods available 4.4. Describe the conditions that may affect the movement of animals: • physical condition • environmental conditions • welfare • behaviour 4.5. Explain the how the pace of the animal affects the movement plan 4.6. Explain how to assess the risks involved with approaching and the movement of animals and how to minimise them 4.7. Explain how to supervise others in the safe movement of animals

	4.8. Explain the information to be recorded when animals are moved and the reasons for doing so 4.9. Explain how to assess the suitability of a new location to meet the animal's requirements 4.10. Explain how to identify a suitable route to meet the animal's requirements
5. Understand relevant health and safety legislation and environmental good practice	5.1. Summarise current health and safety legislation, animal welfare and codes of practice and any additional requirements
Mapping to National Occupational Standards O29NCU115.2	

Plan the Accommodation of Animals

Unit Reference	**K/502/1525**
Level	**3**
Credit Value	**4**
Guided Learning Hours	**26**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required for planning the appropriate accommodation for animals. The learner will identify the needs of the animal and the resources available. The learner will be able to specify the accommodation and provide information to those who will establish and maintain the accommodation. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria** **(1.1 to 3.3)** ***The learner can***
1. Be able to plan the accommodation of animals	1.1. Accurately identify animals' accommodation requirements taking into account all relevant factors: • purpose for which animals being kept • minimisation of stress • number and mix of animals • stage of the animals' growth and development • social needs of animals • opportunities for movement and exercise 1.2. Produce plans which include necessary details for their effective implementation: • environmentally sound methods for managing animal waste • health and safety systems and methods • cleaning routines and schedules • handling contingencies 1.3. Identify the resources necessary to meet accommodation requirements • accommodation available on the site • services available to prepare and maintain the accommodation

	1.4. Take the appropriate action to modify plans as required 1.5. Provide sufficient, clear and accurate information to others to allow them to carry out their work effectively
2. Understand how to plan the accommodation of animals	2.1. Describe the types of animal accommodation which are available and the suitability of these for different animals 2.2. Explain the five animal needs and how they can best be promoted when planning accommodation 2.3. Explain the animal welfare legislation and codes of best practice in animal welfare and animal accommodation 2.4. Explain how to evaluate whether accommodation is suitable for animals and the different factors which need to be taken into account covering: • number and mix of animals • stage of animals growth and development • social needs of animals • opportunities for movement and exercise • minimisation of stress • purpose for which the animal is being kept 2.5. Describe the environmental conditions which will be necessary to maintain animals' health and welfare in accommodation and the impact of prevailing weather conditions on this 2.6. Describe materials and equipment which animals need in their accommodation for their health and welfare 2.7. Explain the potential hazards which may arise in relation: • to the accommodation itself • the materials from which it is made • the materials used within it • any equipment or materials contained therein • hazards caused by other animals or people 2.8. Describe safe systems of work for those who prepare and maintain accommodation

	2.9. Describe the methods and systems for containing the animal when working within the animal's accommodation 2.10. Explain cleaning routines appropriate to the animals concerned and the accommodation in which they are kept 2.11. Describe the effects which different cleaning methods and materials may have on the health and welfare of animals and how to minimise any detrimental effect
3. Understand relevant health and safety legislation and environmental good practice	3.1. Summarise current health and safety legislation, codes of practice and any additional requirements 3.2. Explain the correct and appropriate methods for disposing of organic and inorganic waste 3.3. Explain the records required for management and legislative purposes and the importance of maintaining them
Mapping to National Occupational Standards O29NCU39.1	

Monitor and Evaluate the Accommodation of Animals

Unit Reference	**M/502/1526**
Level	**3**
Credit Value	**4**
Guided Learning Hours	**26**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required for monitoring and evaluating accommodation being provided for animals. The learner will monitor and evaluate the effectiveness of plans and will make changes where appropriate. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria** **(1.1 to 4.2)** ***The learner can***
1. Be able to monitor the accommodation of animals	1.1. Use monitoring methods which are appropriate for the accommodation, the animals concerned and those working with the animals to include: • purpose for which animals being kept • minimisation of stress • number and mix of animals • stage of the animals' growth and development • social needs of animals • opportunities for movement and exercise 1.2. Carry out monitoring of the accommodation at the appropriate times to evaluate effectiveness 1.3. Take the appropriate action when monitoring reveals problems or issues with the accommodation 1.4. Use working methods and systems which promote health and safety and which are consistent with relevant legislation and codes of practice

2. Be able to evaluate the accommodation	2.1. Evaluate animal health and welfare in relation to the accommodation and safe working 2.2. Report findings from monitoring and evaluation and make recommendations
3. Understand how to monitor and evaluate the accommodation of animals	3.1. Explain why it is important to monitor the following environmental factors: • environmental conditions • containing structures • materials and equipment • weather conditions • the density and mix of the animals 3.2. Explain the criteria used when monitoring the accommodation covering: • quality of working methods and practice • resource use and suitability • scheduling • health and welfare of animals • density and mix of animals • cleaning and routine maintenance • management of waste • quality of outcomes 3.3. Explain how to monitor the accommodation and quality of working practice 3.4. Describe the indicators of animal health and welfare in relation monitoring of accommodation 3.5. Explain the options available for making recommendations to animal accommodation 3.6. Explain the animal welfare legislation and codes of best practice in relation to animal accommodation 3.7. Describe safe systems of work for those who prepare and maintain accommodation
4. Understand relevant health and safety legislation and environmental good practice	4.1. Summarise current health and safety legislation, codes of practice and any additional requirements 4.2. Explain the records required for management and legislative purposes and the importance of maintaining them

Mapping to National Occupational Standards O29NCU39.2	

Plan Diets and Feeding Regimes for Animals

Unit Reference	**L/502/1453**
Level	**3**
Credit Value	**6**
Guided Learning Hours	**39**
Unit Summary	The aim and purpose of this unit is to provide the learner with the knowledge, skill and understanding to identify and plan appropriate diets and feeding regimes for animals. The learner will identify nutritional requirements and associated resources needed to meet requirements and communicate these requirements to those responsible for feeding animals. Evaluation of the feeding plan is covered in a separate unit. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 2) ***The learner will***	**Assessment Criteria** **(1.1 to 2.11)** ***The learner can***
1. Be able to plan animal diets and feeding regimes	1.1. Identify the objectives of the feed plan 1.2. Identify the nutritional requirements of animals taking into account all of the following factors. Factors to include: • type of animals • age of animals • condition of animals • purpose for which animals are being kept • animal health and well being 1.3. Ensure that resources are available to meet the requirements of the feed plan including staffing routines and procedures 1.4. Develop feed plan with sufficient level of detail to allow others to implement 1.5. Implement and organise resources to meet requirements of the plan

	1.6. Communicate the feed plan clearly and effectively
2. Understand how to plan animal diets and feeding regimes	2.1. Identify sources of information to establish dietary requirements 2.2. Identify essential nutrients and explain how these impact upon the health and welfare of animals 2.3. Analyse the factors which influence the development of the feeding plans, such as: • type of animals • age of animals • condition of animals • purpose for which animals are being kept • animal health and well being • presentation • purpose • cost • staffing • methods of feeding 2.4. Summarise the current legislation which relates to the inclusion of additives or substitutes 2.5. Explain the common side effects of inaccurately calculating levels of feeding substitute food or supplements 2.6. Explain the types and different purposes of dietary additives and substitutes 2.7. Explain the reasons for using different feeding systems 2.8. Describe common diseases and illnesses which require special diets and explain appropriate feeding regimes 2.9. Explain the actions to be taken if there are insufficient resources, including changing the plans, procuring more resources to meet the shortfall 2.10. Explain how to effectively communicate the feed plan to others 2.11. Explain own responsibility under animal welfare legislation

Mapping to National Occupational Standards
O29NCU35.1

Monitor and Evaluate the Feeding of Animals

Unit Reference	**R/502/1454**
Level	**3**
Credit Value	**3**
Guided Learning Hours	**19**
Unit Summary	The aim and purpose of this unit is to provide the learner with the skills, knowledge and understanding to monitor and evaluate the feed plan. It includes evaluating animal health and development and taking appropriate action when the needs of the animal are not being met. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 2) ***The learner will***	**Assessment Criteria** **(1.1 to 2.6)** ***The learner can***
1. Be able to monitor and evaluate the feeding of animals	1.1. Use appropriate monitoring methods to evaluate the effectiveness of the feed plan 1.2. Monitor the feeding process at the optimum times to assess progress and to confirm adherence to plan 1.3. Evaluate animal health and development against the objectives stated within the plan 1.4. Respond appropriately to any issues identified as a result of the monitoring process 1.5. Record results of monitoring 1.6. Evaluate and make any necessary modifications to the feed plan as a result of the monitoring
2. Understand how to monitor and evaluate the feeding of animals	2.1. Explain how to evaluate the effectiveness of the feeding plan including: • animal behaviour and condition • quantities of food being eaten • costs of feeding against budget

	2.2. Explain how to monitor all the aspects of implementation of the plan covering: • quality of outcomes • quality of working methods and practice • resource use • scheduling 2.3. Evaluate the condition of animal(s) in relation to the objectives of the feeding plan including animal health and development 2.4. Compare the options and methods available for changing the feeding plan 2.5. Explain the dietary requirements of animals at different stages of life and in relation to their purpose 2.6. Explain how to identify problems with the feed plan and how these can be resolved
Mapping to National Occupational Standards O29NCU35.2	

Establish Animals in a New Environment

Unit Reference	**Y/502/1469**
Level	**3**
Credit Value	**3**
Guided Learning Hours	**19**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to establish animals in a new environment. The unit covers preparing the new environment ready for the animals and monitoring them during establishment. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.1)** ***The learner can***
1. Be able to establish animals in a new environment	1.1. Ensure the new environment is prepared to allow for the safe introduction of the animals 1.2. Safely establish the animals in their new environment 1.3. Monitor and maintain the health and welfare of the animals
2. Be able to promote health and safety	2.1. Work in a way which promotes health and safety, animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements
3. Be able to maintain accurate records	3.1. Provide clear and accurate information for recording purposes
4. Understand how to establish animals in a new environment	4.1. Explain how to prepare the environment to allow the safe introduction of animals

	4.2. Explain the factors in the new environment which may cause animals stress and how these can be minimised 4.3. Explain the different methods of establishing animals in new environments 4.4. Summarise the indicators of potential problems with health and welfare and the action to take
5. Understand relevant health and safety legislation and environmental good practice	5.1. Summarise current health and safety, animal welfare legislation, codes of practice and any additional requirements
Mapping to National Occupational Standards O29NCU42.2	

Provide Advice and Guidance on the Choice and Care Of Animals to Prospective Keepers

Unit Reference	**R/502/1020**
Level	**3**
Credit Value	**7**
Guided Learning Hours	**46**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to provide advice and guidance to prospective keepers on the choice and care of animals. It covers the likely needs, temperament and behaviour of animals for which they may wish to provide a home. It reflects the need to assess and verify that prospective owners recognise and understand their duties and obligations as keepers of an animal, and that the facilities that they are able to offer are suitable for the animal. It includes advising on the suitability of an animal, the care required by an animal and the likely costs of keeping them. This information needs to be clearly and effectively communicated. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 2) ***The learner will***	**Assessment Criteria** **(1.1 to 2.9)** ***The learner can***
1. Be able to advise prospective keepers on the choice and care of animals	1.1. Give advice on the likely growth and behaviour patterns of a young animal clearly and in a manner and pace suitable for the individual 1.2. Clearly explain the animal's needs in relation to meeting the five freedoms noted in the Animal Welfare Act 2006 1.3. Clearly detail the likely maintenance costs over an average lifetime: • food • medical and care fees • training • accessories

	• adaptations to living space and vehicles 1.4. Offer and explain written information to reinforce advice and information 1.5. Encourage potential keepers to ask questions, seek clarification and make comments at appropriate stages in the discussion 1.6. Make recommendations regarding the choice of animal and its care which are tactful and clearly related to the animal's needs and the care and facilities that the potential keeper can offer 1.7. Accurately assess the animal's temperament and its likely reaction to factors in the new environment and communicate Your assessment to the potential keeper. Provide advice relating to the following factors in the new environment: • presence of other animals • presence of people • access to space for recreation • space • security 1.8. Clearly explain any conditions, care and support services offered by the organisation (if applicable) 1.9. Inform prospective keepers of any behavioural or medical conditions that the animal has that may affect their decision 1.10. Confirm the prospective keeper's understanding of advice about the animal and their intention to proceed
2. Understand how to advise prospective keepers on the choice and care of animals	2.1. Describe the normal behaviour patterns, temperament and growth of a selection of animals relevant to the organisation 2.2. Explain the needs of animals for company, exercise, food, and space 2.3. Explain how to estimate maintenance costs for an animal and the factors that should be included: • food

	• medical and care fees • training • accessories • adaptations to living space and vehicles 2.4. Explain the training options for different types of animals 2.5. Describe how to adapt communication methods to meet the needs of individuals 2.6. State the sources of information and specialist advice 2.7. Assess and explain the likely reactions of animals to new environments: • presence of other animals • presence of people • access to space for recreation • space • security 2.8. Define and explain the five freedoms as noted in the Animal Welfare Act 2006 2.9. Explain any additional requirements or conditions that may be required from prospective keepers to meet their responsibilities within the legislation and codes of practice
Mapping to National Occupational Standards 029NAC12.1	

Assess the Suitability of New Environments for the Placement of Animals

Unit Reference	**F/502/1014**
Level	**3**
Credit Value	**7**
Guided Learning Hours	**46**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to assess the suitability of new environments for the placement of animals. The learner will be able to accurately assess conditions, deal with unrealistic expectations on the part of prospective keepers and to carry out follow-up checks on animal placements. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 2) ***The learner will***	**Assessment Criteria (1.1 to 2.8)** ***The learner can***
1. Be able to assess the suitability of new environments to meet the five freedoms	1.1. Identify the potential keeper's expectations and the care and facilities they can offer the animal to meet the requirements of the five needs 1.2. Assess the suitability of the new environment for the animal to identify the criteria covering: • presence of other animals • presence of adults and children • care and facilities 1.3. Produce criteria that takes into account the history and welfare of the animal, and the interests of the potential keeper 1.4. Accurately record information relating to the new environment, the prospective keeper and their lifestyle

	1.5. Analyse, report and communicate information about decisions from the results of the assessments 1.6. Confirm arrangements for post-placement checks if applicable 1.7. Work in a way which promotes health and safety, and is consistent with relevant legislation and codes of practice
2. Understand how to assess the suitability of new environments for the placement of animals	2.1. Explain the methods available for determining the suitability of environments 2.2. Identify the available sources of information and specialist advice 2.3. Explain how to assess the suitability of new environments to meet the five needs for the specified animal and one other type of animal 2.4. Explain how the presence of children or other animals may affect the suitability of a prospective new home 2.5. Describe how and when post-placement checks should be undertaken 2.6. Describe the relevant health and safety legislation and codes of practice 2.7. Evaluate the criteria used to assess suitability of new environment and the prospective keeper 2.8. Explain why it is important to record and report information on the assessment process and decisions
Mapping to National Occupational Standards 029NAC12.2	

Plan the Establishment and Management of Wild Animal Populations

Unit Reference	**H/502/1636**
Level	**3**
Credit Value	**5**
Guided Learning Hours	**33**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan the establishment of a population of wild animals or animals for release into the wild. The learner will produce plans that achieve a balance between the intended purpose of the establishment/management and the opportunities and constraints relating to the activity. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 3) ***The learner will***	**Assessment Criteria (1.1 to 3.1)** ***The learner can***
1. Be able to plan the establishment and management of wild animal populations	1.1. Establish the intended purpose of the animal population 1.2. Identify the following opportunities and constraints relevant to establishing and managing the animal population: • legal • environmental • social, cultural and aesthetic • economic • physical • organisational • timing/seasonality 1.3. Produce plans that achieve the best balance between the intended purpose and the opportunities and constraints 1.4. Identify the following resources required to achieve the plan and establish their availability: • human • financial

	• material • capital • animal 1.5. Produce plans that contain the following types of information as necessary for their effective implementation in the context of the specific site: • site preparation • methods of work • sequence of operations • disposal of waste • site maintenance • health and safety requirements 1.6. Present your plans in a way which is suitable for those who are to use them
2. Understand how to plan the establishment and management of wild animal populations	2.1. Explain planning methods and the circumstances in which they apply when establishing or managing wild animal populations 2.2. Explain the methods for identifying the opportunities and constraints to establishing and managing animal populations: • legal • environmental • social, cultural and aesthetic • economic • physical • organisational • timing/seasonality 2.3. Summarise the requirements and legislation relating to the establishment and management of populations 2.4. Identify the sources of information covering: • site preparation • methods of work • sequence of operations • disposal of waste • site maintenance • health and safety requirements 2.5. Summarise the legislation relating to planning and use of sites for the care and breeding of animals

	2.6. Describe the methods available for assessing population growth targets 2.7. Describe the methods available for calculating the size and types of facilities required for the assessed population growth
3. Understand relevant health and safety legislation and environmental good practice	3.1. Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements
Mapping to National Occupational Standards O29NAC13.1	

Monitor and Evaluate the Establishment and Management of Wild Animal Populations

Unit Reference	**K/502/1637**
Level	**3**
Credit Value	**4**
Guided Learning Hours	**26**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to monitor and evaluate progress of the establishment and management of wild animal populations and to intervene where establishment and management are not going according to plan. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 2) ***The learner will***	**Assessment Criteria** **(1.1 to 2.5)** ***The learner can***
1. Be able to monitor and evaluate the establishment and management of wild animal populations	1.1. Select monitoring methods which are appropriate to the establishment and management plan and those implementing it 1.2. Monitor establishment and management at optimal frequencies to evaluate progress against the following aspects of adherence to plan: • quality of outcomes • quality of working methods and practice • resource use • scheduling • progress 1.3. Take the appropriate action as necessary when monitoring reveals deviations from the plan. Action to include: • cessation of work (temporary or permanent) • reporting to others in responsibility • feedback information for review of plan 1.4. Take the appropriate action where unforeseen circumstances arise during establishment and management

2. Understand how to monitor and evaluate the establishment and management of wild animal populations	2.1. Describe how to select appropriate methods for monitoring adherence to plan covering: • quality of outcomes • quality of working methods and practice • resource use • scheduling • progress 2.2. Explain the factors which damage the establishment of animal populations and how these can be countered 2.3. Assess the factors that aid population growth and describe how these can be encouraged 2.4. Explain actions to be taken when monitoring reveals deviation from plan: • cessation of work (temporary or permanent) • reporting to others in responsibility • feedback information for review of plan 2.5. Describe the methods available for determining the appropriate responses to unforeseen circumstances
Mapping to National Occupational Standards O29NAC13.2	

Provide Information on How to Maintain the Behaviour, Health and Welfare of Animals

Unit Reference	**R/502/0675**
Level	**3**
Credit Value	**2**
Guided Learning Hours	**13**
Unit Summary	The aim of this unit is to provide the learner with the knowledge and skills required to provide information on how to maintain the behaviour, health and welfare of animals. It is not intended for those who specialise in animal behaviour or animal health. The learner will prepare and provide accurate and complete information and present it in a manner that is suitable for the audience. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 2) ***The learner will***	**Assessment Criteria** **(1.1 to 2.10)** ***The learner can***
1. Be able to provide information on how to maintain the behaviour, health and welfare of animals	1.1. Supply appropriate information on maintaining the health and welfare of animals which is consistent with organisation policy on health promotion 1.2. Supply appropriate information on the behaviour which is typical of the animal 1.3. Provide guidance on alternative sources of information where individuals might benefit from it 1.4. Provide health promotion and risk reduction advice in a manner, and at a level and pace, which is appropriate to the individual(s) you are advising 1.5. Offer individuals the opportunity to discuss and seek clarification on any health matters

2. Know what information to provide on how to maintain the behaviour, health and welfare of animals	2.1. Explain the different ways in which animal health and welfare can be promoted 2.2. Explain the general requirements for maintaining health and welfare, including: • diet • accommodation • exercise • handling • physical condition • specific measures to promote health (e.g. preventative measures, identification etc.) • maintaining the body and appearance of the animal 2.3. List the main sources of information e.g. organisations, references, legislation 2.4. Assess the limitations of your own knowledge and competence and how this influences the amount of information you can provide 2.5. Describe the potential problems which may arise if the wrong information is given 2.6. Describe how to recognise abnormal behaviour in animals 2.7. State the importance of maintaining confidentiality 2.8. Explain your own responsibility under health and safety and animal welfare legislation when providing information 2.9. Explain how good practice can be promoted to others and how your own behaviour can influence this 2.10. Explain the main requirements for risk reduction covering: • encouraging the individual to change the way they currently care for the animal • medication for particular conditions • health and safety to the animal and the owner

Mapping to National Occupational Standards
O29NAC14.1

Recognise and Interpret the Behaviour of Animals

Unit Reference	**L/502/1632**
Level	**3**
Credit Value	**4**
Guided Learning Hours	**26**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to recognise and interpret the behaviour of animals in order to identify options for action which are best for the individual animal and the person. It is not intended for those who specialise in animal behaviour but is for those who carry out such interpretation in a support capacity. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 2) ***The learner will***	**Assessment Criteria** **(1.1 to 2.10)** ***The learner can***
1. Be able to recognise and interpret the behaviour of animals	1.1. Obtain relevant information on the individual animal behaviour to determine the nature of its behaviour or whether the animal is behaving abnormally. Information may be obtained by: • personal observation • reports of owners • reports from others 1.2. Evaluate the range of situations and influences which may be affecting the animal and identify those which are most likely to be affecting the animal. Influences could include: • the behaviour of people • the behaviour of other animals • the environment 1.3. Analyse the impact of the owner's behaviour on the animal: • the ways in which animals are conditioned to respond

	• the ways in which animals react to particular incidents • the influence of animals' previous experience of humans in particular situations 1.4. Explore the possible options for action and identify the best for the individual animal and person. Options could include: • individuals changing their behaviour • changing animals' environment • altering the other animals who are present 1.5. Monitor the result of changing animal and individual behaviour and give follow-up advice where necessary
2. Understand how to recognise and interpret the behaviour of animals	2.1. Explain the following animal behaviour: • behaviour which is normal to the type • behaviour which is normal to the animal concerned • unexpected/abnormal behaviour to the animal or type 2.2. Describe the effective ways of handling and managing animals which contributes to their health and welfare 2.3. Explain the effects of human behaviour on animals and how animals can learn responses from humans covering: • the ways in which animals are conditioned to respond • the ways in which animals react to particular incidents • the influence of animals' previous experience of humans in particular situations 2.4. Assess the limitations of own knowledge and competence and hence the amount of information which can be provided 2.5. Describe the potential problems which may arise if the wrong information is given 2.6. Explain how situations and influences may affect the behaviour of the animal: • the behaviour of people • the behaviour of other animals

	• the environment 2.7. Describe how to assess what may be affecting animal behaviour 2.8. Describe how to encourage individuals to think through how their own behaviour may be affecting animals and how they may alter it constructively 2.9. Explain the possible options for action when there are changes in animal behaviour: • individuals changing their behaviour • changing animal's environment • altering the other animals who are present 2.10. Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements
Mapping to National Occupational Standards O29NAC14.2	

Plan and Prepare to Release Native Animals into Natural Habitats

Unit Reference	**F/502/1563**
Level	**3**
Credit Value	**5**
Guided Learning Hours	**33**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan and prepare for the release of native animals into natural habitats. The learner will be able to determine the suitability of the habitat and identify the animal in preparation for release monitoring. It will also be necessary to assess the risks involved in releasing the animal, adopt appropriate methods of release and use these methods effectively and safely. The learner will also be required to transport and handle the animal in a manner that is appropriate, reduces stress and is safe. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 10) ***The learner will***	**Assessment Criteria** **(1.1 to 10.1)** ***The learner can***
1. Be able to plan to release animals	1.1. Assess suitability for the animal to be released 1.2. Assess the site to determine the suitability of habitat 1.3. Prepare site for release of animals 1.4. Ensure your own actions minimise the impact of interference to the planned release from one of the following: • human/s • pest and/or predators

	1.5. Select and use at least one of the following methods, to identify the animal, in preparation for release monitoring: • ringing • tagging • identichip • tattoo • individual markings • centre records • hair clippings (short-term solution)
2. Be able to maintain and use relevant equipment	2.1. Ensure the necessary equipment is correctly and safely prepared for use: • equipment for identification • transporting • release • handling
3. Be able to release animals	3.1. Transfer the animal safely to release area in a way which minimises stress 3.2. Release the animal in a manner which maintains their welfare and minimises stress 3.3. Observe behaviour and condition of the animal for signs of stress or disorder – before, during and after release 3.4. Delay release if necessary according to site and animal conditions
4. Be able to maintain records	4.1. Provide clear and accurate information for recording purposes
5. Be able to promote health and safety and environmental good practice	5.1. Work in a way which promotes health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements 5.2. Ensure work is carried out in a manner which minimises environmental damage 5.3. Comply with relevant legislation for handling transport and release of animals

6. Understand how to release animals	6.1. Explain how to determine the suitability of the site 6.2. Explain why and when you identify the animal for release 6.3. Describe the interferences that can affect the release and explain how they can be minimised/controlled covering: • human/s • pest and/or predators 6.4. Explain how to minimise damage to natural habitat and wildlife during release 6.5. Explain the appropriate methods of release for the animals you have identified
7. Know the type of equipment used for release	7.1. Describe the types of equipment used within the release process 7.2. Explain the methods and importance of maintaining equipment for use
8. Understand how to maintain the health and welfare of animal for release	8.1. Explain the conditions required to maintain the animals' health, safety and welfare during transfer 8.2. Describe the signs which indicate stress and disorder in animals and the appropriate action to take 8.3. Explain expected behaviour during release and the actions to be taken if behaviour varies from the norm
9. Understand how to monitor and record release	9.1. Describe how and when post-release monitoring and recording is undertaken 9.2. Explain the records required for management and legislative purposes and the importance of maintaining them

10. Understand relevant health and safety legislation and environmental good practice	10.1. Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements

Mapping to National Occupational Standards
O29NAC20

Select and Prepare Animals for Breeding

Unit Reference	**J/502/1659**
Level	**3**
Credit Value	**4**
Guided Learning Hours	**26**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to select animals for breeding. It covers the selection of animals, fertilisation through natural methods or by artificial insemination. It also covers maintaining the health of the breeding animals. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 7) ***The learner will***	**Assessment Criteria** **(1.1 to 7.1)** ***The learner can***
1. Be able to select and prepare animals for breeding	1.1. Select animals which are suitable for breeding 1.2. Assess the physical condition of the animals selected for breeding for four of the following criteria: • appearance and condition • weight • posture and movement • behaviour • reproductive cycle • inherited diseases • sexually transmitted diseases • age of animal and its last pregnancy 1.3. Facilitate fertilisation using one of the following methods: • natural methods • artificial insemination 1.4. Maintain the health and condition of breeding animals

	1.5. Provide clear and accurate information for recording purposes
2. Be able to use and maintain relevant equipment	2.1. Ensure equipment is prepared, used and maintained in a safe and effective condition throughout
3. Be able to promote animal welfare and health and safety	3.1. Work in a way which promotes animal health and welfare, health and safety, is consistent with relevant legislation and codes of practice 3.2. Manage and dispose of waste in accordance with legislative requirements and codes of practice
4. Understand how to prepare animals for breeding	4.1. Explain the principles of selecting individual animals for breeding 4.2. Explain how each of the criteria listed below are used to assess the suitability of animals for breeding: • appearance and condition • weight • posture and movement • behaviour • reproductive cycle • sexually transmitted diseases • inherited diseases • age of animal and its last pregnancy 4.3. Explain how to determine the optimum time for breeding including identification of oestrus 4.4. Explain suitable preparation methods for animal and/or equipment for mating 4.5. Explain the arrangements for the care of animals for breeding
5. Understand the breeding of animals	5.1. Explain why and when artificial or natural breeding methods are used in animals 5.2. Explain species specific mating behaviour which determines or precludes mating methods including how animals should be introduced

	5.3. Explain the factors which influence conception in animals 5.4. Explain the anatomy of male and female reproductive systems 5.5. Explain the arrangements for the care of breeding and non-breeding males 5.6. Identify the types of records required and explain the importance of accurate record keeping
6. Understand relevant animal welfare and health and safety legislation	6.1. Summarise current health and safety legislation, animal health and welfare, codes of practice and any additional requirements 6.2. Explain the correct and appropriate methods for disposing of waste
7. Understand the reasons for maintaining equipment	7.1. Explain the importance and methods of maintaining equipment for use
Mapping to National Occupational Standards O29NCU36.1 029NLP28.2	

Manage the Care of Young Animals

Unit Reference	**F/502/1661**
Level	**3**
Credit Value	**3**
Guided Learning Hours	**19**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required for the care of young animals from birth to weaning. It includes methods of artificial rearing, fostering, animal health, behaviour and welfare and methods of weaning. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria** **(1.1 to 4.4)** ***The learner can***
1. Be able to care for young animals	1.1. Ensure the appropriate food and water is provided to the young, from birth to weaning 1.2. Carry out weaning using an appropriate method 1.3. Monitor the health and condition of the young 1.4. Carry out artificial rearing (including fostering), where applicable, in a manner which is appropriate to the animal 1.5. Provide clear and accurate information for recording purposes
2. Be able to promote health and safety and environmental good practice	2.1. Work in a way which promotes health and safety, animal health and welfare and is consistent with relevant legislation, codes of practice and any additional requirements 2.2. Ensure work is carried out in a manner which minimises environmental damage 2.3. Manage and dispose of waste in accordance with legislative requirements and codes of practice

3. Understand how to care for young animals	3.1. Explain the signs of good and ill-health in young animals 3.2. Explain how to promote the health and welfare of young animals 3.3. Explain methods of weaning, and the appropriateness of their use 3.4. Explain potential problems encountered by young animals and actions to resolve them. Problems to include: • loss of parent • competition • risk of injury • risk of disease 3.5. Explain the options for artificial rearing (including fostering) and the different management requirements of each system 3.6. Explain the records required for management and legislative purposes and the importance of maintaining them
4. Understand relevant health and safety legislation and environmental good practice	4.1. Summarise current health and safety legislation, animal health and welfare, codes of practice and any additional requirements 4.2. Summarise own responsibilities under animal health and welfare and health and safety legislation 4.3. Describe the possible environmental damage that could occur and how to respond appropriately 4.4. Explain the correct and appropriate methods for disposing of waste
Mapping to National Occupational Standards LP29.2, CU36.3	

Select Animals for Training

Unit Reference	**L/502/1601**
Level	**3**
Credit Value	**4**
Guided Learning Hours	**26**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to select animals for training for demonstration, show, or work. It looks at different selection criteria, for example, age, temperament, type and breed differences, the psychological and physiological effects of training on the animal and how the environment can affect training. This unit is a knowledge-based unit, with no physical requirements.
Learning Outcomes (1 to 2) ***The learner will***	**Assessment Criteria** **(1.1 to 2.11)** ***The learner can***
1. Be able to select animals for training	1.1. Specify selection criteria to identify the requirements of the animals to be trained, including the following: • physical characteristics • behavioural characteristics • age • intended outcome of training • history • temperament • relevant documentation 1.2. Evaluate possible sources to acquire the necessary animals and select the best source 1.3. Assess potential animal recruits against the selection criteria 1.4. Select the animal best able to meet the selection criteria 1.5. Seek additional advice when information is insufficient to make a decision

	1.6. Evaluate the potential of the animals which were not selected and provide the information to the pre-selectors
2. Understand how to select animals for training	2.1. Explain the reasons for setting selection criteria 2.2. Describe the selection criteria which are necessary for the animal types and breed concerned and what it is being trained for, covering the following: • physical characteristics • behavioural characteristics • age • intended outcome of training • history • temperament • relevant documentation 2.3. Explain how and why certain breeds and types are suited to particular activities 2.4. Explain the importance of identifying the individual characteristics of animals that affect their suitability for training 2.5. Explain the psychological and physiological effects which training activities may have on the animal 2.6. Describe seasonal and environmental effects on specific activities 2.7. Describe effective methods of selecting animals for specific activities 2.8. State the different sources of supply of the animal breed 2.9. Describe how to assess the animal characteristics and any specific measurements which are needed 2.10. Explain the additional information which it might be to gain and where to obtain it from 2.11. Outline the importance of consultation with relevant parties
Mapping to National Occupational Standards	

Design Individual Training Programmes for Animals

Unit Reference	**R/502/1602**
Level	**3**
Credit Value	**4**
Guided Learning Hours	**26**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to design individual animal training programmes for animals so that specific objectives can be achieved. It considers the selection of appropriate training activities, identification of the resources required for the training activity and evaluation methods. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria** **(1.1 to 4.1)** ***The learner can***
1. Be able to design individual training programmes for animals	1.1. Assess the training needs of the animal and establish training objectives 1.2. Set realistic targets to meet training objectives 1.3. Select appropriate training methods and activities to meet training objectives: • handling • obedience 1.4. Identify any additional requirements and include them in the training programme, including: • environment • diet • living conditions • health and welfare • exercise 1.5. Identify resources necessary for the training activities and include them in the training programme

	1.6. Design suitable methods for evaluating progress in the training programme 1.7. Communicate with others on the design of the training programme and its objectives
2. Be able to promote health and safety and environmental good practice	2.1. Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements
3. Understand how to design individual training programmes for animals	3.1. Explain the psychological and physiological effects which training activities may have on the animal 3.2. Describe seasonal and environmental effects on the design of training programmes 3.3. Explain how to identify the objectives of the training programme for the individual animal: • handling • obedience 3.4. Explain how to set targets towards achieving training objectives 3.5. Explain the advantages and disadvantages of different training methods and activities 3.6. Explain how to identify additional requirements which the animal may have to enable it to achieve the training objectives in relation to: • environment • diet • living conditions • health and welfare • exercise 3.7. Explain factors which may limit the animal achieving the required standard 3.8. Explain how to identify and apply suitable training resources 3.9. Explain methods of evaluating animals' progress towards objectives and targets

4. Understand relevant health and safety legislation and environmental good practice	4.1. Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements
Mapping to National Occupational Standards O29NCU40.2, O29NAC18.1	

Implement Individual Training Programmes for Animals

Unit Reference	**Y/502/1603**
Level	**3**
Credit Value	**4**
Guided Learning Hours	**26**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to implement and adapt training programmes to enable animals to achieve specific objectives and targets. It considers what resources are effective, monitoring of the mental and physical condition of the animal in response to the training programme and adapting it in accordance with the animal's needs and correct animal handling techniques. It also considers the correlation between the animal's confidence and performance levels and effective reporting of the animal's progress in relation to the objectives set. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria** **(1.1 to 4.1)** ***The learner can***
1. Be able to implement training programmes for animals	1.1. Ensure that the animal's needs are met prior to the commencement of the training programme including: •physical needs •emotional needs 1.2. Ensure that appropriate resources are available for the training programme including: •training environment •equipment •personnel 1.3. Use training methods and activities in accordance with the training programme 1.4. Monitor the mental condition and physical behaviour of the animal throughout the training

	and use the results to modify the training programme 1.5. Handle the animal correctly and in a way which promotes the animal's health and welfare 1.6. Modify training methods and activities when objectives are not being met including: •cease the activity •find an alternative activity •adapt the activity 1.7. Report progress towards achieving training objectives accurately to the relevant people 1.8. Take remedial action when training methods, activities or resources are found to be inappropriate
2. Be able to promote health and safety	2.1. Work in a way which promotes health and safety and animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements
3. Understand how to implement training programmes for animals	3.1. Explain the psychological and physiological effects which training activities may have on the animal 3.2. Describe seasonal and environmental effects on the use of training activities 3.3. Explain the difference between basic discipline training and training for specific activities and how this may affect the training programme as a whole 3.4. Describe the animals' preparation requirements for training 3.5. Describe the signs which indicate the mental condition and physical behaviour of the animals 3.6. Describe the importance of accurately assessing animal behaviour and condition and taking appropriate action

	3.7. Explain the importance of assessing animals' confidence levels and how these are related to performance 3.8. Describe the correct ways of handling the animal concerned for the safety of the animal, self and others and to enable objectives to be met 3.9. Identify how to adapt techniques to reach the required standard 3.10. Explain how and when to modify training methods and activities including: •cease the activity •find an alternative activity •adapt the activity 3.11. Explain how to recognise the limits to which effective training can be applied to achieve success 3.12. Identify effective ways of assessing progress towards objectives and why they should be reported
4. Understand relevant health and safety legislation	4.1. Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements
Mapping to National Occupational Standards O29NCU40.3, O29NAC18.2	

Evaluate and Improve Training Programmes Which Enable Animals to Achieve Specific Objectives

Unit Reference	**D/502/1604**
Level	**3**
Credit Value	**2**
Guided Learning Hours	**13**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required for the evaluation and improvement of training programmes for animals in order that they can achieve set objectives. It considers methods of evaluation, how to modify training programmes. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 2) ***The learner will***	**Assessment Criteria** **(1.1 to 2.7)** ***The learner can***
1. Be able to evaluate and improve training programmes which enable animals to achieve specific objectives	1.1. Evaluate the results of training activities against planned training objectives 1.2. Take action to resolve situations where training activities, methods and resources are found to be inappropriate 1.3. Recognise and modify training targets which: • are too difficult a level for the animal to achieve • are set too low • show the animal has more potential in another area
2. Understand how to evaluate and improve training programmes which enable animals to achieve specific objectives	2.1. Explain the psychological and physiological effects which training activities may have on the animal 2.2. Describe seasonal and environmental effects on specific activities

	2.3. Explain the value of regular evaluation 2.4. Describe methods of effective evaluation 2.5. Describe how to modify training targets which: • are too difficult a level for the animal to achieve • are set too low • show the animal has more potential in another area 2.6. Explain when training outcomes may indicate that the animal is not suited for the activity for which it is being trained 2.7. Explain why it is important to agree future alterations with all relevant personnel
Mapping to National Occupational Standards O29NCU40.4	

Plan, Monitor and Evaluate the Transportation of Animals

Unit Reference	**L/502/1517**
Level	**3**
Credit Value	**3**
Guided Learning Hours	**19**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan, monitor and evaluate the transportation of animals. It is designed to be applicable to planning the transport of individual or groups of animals, whatever the reasons for transportation, or the distance they are to be taken. The learner will be able to select the best form of transportation, plan the journey, prepare documentation and ensure that those who are to transport the animals are fully briefed. The learner will also be able to monitor transportation, evaluate the effectiveness and take appropriate action where necessary. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria** **(1.1 to 4.5)** ***The learner can***
1. Be able to plan the transportation of animals	1.1. Select the most appropriate form of transportation for an animal type 1.2. Plan a journey taking into account all of the following factors: • distance • health and welfare of animals • containment • means of transport • resource availability • legislation • timing to include stopovers • health and safety • nutritional requirements 1.3. Identify methods for maintaining the health and welfare of the animals throughout the journey

	1.4. Prepare all necessary documentation consistent with current legislation and relevant codes of practice to include documentation required by: • the organisation • the carrier 1.5. Specify procedures for dealing with contingencies 1.6. Communicate sufficient, clear and accurate information to individuals to allow them to carry out their work effectively and comply with relevant legislation and codes of practice
2. Be able to monitor and evaluate the transportation of animals	2.1. Develop a monitoring programme capable of evaluating animal transportation and encouraging good practice, including: • timing • resources • contingency management • regulatory demands 2.2. Establish effective control systems to monitor progress including lines of communication relating to: • animal health and well-being • timescale • containment • regulatory demands • health and safety 2.3. Monitor transportation at optimal frequencies to determine progress 2.4. Record any deviations from the monitoring programme and take the appropriate action 2.5. Redefine the monitoring programme outcomes where monitoring indicates this is necessary
3. Understand how to plan the transportation of animals	3.1. Describe the safe methods of transport for the animals concerned 3.2. Explain the reasons for using particular carriers and modes of transportation, including resource implications

	3.3. Outline the resource issues which need to be taken into account and appropriate actions to resolve any lack of resources 3.4. Explain how to produce the transportation plan covering: • distance • health and welfare of animals • containment • means of transport • resource availability • legislation • timing to include stopovers • health and safety • nutritional requirements 3.5. Explain the methods for maintaining animal health, welfare and safety during transportation 3.6. Outline the legal and carrier requirements for transportation 3.7. Explain why it is necessary to plan the handling of contingencies 3.8. Summarise what information carriers will need and why 3.9. Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements
4. Understand how to monitor and evaluate the transportation of animals	4.1. Describe an effective monitoring programme for the transportation of animals and why the following factors are essential, including: • timing • resources • contingency management • regulatory demands 4.2. Outline what lines of communication are necessary for effective monitoring of the transportation of animals 4.3. Explain the purpose and principles of establishing effective control systems relating to: • animal health and well-being • timescale

	• containment • regulatory demands • health and safety 4.4. Explain how to recognise deviations from programme and assess their criticality and their potential effects to determine the appropriate action 4.5. Explain how to evaluate the effectiveness of the programme and how to determine when programme needs modifying
Mapping to National Occupational Standards O29NCU44.1,2	

Determine and Agree Policies for the Management of Animals

Unit Reference	**K/502/1606**
Level	**3**
Credit Value	**5**
Guided Learning Hours	**33**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to set and agree policies for the management of animals. It involves the setting of policy objectives including identifying feasible and viable options, communicating the agreed policy to key interest groups and developing arrangements for reviewing the policy. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 2) ***The learner will***	**Assessment Criteria** **(1.1 to 2.10)** ***The learner can***
1. Be able to determine and agree policies for the management of animals	1.1. Clearly establish the intended purposes for keeping the animals 1.2. Identify and evaluate the following opportunities and constraints relevant to animal management: • environmental impact • resource implications • needs of key interest groups • external opportunities and constraints • other organisational policies and objectives • new knowledge and ideas which open up new possibilities • resources 1.3. Review policy options available for animal management to determine the preferred option 1.4. Consider the following animal characteristics in your selection of policy options: •purposes for which the animals are being kept •types and mix of animals

	•numbers of animals •quality of animals 1.5. Identify a preferred option which is feasible and viable striking the optimum balance between the animal characteristics and policy options 1.6. Agree policies with the appropriate people in accordance with organisational requirements 1.7. Communicate agreed policy to key interest groups in an appropriate way, including those: • directly involved • affected by the site 1.8. Specify arrangements for reviewing policies
2. Understand how to determine and agree policies for the management of animals	2.1. Describe the intended purpose(s) for keeping the animals and whether any of the purposes takes primacy 2.2. Explain the nature of opportunities and constraints and how these might be used to the organisation's benefit: • environmental impact • resource implications • needs of key interest groups • external opportunities and constraints • other organisational policies and objectives • new knowledge and ideas which open up new possibilities • resources 2.3. Describe how to assess and evaluate the opportunities and constraints to determine a course of action 2.4. Explain how to consider animal health and welfare when determining policy options 2.5. Explain how different animal characteristics affect the selection of policy options: •purposes for which the animals are being kept •types and mix of animals •numbers of animals •quality of animals

	2.6. Describe the resources which will be required to put the policies into effect 2.7. Describe the factors within and the inter relationships between: • the environmental impact of keeping animals • the surrounding area and the wider community of people • flora and fauna • resource implications in keeping animals • needs of key interest groups, who they are • their legitimacy and sources of influence • external opportunities and constraints relating to policies, legislation, regulations and designations • organisational policies and objectives 2.8. Explain the rationale for reviewing policies and how this can best be achieved 2.9. Identify effective means of communicating agreed policy/policies to interest groups 2.10. Summarise the legislation, regulations and codes of conduct affecting the keeping and management of animals
Mapping to National Occupational Standards O29NCU51.1	

Monitor and Evaluate the Implementation of Animal Management Policies

Unit Reference	**H/502/1605**
Level	**3**
Credit Value	**4**
Guided Learning Hours	**26**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to monitor and evaluate the effectiveness of animal management policies. The learner will obtain information on implementation of the policy, evaluate and take appropriate action. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 2) ***The learner will***	**Assessment Criteria** **(1.1 to 2.9)** ***The learner can***
1. Be able to monitor and evaluate the implementation of animal management policies	1.1. Obtain data and information from the implementation of animal management policies in a form which allows their effectiveness to be evaluated 1.2. Monitor the following external conditions regularly to determine the affect which they may have on policies and the effectiveness of animal management: • changes in public opinion, markets and competitor activity • legislation • advances in knowledge and practice • lobbying/public pressure • technology 1.3. Take appropriate action to deal with the following variations from plans: •financial resource use •physical resource use •human resource use •working methods and systems

	1.4. Evaluate management systems and methods to confirm they comply with legal requirements and promote good practice 1.5. Provide clear and accurate information for recording purposes 1.6. Take action appropriate to the conclusions of the evaluation
2. Understand how to monitor and evaluate the implementation of animal management policies	2.1. Explain the data and information which management systems should produce including: •quantitative •qualitative 2.2. Describe the different ways of presenting qualitative and quantitative data and information and those which might be most useful for the activity concerned 2.3. Explain how changes in public opinion, markets and competitor activity, legislation, knowledge and practice and technology may affect management systems and practice 2.4. Explain how public pressure and lobbying may affect how people think about the management of animals and the effect this may have 2.5. Describe methods available for effectively monitoring external conditions and how to determine the appropriate action to be taken when there are variances covering: •financial resource use •physical resource use •human resource use •working methods and systems 2.6. Summarise the relevant legal requirements for animal management and how to apply these to the setting up and running of such establishments 2.7. Identify the records which are required and the importance of accurate record keeping

	2.8. State how long records should be stored to comply with relevant legislation and organisational requirements 2.9. Explain the action which may be necessary following evaluation and how to decide the timing of action
Mapping to National Occupational Standards O29NCU51.2	

Prepare Interpretive Entertainment and Educational Activities

Unit Reference	**L/502/3249**
Level	**3**
Credit Value	**4**
Guided Learning Hours	**26**
Unit Summary	The aim of this unit is to provide the knowledge, understanding and skills required to prepare interpretative activities for a range of audiences using a range of techniques. The techniques could include the use of audio visual / electronic equipment, use of props or audience involvement and participation. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.1)** ***The learner can***
1. Be able to prepare interpretive, entertainment and educational activities	1.1. Select and match subject matter to the site, the target audience and type of activity to ensure wider participation 1.2. Work closely with those who are responsible for the audience to maximise the value of planned activities 1.3. Prepare opportunities for the audience to maximise the use of their senses 1.4. Plan appropriate styles and structures of activities which are appropriate to a range of audience profiles 1.5. Develop and put in place contingency plans for all of the following: • the audience is different from that anticipated • ill-health (staff or animal) • bad weather

	1.6. Ensure that the selected techniques are sufficient and are consistent with the objectives within the constraints of site, event and budget
2. Be able to promote health and safety and environmental good practice	2.1. Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
3. Understand how to prepare interpretive entertainment and educational activities	3.1. Explain how to select and agree relevant subject matter to match the site, audience and the activity to ensure wider participation 3.2. Explain how to link activities to the curriculum 3.3. Explain the range of potential audiences covering all of: •organised parties •individual members of the public •people with particular requirements or interests 3.4. Explain techniques for interpretation that make use of audience senses
4. Understand relevant health and safety legislation and environmental good practice	4.1. Summarise current health and safety legislation, codes of practice and any additional requirements including the safety of visitors
Mapping to National Occupational Standards O29NEC26.1	

Deliver and Evaluate Interpretive Entertainment and Educational Activities

Unit Reference	**J/502/3251**
Level	**3**
Credit Value	**4**
Guided Learning Hours	**26**
Unit Summary	The aim of this unit is to provide the knowledge, understanding and skills required to deliver and evaluate interpretative entertainment and educational activities for a range of audiences using a range of techniques. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.3)** ***The learner can***
1. Be able to deliver interpretive and educational activities	1.1. Ensure that the pace, style and structure of activities are appropriate to the circumstances, interests and ability of the audience throughout 1.2. Deliver all main messages in ways which maximise understanding, and attempt to ensure these are understood 1.3. Take into account varying expectations among the audience as far as is practicable 1.4. Complete the activity to time 1.5. Use at least two types of interpretive techniques appropriately and effectively including: •use of multimedia equipment •use of props •audience involvement and participation 1.6. Monitor the safety and comfort of the audience according to the nature of the activity 1.7. Follow agreed contingency procedures as necessary

2. Be able to evaluate the activities	2.1. Evaluate the effectiveness of the interpretation against the set objectives 2.2. Report any conclusions or recommendations arising from the evaluation to the appropriate people
3. Understand how to deliver interpretive entertainment and educational activities	3.1. Explain the importance of planning activities to meet time constraints 3.2. Analyse the range of techniques and delivery styles that can be used and explain the reasons for selecting a particular technique or style which maximises audience use of their senses 3.3. Explain the potential range of visitor interests and abilities 3.4. Explain the range of tools and techniques available and principles of their use in different circumstances to meet a variety of needs 3.5. Explain how, and the reasons why, pace, style and structure of activities could be varied to meet visitor needs and varying expectations 3.6. Explain how audience safety can be monitored and how this may vary according to the nature of the activity 3.7. Explain what action should be taken in response to equipment failure, accidents or other contingencies that may be encountered
4. Understand how to evaluate the activities	4.1. Explain how visitor reaction and understanding can be identified, evaluation and improved 4.2. Explain the different sources of feedback on activities 4.3. Explain the importance of evaluation to future planning and decision-making
Mapping to National Occupational Standards O29NEC26.2	

Handle Animals to Enable Them to Work Effectively

Unit Reference	**F/502/1644**
Level	**2**
Credit Value	**6**
Guided Learning Hours	**45**
Unit Summary	The aim of this unit is to provide the learner with the knowledge and skills required to handle animals to enable them to work. The learner will consider the methods of handling, control and encouragement in order to promote health and safety, animal welfare, the effects of the environment on the animal and the resources required. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.1)** ***The learner can***
1. Be able to handle animals to enable them to work effectively	1.1. Correctly prepare the animal for work 1.2. Move the animal and introduce it to the working environment in a manner which minimises stress 1.3. Check that the following resources are suitable for the planned work: •equipment •personnel •environment 1.4. Maintain control of the animal in a way which is likely to optimise its performance, maintain its safety and minimise stress using the following control methods: •verbal •non-verbal 1.5. Encourage the animal to perform to the best of its ability and offer the appropriate reward and praise

	1.6. Take the necessary action if the animal is not realising its potential or unexpected circumstances arise
2. Be able to work safely and minimise environmental damage	2.1. Work in a way which maintains health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements
3. Know how to handle animals to enable them to work effectively	3.1. Describe the different preparations which are necessary to enable the animal to work effectively in relation to its type, breed and the work which it has to do 3.2. Describe the methods of handling and moving animals which promote their health and welfare and minimise their stress 3.3. Describe the resources which will be necessary for the work and how they should be used covering: •equipment •personnel •environment 3.4. Describe the aspects of the environment which may affect the animal and signs which indicate this 3.5. Describe the limitations of the animal breed and of the particular animal concerned 3.6. Describe methods of controlling the animal effectively in the situations in which it is being worked 3.7. Describe how to encourage the animal to work effectively 3.8. Describe the actions which may be necessary if the animal is not realising its potential or unexpected circumstances arise
4. Know relevant health and safety legislation and environmental good practice	4.1. Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements

Care for Animals After They Have Worked

Unit Reference	**F/502/1594**
Level	**2**
Credit Value	**4**
Guided Learning Hours	**30**
Unit Summary	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. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria** **(1.1 to 4.1)** ***The learner can***
1. Be able to care for animals after they have worked	1.1. Prepare conditions ready to receive the animal following work 1.2. Provide the following types of care for the animal to maintain and promote its health and welfare: • diet • exercise • appearance • rest • health 1.3. Assess the health and condition of the animal and take the appropriate action 1.4. Re-establish the animal in its living conditions to ensure comfort and safety
2. Be able to work safely	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

3. Know how to care for animals after they have worked	3.1. Describe methods of assessing the health and condition of animals following work activity 3.2. Describe the particular health and welfare requirements of animals following work activity covering: •diet •exercise •appearance •rest •health 3.3. Describe the living conditions which will promote the health and safety of the animal and any particular requirements for these following work
4. Know relevant health and safety legislation	4.1. Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements

Prepare For the Transportation of Animals

Unit Reference	**T/502/1494**
Level	**2**
Credit Value	**4**
Guided Learning Hours	**30**
Unit Summary	The aim of this unit is to provide the learner with the knowledge and skills required for preparing to transport animals. It covers planning the journey; the preparation of both the transportation and the animals; and loading and containing the animals. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 6) ***The learner will***	**Assessment Criteria (1.1 to 6.10)** ***The learner can***
1. Be able to prepare to transport animals	1.1. Correctly complete all relevant documentation and records related to movement of animals 1.2. Plan a journey for the transport of animals in line with instructions 1.3. Check that the transportation equipment, suitability and condition are correct for the transport of animals 1.4. Provide for the animals needs for the journey within the transportation environment considering their health and welfare and nutritional requirements
2. Be able to prepare animals for transport	2.1. Prepare and handle animals in preparation for loading 2.2. Assess animals for fitness to travel and where appropriate take appropriate action if animals are unfit for travel

	2.3. Load and contain the animals within the transportation equipment, make safe and secure for the journey in a manner which minimises their stress 2.4. Segregate animals correctly if required
3. Be able to work safely and minimise environmental damage	3.1. 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 3.2. Dispose of waste safely and correctly
4. Know who has responsibilities with regard to the transport animals	4.1. State the persons who hold responsibility for animal welfare during transport and summarise their responsibilities under animal welfare, the transport of animals and health and safety legislation 4.2. State the authorities that have the right to inspect animals, documentation and vehicles and their powers 4.3. State the authorities to contact, for inquiries about transport conditions, and matters of law 4.4. Describe the communication required between all parties involved with transportation of animals
5. Know how to prepare to transport animals	5.1. State the types of authorisation required to move animals and when they are required 5.2. Describe the requirements of planning a journey including: •requirements for journey recording systems •the records which are necessary and required 5.3. Explain the different requirements of documentation for transporting animals dependent on length of travel 5.4. Describe the requirements for condition and suitability of vehicles and containers used for transport of animals including:

	•cleanliness •health and safety •security •travel requirements of animals •environmental conditions 5.5. Outline the appropriate nutritional and water requirement levels for the animals concerned
6. Know how to prepare animals for transport	6.1. Describe indicators used to assess the animal health and welfare 6.2. State when unfit animals can be transported 6.3. Describe the correct methods for preparing and handling animals for loading 6.4. State the animal requirements during loading, in relation to flight zone, visual field and lighting 6.5. Describe the appropriate methods of loading and containing the animals which minimises their stress 6.6. Describe possible protective measures required for animals during transportation 6.7. Outline the possible unplanned occurrences which may occur and how each may best be handled 6.8. State when animals need to be segregated 6.9. Outline the legal requirements in relation to density and number of animals in transport including the effects of overstocking and under stocking 6.10. Describe the circumstances when stocking densities may be adjusted to take into account changing conditions

Maintain the Health and Welfare of Animals during Transportation

Unit Reference	**K/502/1542**
Level	**2**
Credit Value	**4**
Guided Learning Hours	**30**
Unit Summary	The aim of this unit is to provide the learner with the knowledge and skills required for maintaining the health and welfare of animals during transportation and unloading. It does not cover the driving of vehicles. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 6) ***The learner will***	**Assessment Criteria (1.1 to 6.5)** ***The learner can***
1. Be able to monitor and maintain animals during transportation	1.1. Monitor animals' health and welfare at the required times during transportation to identify any causes for concern 1.2. Recognise changes in animal health and welfare which might signify stress, ill health or injury and take the appropriate actions 1.3. Take the appropriate action without delay where there are any concerns over animal health and welfare 1.4. Ensure the containment of animals complies with legislation and optimises their health and welfare 1.5. Ensure that transport temperature and ventilation conditions maintain animal health and welfare 1.6. Control animals during transportation in the correct manner using relevant handling aids if applicable

2. Be able to carry out post transportation activities	2.1. Clarify who is to receive the animals and communicate any information which they may require 2.2. Unload the animals using appropriate methods and in a manner which minimises their stress and risk of injury 2.3. Place the animals in suitable lairage/holding area after transport, that is in compliance with legislation 2.4. Clean the transportation equipment in accordance with legislation 2.5. Maintain accurate and complete records as required
3. Be able to work safely and minimise environmental damage	3.1. Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements 3.2. Carry out work in a manner which minimises environmental damage 3.3. Dispose of waste safely and correctly
4. Know how to monitor and maintain animals during transportation	4.1. Describe signs of animal health and welfare deterioration in relation to appearance, body functions and behaviour 4.2. State the importance and methods of maintaining the correct temperature and ventilation when transporting animals 4.3. Explain when to monitor health and welfare according to the animals being transported, relevant legislation and the method of transportation being used 4.4. Describe the causes and signs of stress in animals 4.5. Describe the causes, effects and prevention of thermal stress in animals

	4.6. Describe how to care for unfit or injured animals during transportation 4.7. Describe how to assess ill health and determine the actions to be taken and their urgency 4.8. Explain when to seek help, and from whom when problems occur during transportation 4.9. Describe how to maintain health and welfare of animals covering all the following - through the provision of feed and water or not, breaks from travelling, maintaining the transportation environment 4.10. Describe methods of handling animals during transportation using handling aids if applicable 4.11. State circumstances in which animals can be left and how safety and security may be maintained 4.12. Outline the possible unplanned or unforeseen occurrences which may occur and how each may best be handled 4.13. Summarise their responsibilities under health and safety, animal welfare and animal transportation legislation
5. Know relevant health and safety legislation and environmental good practice	5.1. Outline the current health and safety legislation, codes of practice and any additional requirements 5.2. Describe how environmental damage can be minimised 5.3. Describe the correct methods for disposing of waste
6. Know how to carry out post transportation activities	6.1. State the importance of communicating information to appropriate people 6.2. Explain animal requirements when handling animals during unloading, in relation to flight zone, visual field and lighting

	6.3. Describe the requirements of the holding area/lairage post transportation 6.4. Describe how to maintain and clean the transportation equipment after use 6.5. Explain any necessary documentation and their responsibility in relation to it

Promote and Maintain the Health and Well-Being of Animals

Unit Reference	**H/502/1507**
Level	**2**
Credit Value	**4**
Guided Learning Hours	**30**
Unit Summary	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. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 6) ***The learner will***	**Assessment Criteria** **(1.1 to 6.1)** ***The learner can***
1. Be able to promote and maintain the health and welfare of animals	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 1.2. Provide animals with sufficient and effective opportunities to move, and maintain physical functioning 1.3. Monitor and report the animals' physical condition and behaviour at suitable intervals to include the following: • appearance • posture and movement • behaviour • bodily functioning • social interaction 1.4. Identify, record and report five abnormal signs that might indicate the following: • disease • disability

	• disorders • pest infestation • trauma • stress 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: • preventative care • environmental adjustment • changing feed or water provision 1.6. Record and report animals' reaction to specific procedures 1.7. Seek assistance immediately for any animals health or welfare emergency and initiate action as appropriate to the situation
2. Be able to work safely	2.1. Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements 2.2. Dispose of waste safely and correctly
3. Be able to maintain accurate records	3.1. Provide clear and accurate information for recording purposes
4. Know how to promote and maintain the health and welfare of animals	4.1. Identify the purpose for which the animals are being kept 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 4.3. Describe why animals need exercise and how the type and amount varies at different stages in an animal's life 4.4. Provide examples of how two different species of animals maintain their own physical condition and appearance 4.5. Describe all the visual signs which indicate the following potential problems with an animal's health and welfare:

	• disease • disability • disorders • pest infestation • trauma • stress 4.6. Describe two types of preventative care used to maintain the health and welfare of animals 4.7. State how the environment may be adjusted to maintain two species of animals' health and welfare 4.8. State the importance of providing an adequate supply of feed and water
5. Know relevant health and safety legislation and environmental good practice	5.1. Outline the current health and safety, animal welfare legislation, codes of practice and any additional requirements 5.2. Describe how environmental damage can be minimised 5.3. Describe the correct methods for disposing of waste
6. Know how to maintain accurate records	6.1. Identify the types of records required and explain the importance of accurate record keeping

Handle Animals

Unit Reference	**J/502/1466**
Level	**2**
Credit Value	**2**
Guided Learning Hours	**15**
Unit Summary	The aim of this unit is to provide the learner with the knowledge and skills required to approach and handle animals in a manner that minimises risk and distress. The learner will also monitor the animal's responses to handling and take the appropriate action if there are significant changes. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.1)** ***The learner can***
1. Be able to handle animals	1.1. Approach and handle animals in a manner that: • minimises stress • takes into account the species • takes into account the animal's current temperament • takes into account known behaviour patterns 1.2. Monitor the animal's behaviour and its response to handling, noting any significant changes and take the appropriate action if required
2. Be able to work safely	2.1. Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements 2.2. Wear the appropriate personal protective equipment
3. Know how to handle animals	

	3.1. State how and where to obtain information about the temperament and the usual behaviour patterns of animals 3.2. Describe safe and effective methods of handling animals 3.3. Explain why it is important to monitor an animal's response to handling 3.4. Describe negative responses to handling and to whom these should be reported and the consequences of not doing so 3.5. Describe the different factors that can affect an animal's behaviour and what to do if these are observed 3.6. Describe how to deal with any contingencies which may arise, before approaching the animal 3.7. Describe the limits of responsibility in handling animals and what to do if assistance is required
4. Know relevant health and safety legislation	4.1. Outline the current health and safety legislation, animal welfare legislation, codes of practice and any additional requirements

Load and Unload Animals for Transportation

Unit Reference	**K/502/1492**
Level	**2**
Credit Value	**3**
Guided Learning Hours	**23**
Unit Summary	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. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 6) ***The learner will***	**Assessment Criteria** **(1.1 to 6.1)** ***The learner can***
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: •cleanliness •health and safety •security •removal of hazards
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	5.1. Describe how to prepare, load and unload animals safely and effectively minimising stress to the animal 5.2. Describe how to approach, handle and restrain animals correctly minimising stress 5.3. State the types of problems which should be reported, when and to whom
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

Welcome, Receive and Care for Visitors to Sites

Unit Reference	**A/502/1609**
Level	**2**
Credit Value	**3**
Guided Learning Hours	**23**
Unit Summary	The aim of this unit is to provide the learner with the knowledge and skills required to deal with visitors to sites. It covers caring for and monitoring the behaviour of visitors in the workplace and providing them with information. Workplaces may be open to the public or may be organisations to which visitors are invited or where officials have the right of access. This unit is a knowledge-based unit, with no physical requirements.
Learning Outcomes (1 to 5) ***The learner will***	**Assessment Criteria (1.1 to 5.2)** ***The learner can***
1. Be able to welcome and receive visitors	1.1. Keep the area in a state of readiness to receive visitors safely 1.2. Greet and communicate with visitors in an appropriate manor 1.3. Identify and report inappropriate visitors 1.4. Work in a way which promotes health and safety, is consistent with relevant legislation and codes of practice
2. Be able to care for visitors	2.1. Care for visitors in accordance with their needs and relevant policies 2.2. Refer visitors to the appropriate source of information 2.3. Manage visitors to the site in a way which is consistent with its purpose and condition, and in a manner which promotes their own safety and security

3. Know how to welcome and receive visitors	3.1. State the preparations required for the arrival of visitors covering groups and individuals 3.2. Outline the importance of creating a positive first impression and how this is achieved 3.3. Describe how to recognise those visitors who should not be on the site and understand the limitations and the dangers in being able to deal with them 3.4. List potential sources of information for visitors covering groups and individuals 3.5. Describe effective methods of communicating to groups and individuals
4. Know how to care for visitors	4.1. Outline how to monitor visitors' needs and when to intercept to offer help 4.2. Describe how the purpose of the site can be maintained whilst accommodating the needs and security of visitors covering all of the following: • supporting visitors in terms of their safety and welfare • providing information to visitors • caring for the environment (e.g. by restricting access) • maintaining the bio-security of the site • maintaining the welfare of the animals
5. Know the relevant health and safety procedures	5.1. Describe how bio-security and welfare can be maintained on sites open to visitors 5.2. Outline organisational policy on health and safety and confidentiality and how this can be maintained
Mapping to National Occupational Standards 029NAC6.1,2	

Contribute To the Prevention of Aggressive and Abusive Behaviour of People

Unit Reference	**J/502/1631**
Level	**3**
Credit Value	**4**
Guided Learning Hours	**26**
Unit Summary	The aim is this unit is to provide the learner with the knowledge, understanding and skills required to contribute to the prevention of aggressive and abusive behaviour. The learner will identify signs of disruptive behaviour and how their own actions and behaviour can affect that of others. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 2) ***The learner will***	**Assessment Criteria** **(1.1 to 2.9)** ***The learner can***
1. Be able to take action to discourage aggressive and abusive behaviour of people	1.1. Approach individual/s in a manner which is likely to be perceived as non-threatening and which is consistent with any legal and organisational constraints 1.2. Communicate with individual/s in a manner which: • is free from discrimination and oppression • is not likely to antagonise the situation • encourages an open exchange of information • is appropriate • acknowledges the rights of everyone present 1.3. Explain clearly to the individual what your role is and the required outcome of the encounter 1.4. Ensure your behaviour towards individual/s is supportive of diverting aggression or abuse, and resolving the situation peacefully 1.5. Monitor the situation and give appropriate warnings to people who are becoming aggressive

	or abusive consistent with good practice and relevant legislation 1.6. Take appropriate action if the situation deteriorates
2. Understand the actions to take to discourage aggressive and abusive behaviour of people	2.1. Describe the signs of potentially disruptive behaviour - verbal and non-verbal 2.2. Explain how the principles of equality, diversity and anti-discriminatory practice apply and the dangers of stereotyping 2.3. Explain how to communicate effectively and how this may promote the behaviour wanted 2.4. Explain how your own behaviour and language could be interpreted 2.5. Describe the types of constructive behaviour and techniques which can be taken to diffuse situations 2.6. Describe actions that could trigger aggressive or abusive behaviour 2.7. Explain the warnings which may be necessary to give people in relation to their behaviour 2.8. Explain the importance of constantly assessing the risks of a situation and what actions to take if the situation deteriorates 2.9. Summarise how to report and record incidents of abusive and aggressive behaviour
Mapping to National Occupational Standards O29NAC15.1	

Contribute To Managing Aggressive and Abusive Behaviour of People

Unit Reference	**F/502/1627**
Level	**3**
Credit Value	**5**
Guided Learning Hours	**33**
Unit Summary	The aim is this unit is to provide the learner with the knowledge, understanding and skills required to contribute to managing episodes of aggressive and abusive behaviour in a manner which seeks to maintain personal safety and the safety of others. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 2) ***The learner will***	**Assessment Criteria** **(1.1 to 2.11)** ***The learner can***
1. Be able to contribute to the management of episodes of aggressive and abusive behaviour of people	1.1. Recognise when a situation is leading to aggressive and abusive behaviour 1.2. Assess whether there are any immediate actions that can be taken to reduce the risk of aggressive and abusive behaviour 1.3. Act in a manner which is likely to promote calm and reassurance 1.4. Take the appropriate action without delay to protect yourself and others who are potentially at risk from the situation 1.5. Summon assistance or leave the situation without delay when you feel endangered and you are on your own 1.6. Manage physically aggressive behaviour in ways which are consistent with legal and organisational requirements

	1.7. Record the circumstances surrounding any incident and report them to the appropriate people without delay 1.8. Discuss and review incidents of aggression or abuse with appropriate people and identify and agree possible ways of preventing future occurrence 1.9. Offer support to others affected by the incident
2. Understand how to contribute to the management of episodes of aggressive and abusive behaviour of people	2.1. Describe effective methods of monitoring behaviour 2.2. Explain the signs of potentially disruptive behaviour verbal and non-verbal 2.3. Explain actions that could be taken to try to reduce the risk of aggressive and abusive behaviour and how to prevent the escalation of aggression during an outburst 2.4. Explain actions that could trigger aggressive and abusive behaviour 2.5. Describe the routes out of the situation and methods of manoeuvring oneself into the safest position 2.6. Explain how to plan actions to be taken if the situation deteriorates 2.7. Explain the safe methods of restraint which are consistent with legally permissible methods of control 2.8. Explain how to control your own emotions and feelings while an outburst is happening and why it is necessary to manage your own feelings after the incident 2.9. Explain how to portray a calm and reasoned approach whilst the aggression is happening and why it is important to do so even if you do not feel calm

	2.10. Explain why it is important to discuss incidents of aggression or abuse with the appropriate people to try to prevent future occurrence 2.11. Describe the legal aspects of dealing with aggression e.g. statutory powers of entry or seizure
Mapping to National Occupational Standards O29NAC15.2	

Sell Over the Counter Medicines and Treatments for The Care of Animals

Unit Reference	**D/502/1621**
Level	**3**
Credit Value	**7**
Guided Learning Hours	**26**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required in the sale of medicines and treatments for animals in pet retail outlets. It covers establishing customer requirements, identifying the most suitable item and advising customers about how medicines and treatments should be used. It applies to the sale of General Sales List (GSL) and products, and not to the sale of Prescription Only Medicines (POM), Pharmacy Merchants' List (PML) or Pharmacy Medicines (PM) - items that should be obtained from a veterinary surgeon, Pharmacist or Registered Animal Health Distributor. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 2) ***The learner will***	**Assessment Criteria** **(1.1 to 2.10)** ***The learner can***
1. Be able to sell over the counter medicines and treatments for animals	1.1. Correctly identify the customer's requirements including: •routine requirements •special requirements 1.2. Request any further details about the animal and confirm the details provided with the customer 1.3. Establish the customer's experience of using products which are requested by name, and give appropriate and accurate advice 1.4. Advise customers on the administration, dosage, storage and disposal of medicines and treatments

	1.5. Give the customer sufficient opportunities to examine products and to seek clarification on how to use the product 1.6. Treat customers courteously and in a manner that promotes trust and loyalty 1.7. Respond in an appropriate way to requests for medicines and treatments that cannot be sold to customers 1.8. Package products correctly and, if necessary, discreetly 1.9. Work in a way which promotes health and safety and animal welfare, and is consistent with relevant legislation and codes of practice 1.10. Keep accurate records of the sale of animal medicine and treatment products 1.11. Advise customers to seek veterinary advice as required
2. Understand how to sell over the counter medicines and treatments for animals	2.1. Explain the differences between items which can be sold to customers and prescription medicines which must be obtained from a veterinary surgeon 2.2. State what questions to ask, and how to ask questions clearly 2.3. Explain which products require special precautions or sales procedures, including when to advise customers on the use of products 2.4. Specify what the active ingredients in products are, and explain how to identify them, and what effect they may have 2.5. State the factors that affect the choice and use of medicines 2.6. Explain which items require special storage, dosage or disposal precautions

	2.7. State whom to approach for advice and when to do so 2.8. Explain the range of products stocked, how they should be used and the possible consequences of misuse 2.9. Explain what records need to be kept and the reasons for doing so 2.10. Summarise your responsibilities under the relevant legislation and codes of practice for the selling of medicines and treatments for animals
Mapping to National Occupational Standards O29NAC17.1	

Provide Information to Customers Seeking Advice about Symptoms and Over-The-Counter Medications for the Care of Animals

Unit Reference	**R/502/1633**
Level	**3**
Credit Value	**7**
Guided Learning Hours	**46**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to provide information to customers seeking advice about symptoms and over-the-counter medications for the care of animals. It covers establishing customer requirements, giving information and advice to customers and identifying where the involvement of a veterinary surgeon is required and advising customers of this. It applies to the sale of General Sales List (GSL) and products, and not to the sale of Prescription Only Medicines (POM), Pharmacy Merchants' List (PML) or Pharmacy Medicines (PM) - items that should be obtained from a veterinary surgeon, Pharmacist or Registered Animal Health Distributor. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 2) ***The learner will***	**Assessment Criteria** **(1.1 to 2.5)** ***The learner can***
1. Be able to provide information to customers seeking advice about symptoms and over-the-counter medications	1.1. Accurately identify the customer's requirements for information and advice: •about products •about symptoms 1.2. Seek clarification promptly and politely if the customer's request is unclear or ambiguous 1.3. Use information obtained from the customer, together with the animal medicines classification system, to decide whether to advise the customer or to refer the request to a veterinary surgeon

	1.4. Give information and advice to the customer that is accurate and complete 1.5. Inform the customer and direct them to the appropriate source of specialist advice if their request cannot be met 1.6. Treat customers courteously and in a manner that promotes trust and loyalty
2. Understand how to provide information to customers seeking advice about symptoms and over the-counter medications	2.1. Explain what questions to ask, questioning techniques and how to ask questions clearly 2.2. Describe how to obtain information from the customer to establish: • what animal has the symptoms • what the symptoms are • how long they have been apparent • what action has already been taken • what other medicine or treatment, if any, the animal is taking 2.3. Explain what the animal medicines classification system is, how to use it, and why it is important to follow it 2.4. Explain the sources of information to use, what information to give the customer and what types of information/advice leaflets are available 2.5. Explain the limitations on the advice that can be given and what requests for information or goods need to be referred to a veterinary practitioner
Mapping to National Occupational Standards O29NAC17.2	

Evaluate the Match between Individuals and Animals

Unit Reference	**A/502/1612**
Level	**3**
Credit Value	**4**
Guided Learning Hours	**26**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to evaluate the compatibility between individuals and animals in relation to physical characteristics, capability, temperament and potential. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria** **(1.1 to 4.1)** ***The learner can***
1. Be able to evaluate the match between individuals and animals	1.1. Establish the purpose of the match between person and animal 1.2. Obtain relevant information associated with assessing the person's and the animal's capabilities from the appropriate sources, covering: •training programme •the individual animal •the person and their readiness for the work 1.3. Collect the necessary resources to make an assessment and prepare them ready for use 1.4. Carry out an assessment appropriate to the individual animal and person, and the specific purpose for which they are being brought together

	1.5. Identify the interrelated strengths and weaknesses of the animal and person from the assessment 1.6. Encourage the person and the animal to develop an effective relationship through •verbal communication •non-verbal communication and make an assessment as to their compatibility 1.7. Encourage individuals to contribute to the assessment process 1.8. Report and record the outcomes of the assessment to the individual and other relevant parties
2. Be able to promote health and safety	2.1. Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements
3. Know how to evaluate the match between individuals and animals	3.1. Explain the different factors to take into account when matching individuals and animals, including: • physical characteristics • capability • potential • temperament and how these interrelate between the individual and the animal and the purpose for which they are being trained 3.2. Explain the importance of accurately identifying the characteristics of the individual and the animal to meet the objectives of the training programme 3.3. Explain the sources of information which may enable a valid assessment to be made covering: •training programme •the individual animal •the person and their readiness for the work 3.4. Explain the different methods of assessment which may be used in relation to the purpose of the training

	3.5. Describe the resources which may be used for the training and explain their correct methods of use 3.6. Explain the importance of maintaining confidentiality 3.7. Explain how to conduct the assessment to reveal both the strengths and weaknesses of the animal and the individual and their interrelationship 3.8. Explain appropriate communication techniques and the importance of using them correctly covering: •verbal communication •non-verbal communication 3.9. Explain the importance of developing a positive relationship between individual and animal 3.10. Explain how individuals and animals learn to work together 3.11. Explain how best to communicate the results of the assessment back to those concerned in a constructive way
4. Understand relevant health and safety legislation	4.1. Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements
Mapping to National Occupational Standards O29NAC19.1	

Design Integrated Training Programmes for People and Animals to Realise Their Combined Potential

Unit Title	**R/502/1616**
Level	**3**
Credit Value	**4**
Guided Learning Hours	**26**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to design and develop training programmes for people and animals by setting objectives and targets so that individuals and animals can reach their combined potential. This unit is a knowledge-based unit, with no physical requirements.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.1)** ***The learner can***
1. Be able to design integrated training programmes for people and animals to realise their combined potential	1.1. Agree the purpose and intended outcomes of the training with the individual concerned and other interested parties. Outcomes to include: •individual development •animal development •joint development 1.2. Specify the training needs accurately and establish suitable training objectives 1.3. Set realistic training targets for the animal-person team 1.4. Select appropriate training activities to enable the animal-person team to meet training targets 1.5. Identify and consider any additional requirements which are specific to the animal-person team and include them in the training programme, including •environmental requirements •welfare

	•physical needs of the person concerned 1.6. Identify resources for the training activities and include them in the training programme 1.7. Include methods of evaluating and recording progress in the programme
2. Be able to promote health and safety	2.1. Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements
3. Understand how to design integrated training programmes for people and animals to realise their combined potential	3.1. Explain how individuals and animals learn 3.2. Explain the physiological and psychological effects which training activities may have on the animal and the individual 3.3. Describe the seasonal and environmental effects on specific activities 3.4. Explain the intended purposes of the training programme and the relationship of this to content and process covering: • individual development • animal development • joint development 3.5. Explain how to identify the objectives of the training programme for the individual and the animal covering: • individual development • animal development • joint development 3.6. Explain the advantages and disadvantages of different training methods and activities 3.7. Explain how to set realistic training targets in conjunction with the individual concerned 3.8. Explain the requirements which the animal and individual may have to enable them to achieve the training objectives in relation to environment, diet, living conditions, health and exercise

	3.9. Describe the aspects which may prevent the animal and the individual achieving the required standard 3.10. Describe the factors which limit the trained animal's performance in its role 3.11. Explain how to identify and make use of suitable training resources 3.12. Explain the methods of evaluating animals' and individuals' progress towards objectives and targets
4. Understand relevant health and safety legislation	4.1. Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements
Mapping to National Occupational Standards O29NAC19.2	

Implement Integrated Training Programmes for Individuals and Animals to Realise Their Agreed Outcomes

Unit Reference	**F/502/1613**
Level	**3**
Credit Value	**5**
Guided Learning Hours	**33**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to implement and modify integrated training programmes for people and animals. The unit looks at resources, training methods, correct animal handling and monitoring of behaviour and the overall individual and animal development and providing appropriate feedback on progress. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria** **(1.1 to 4.1)** ***The learner can***
1. Be able to implement integrated training programmes for individuals and animals to realise their agreed outcomes	1.1. Prepare the animal and individual ready to implement training programmes for: • individual development • animal development • joint development 1.2. Ensure that appropriate resources are available for the training programme including: • training environment • equipment • materials • personnel 1.3. Use training activities in accordance with the training programme 1.4. Monitor the condition and behaviour of the animal, individual and team during training

	1.5. Handle the animal correctly throughout the training in a way which promotes the animal's health and welfare 1.6. Provide individuals with appropriate feedback and support to enable them to develop their skills 1.7. Encourage the individual to provide appropriate support and feedback to the animal to develop an effective relationship 1.8. Modify training methods and activities when training objectives are not being met, including: •cease the activity •find an alternative activity •adapt the activity 1.9. Report progress to the individual and other interested parties
2. Be able to promote health and safety	2.1. Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements
3. Understand how to implement integrated training programmes for individuals and animals to realise their agreed outcomes	3.1. Explain the psychological and physiological effects which training activities may have on the animal and the individual 3.2. Describe the seasonal and environmental effects on specific activities 3.3. Explain the difference between basic training and training for specific activities 3.4. Explain the preparation requirements for training to take place covering: • training environment • equipment • materials • personnel 3.5. Describe the signs which indicate the mental condition and physical behaviour of the breed of animals

	3.6. Explain how to assess the indication of readiness in the individual concerned 3.7. Explain how to assess the animal behaviour and condition and the appropriate action to take 3.8. Explain how to assess animals' and individuals' confidence levels and how these are related to performance 3.9. Explain the correct ways of handling the animal concerned for the safety of the animal, self and others 3.10. Explain the importance of adapting techniques to reach the required standard 3.11. Explain how to recognise the limits to which effective training can be applied to achieve success 3.12. Explain how to provide appropriate and constructive feedback to the individual and the animal 3.13. Explain the methods of encouraging the individual and the animal to develop a good working relationship 3.14. Identify and explain effective ways of assessing progress towards objectives and why they should be reported 3.15. Explain how and when to modify training methods and activities covering: •cease the activity •find an alternative activity •adapt the activity
4. Understand relevant health and safety legislation	4.1. Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements
Mapping to National Occupational Standards O29NAC19.3	

Evaluate Integrated Training Programmes for People and Animals against Agreed Outcomes

Unit Reference	**M/502/1638**
Level	**3**
Credit Value	**4**
Guided Learning Hours	**26**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to evaluate the results of integrated training programmes for people and animals by checking set objectives, giving feedback and adapting targets to meet needs. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria** **(1.1 to 4.1)** ***The learner can***
1. Be able to evaluate integrated training programmes for people and animals against agreed outcomes	1.1. Evaluate the results of training activities against training objectives 1.2. Obtain feedback on the outcome of the activities from observation of the animal and the person and their achievements as a team 1.3. Encourage individuals to contribute to the evaluation of the training and suggest ways in which it could be modified 1.4. Take action to resolve situations where training activities, methods and resources are found to be inappropriate 1.5. Modify training programmes appropriately where the training objectives and targets prove to be unsuitable for the animal- person team covering: • are too difficult for the animal-person team to achieve • are set too low • show the animal-person team has more potential in another area

2. Be able to promote health and safety	2.1. Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements
3. Understand how to evaluate integrated training programmes for people and animals against agreed outcomes	3.1. Explain the psychological and physiological effects which training activities may have on the animal and the individual 3.2. Describe the seasonal and environmental effects on specific activities 3.3. Explain the methods and value of regular evaluation 3.4. Explain how training can be modified to improve its outcomes for the animal and the individual and their work as an entity 3.5. Identify when training outcomes may indicate that the animal and/or the individual is not suited for the activity for which they are being trained or not best suited to work together 3.6. Explain why it is important to agree future alterations with all relevant personnel 3.7. Identify and explain the suitable modifications that may be required to training targets, training activities and methods, animal health and well-being, physical needs of the individual, and health and safety 3.8. Explain how and why to modify training programmes that: • are too difficult for the animal-person team to achieve • are set too low • show the animal-person team has more potential in another area
4. Understand relevant health and safety legislation	4.1. Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements

Mapping to National Occupational Standards
O29NAC19.4

Prepare and Construct New Structures or Surfaces

Unit Reference	**J/502/1452**
Level	**3**
Credit Value	**5**
Guided Learning Hours	**33**
Unit Summary	The aim of this unit is to provide the learner with the understanding, knowledge and skills required to construct new structures and surfaces on land-based sites. Structures may be permanent or temporary and could include: drains, permanent drainage systems, boundaries, animal holding pens and poly tunnels etc. Surfaces may include: standing areas, container beds and pathways. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 7) ***The learner will***	**Assessment Criteria** **(1.1 to 7.1)** ***The learner can***
1. Prepare to construct new structures and surfaces	1.1. Prepare the site in a manner appropriate for the structure or surface and which minimises the effects on the surrounding environment 1.2. Prepare the necessary materials for construction
2. Construct new structures and/or surfaces	2.1. Construct the structure or surface in accordance with the specification: • setting out and location • materials and resources • timescale • working methods • waste management • restitution of site • the relationship of the structure and surface to its context 2.2. Ensure the structure or surface meet the specification and is fit for purpose on completion of the work

3. Be able to promote health and safety and environmental good practice	3.1. Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements 3.2. Ensure work is carried out in a manner which minimises environmental damage 3.3. Manage and dispose of waste in accordance with legislative requirements and codes of practice
4. Be able to maintain and use relevant equipment	4.1. Ensure equipment is prepared, used and maintained in a safe and effective condition throughout
5. Understand how to construct new structures and surfaces	5.1. Explain how to interpret specifications and the importance of following them covering: • setting out and location • materials and resources • timescale • working methods • waste management • restitution of site • the relationship of the structure and surface to its context 5.2. Explain the problems that may arise and how to minimise and the appropriate action to take including; remedying the situation and/or informing those who need to act 5.3. Describe methods of constructing the structure or surface and the relationship of this to its planned use. 5.4. Explain how the planned use of the surface or structure may affect the methods of construction used
6. Understand relevant health and safety legislation and environmental good practice	6.1. Summarise current health and safety legislation, codes of practice and any additional requirements 6.2. Describe the possible environmental damage that could occur and how to respond appropriately

	6.3. Explain the correct and appropriate methods for disposing of waste
7. Understand the reasons for maintaining equipment	7.1. Explain the importance and methods of maintaining equipment for use
Mapping to National Occupational Standards O29NCU21.1,2	

Encourage and Motivate Volunteers

Unit Reference	**J/502/1645**
Level	**3**
Credit Value	**5**
Guided Learning Hours	**33**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to encourage, motivate and show appreciation for the work of volunteers. The learner will assess the needs and wishes of the volunteers, recognise their commitment and encourage further development. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria (1.1 to 4.5)** ***The learner can***
1. Be able to motivate volunteers by promoting the special ethos and values of volunteering	1.1. Assess the needs and wishes of individuals and/or groups to help determine the starting point for their involvement 1.2. Support volunteers in ways which match volunteer expectations, motivations and needs 1.3. Demonstrate an awareness of individual and/or group volunteers abilities and aptitudes 1.4. Recognise volunteers and their commitment which are likely to enhance their motivation to continue 1.5. Take account of equal opportunities issues as they affect volunteers
2. Recognise voluntary effort by valuing volunteer contributions	2.1. Show appreciation of the individual contributions made by volunteers by: • providing feedback to volunteers • communicating this information to others

	2.2. Encourage further development of volunteers capabilities 2.3. Record individual and group effort in terms of its worth and contribution to organisational objectives
3. Understand how to motivate volunteers by promoting the special ethos and values of volunteering	3.1. Explain what volunteering entails and the implications of volunteering for the volunteer, the voluntary organisation and the client 3.2. Explain why people volunteer and why organisations involve volunteers 3.3. Explain ways of assessing and confirming the needs and wishes of individuals and/or groups to help determine the starting point for their involvement 3.4. Describe how equal opportunities issues and values affect volunteers and volunteering and the organisation 3.5. Explain ways of recognising the commitment of volunteers and how that will enhance their motivation to continue
4. Understand how to recognise voluntary effort by valuing volunteer contributions	4.1. Explain how to respond positively to personal and group voluntary effort by: • providing feedback to volunteers • communicating this information to others 4.2. Describe how to assess and record individual and group effort in terms of its worth and contribution to organisational objectives 4.3. Describe how to evaluate an individual's voluntary effort in ways which can help further his/her or a group's capabilities 4.4. Describe ways of recognising formally the skills and abilities shown 4.5. Describe how to provide feedback at an appropriate level in the organisation

Manage the Work of Volunteers

Unit Reference	**D/502/1599**
Level	**3**
Credit Value	**6**
Guided Learning Hours	**39**
Unit Summary	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to manage the work of volunteers. It includes planning the work of volunteers, ensuring that they have sufficient resources to carry out the work, instructing them in the skills needed and assessing their work. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 12) ***The learner will***	**Assessment Criteria (1.1 to 12.1)** ***The learner can***
1. Be able to plan the work of volunteers	1.1. Give opportunities to volunteers to contribute to the planning and organisation of their work 1.2. Produce plans that take into account the relevant factors of volunteering including: • your team's objectives • the volunteers whose work you are responsible for and their development needs • constraints under which volunteers may be working • meeting the motivational needs of your volunteers 1.3. Produce plans and schedules that are realistic and achievable within organisational constraints 1.4. Explain the plans to others clearly and in sufficient detail to gain support, motivation and commitment 1.5. Update plans at regular intervals and take account of any changes

2. Be able to prepare resources for volunteers	2.1. Check that resources are available and suitable for the planned work and take the appropriate action where there are any problems 2.2. Allocate resources so that volunteers can do the work to the required standard 2.3. Make sure volunteers are using resources according to organisational, legal and regulatory requirements 2.4. Make sure volunteers are using resources efficiently and effectively and encourage them to suggest improvements
3. Be able to lead the work of volunteers	3.1. Make volunteers feel welcome and introduce any new volunteers to each other and the rest of the team 3.2. Clearly explain organisational policy in relation to • volunteering • confidentiality • welfare • health and safety • volunteer insurance • training and developing volunteers • equal opportunities 3.3. Provide volunteers with clear instructions on tasks they have to do in line with organisational and legal requirements 3.4. Correctly demonstrate the tasks and check that volunteers understand what is expected 3.5. Let the volunteers practise the tasks under competent supervision until they can consistently achieve the required standard on their own 3.6. Identify and correct any mistakes in a way that supports their self-confidence and praise them when they perform tasks correctly 3.7. Identify volunteers who could take on new responsibilities and agree what development would be appropriate to their needs

	3.8. Identify volunteer work that does not meet agreed standards and take the appropriate action
4. Be able to assess the work of volunteers and provide feedback	4.1. Explain the purpose of assessment clearly to all involved 4.2. Give opportunities to volunteers to assess their own work 4.3. Carry out assessments at times most likely to maintain and improve effective performance 4.4. Make your assessments objectively against clear and agreed criteria 4.5. Provide feedback to volunteers in a situation and manner most likely to maintain and improve motivation 4.6. Provide feedback which recognises team members achievements and provide constructive suggestions and encouragement for improving their work 4.7. Show respect for the individuals involved and treat all feedback to individuals and teams confidentially 4.8. Give opportunities to team members to respond to feedback
5. Be able to promote health and safety and environmental good practice	5.1. Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
6. Be able to maintain accurate records	4.1. Provide clear and accurate information for recording purposes
7. Understand how to plan the work of volunteers	7.1. Explain how to provide volunteers with the opportunity to contribute to the planning and organisation of their work 7.2. Describe how to produce plans that take into account the relevant factors of volunteering including:

	• your team's objectives • the volunteers whose work you are responsible for and their development needs • constraints under which volunteers may be working • meeting the motivational needs of your volunteers 7.3. Explain how to develop realistic and achievable work plans both in the short and medium term 7.4. Describe how to present work plans in a way that gains support, motivation and commitment 7.5. Explain the need to regularly review work plans
8. Understand how to prepare resources for volunteers	8.1. Explain how to check that the appropriate resources are available and outline the procedures to follow for obtaining resources 8.2. Outline the procedure for reporting problems with resources 8.3. Summarise organisational, legal and regulatory standards for the resources that the work uses 8.4. Explain how to allocate resources in a way that enables the achievement of objectives 8.5. Explain the need to ensure resources are used efficiently and effectively and the implications for not doing so 8.6. Explain the impact that the use of resources could have on the environment 8.7. Explain the reasons for getting others to suggest ways of improving the use of resources
9. Understand how to lead the work of volunteers	9.1. Describe the induction process for new volunteers and the importance of making volunteers feel welcome and part of the team 9.2. Describe how to ensure that new volunteers understand organisational policy in relation to: • volunteering • confidentiality

	• welfare • health and safety • volunteer insurance • training and developing volunteers • equal opportunities 9.3. Describe how to instruct volunteers and to demonstrate tasks clearly and correctly to ensure that volunteers understand what they have to do 9.4. Explain the reasons for making sure volunteers continue to be supervised until they can achieve the standard required and the action to take when work does not meet the standard 9.5. Describe how to correct mistakes without undermining self-confidence 9.6. Explain how to recognising the potential for volunteers to take on new responsibilities and outline the development opportunities available to them 9.7. Outline the organisational and legal requirements that are relevant to the tasks the volunteers are being developed to undertake 9.8. Describe how organisations gives recognition and reward to volunteers 9.9. Explain methods of handling difficulties with volunteer work, and procedures for dealing with problems
10. Understand how to assess the work of volunteers and provide feedback	10.1. Explain the need to communicate clearly the purpose of assessment to all involved 10.2. Explain the reasons for providing opportunities to volunteers to assess their own work 10.3. Explain the principles of fair and objective assessment of work and how to ensure this is achieved 10.4. Explain how to provide feedback to volunteers on their performance based on assessment

	10.5. Explain the principles of respect and confidentiality when providing feedback 10.6. Describe how to motivate volunteers and gain their commitment by providing feedback 10.7. Explain how to provide constructive suggestions on how performance can be improved 10.8. Describe how to give those involved the opportunity to respond to feedback and provide suggestions on how to improve their work
11. Understand relevant health and safety legislation and environmental good practice	11.1. Summarise current health and safety legislation, codes of practice and any additional requirements
12. Understand the importance of accurate record keeping	12.1. Explain the records required for management and legislative purposes and the importance of maintaining them
Mapping to National Occupational Standards O29NCU90 O29NCU89.3	

Prepare and Maintain the Operational Condition of Workboats

Unit Reference	**A/502/3179**
Level	**2**
Credit Value	**6**
Guided Learning Hours	**45**
Unit Summary	The aim of this unit is to provide the learner with the knowledge and skills required to prepare and maintain work boats for use. The learner will carry out the necessary checks and maintenance and ensure that the work boat is safe and ready for use. In addition, they must recognise and deal with any faults or problems that arise prior to operation of the work boat. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria** **(1.1 to 4.3)** ***The learner can***
1. Be able to prepare and maintain the operational condition of workboats	1.1. Carry out checks and maintenance procedures correctly, in accordance with statutory, manufacturers and organisational requirements. To include: • safety checks • engine checks • engine maintenance • condition of vessel 1.2. Ensure equipment for use during the operation of the work boat is safe, in good working order and accessible including: • safety equipment • operational equipment 1.3. Where appropriate, rectify faults in the operational condition of the work boat safely and correctly

	1.4. Ensure problems and conditions which are outside your responsibility are identified and referred promptly to the appropriate person
2. Be able to work safely and minimise environmental damage	2.1. Work in a way which maintains health, safety and environmental good practice according to relevant legislation, codes of practice and any additional requirements 2.2. Provide clear and accurate information for recording purposes
3. Know how to prepare and maintain the operational condition of workboats	3.1. Describe the required pre-start checks, routine checks and maintenance procedures covering: • safety checks • engine checks • engine maintenance • condition of vessel 3.2. Outline the manufacturers instructions for engine and equipment maintenance, and specifications of the work boat 3.3. Describe the types of faults which may occur, including: engine faults, damage to the vessel and missing equipment, and the appropriate action in relation to these faults 3.4. Outline the limits of your responsibility for rectifying faults and other problems 3.5. Describe the procedures for reporting faults 3.6. Describe the reasons for reporting faults 3.7. Describe how to safely handle and store fuel and lubricants 3.8. Outline the types of problems which may be encountered and how these should be dealt with 3.9. Outline the relevant legislation and organisational requirements associated with the use of work boats

	3.10. Outline the recreational and economic use of the water environment and how such use relates to work activities
4. Know relevant health and safety legislation and environmental good practice	4.1. Outline the current health and safety legislation, codes of practice and any additional requirements in relation to the operation and use of work boats 4.2. Identify the types of records required and explain the importance of accurate record keeping 4.3. Describe how to maintain environmental good practice during work activities
Mapping to National Occupational Standards O29NEC15.1	

Operate Workboats

Unit Reference	**R/502/3222**
Level	**2**
Credit Value	**6**
Guided Learning Hours	**45**
Unit Summary	The aim of this unit is to provide the learner with the knowledge and skills required to operate work boats. All manoeuvres must be conducted safely, in accordance with manufacturers and organisational requirements, and without causing damage to the boat. The learner must take into account factors such as weather conditions, water conditions and hazards during the operation of the boat. Learners must possess the appropriate certification or approvals to operate the class of boat used during assessment of this unit. This unit is a knowledge and skill-based unit, requiring some physical demonstrations.
Learning Outcomes (1 to 4) ***The learner will***	**Assessment Criteria** **(1.1 to 4.6)** ***The learner can***
1. Be able to operate work boats	1.1. Ensure boat manoeuvres are conducted safely, without damage to the workboat and in accordance with statutory and organisational requirements and within the necessary timescales covering at least one of the following: • maintenance • inspection • transportation 1.2. Operate the work boat controls in accordance with manufacturer's instructions, the nature of the operations and with regard to the following: • prevailing weather • water flow • water depth • wildlife habitats • other water users

	1.3. Recognise any hazards and obstacles, and take the appropriate action to minimise the risk during work boat manoeuvres 1.4. Report any difficulties in carrying out operations promptly to the relevant person 1.5. Ensure your communications with crew members and others are accurate and clear at all times and adhere to organisational requirements. Use at least two of the following types of communications: • verbal • written • sound 1.6. Respond to changes in environmental conditions appropriately and in accordance with organisational requirements 1.7. Identify the need for emergency procedures accurately and take the appropriate prompt actions
2. Be able to work safely and minimise environmental damage	2.1. Work in a way which maintains health, safety and environmental good practice during your work according to relevant legislation, codes of practice and any additional requirements
3. Know how to operate work boats	3.1. Explain the safe and correct methods for handling and using work boats 3.2. Describe the operational limitations of the work boat 3.3. List the types of operations which are carried out using work boats 3.4. Describe the ways in which weather and water conditions must be taken into account during operations 3.5. Explain the types of hazards which may occur and how to respond to these, including: floating debris, submerged obstacles and fixed structures

	3.6. Outline the potential damage which may occur during operations and the correct action to take 3.7. Describe the difficulties which may occur and to whom these should be reported 3.8. State the limits of your responsibility in relation to the operation of work boats 3.9. Describe the procedures for communicating with crew members and others 3.10. Outline the recreational and economic use of the water environment and how such use relates to work activities
4. Know relevant health and safety legislation and environmental good practice	4.1. Outline the current health and safety legislation, codes of practice and any additional requirements 4.2. Summarise the types of emergencies which can occur, including: fire, sinking, engine failure, collision, person overboard, leak of flammable or hazardous substances 4.3. Describe the correct methods for implementing emergency procedures 4.4. Outline the health and safety requirements in relation to the use of work boats 4.5. Outline the environmental considerations which must be taken into account during operations 4.6. Describe how to maintain environmental good practice during work activities
Mapping to National Occupational Standards O29NEC15.2	

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

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

There are no identified exemptions for these qualifications.

Equivalencies

There are no identified equivalencies for these qualifications.

Certification

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

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.