

# **ABC** Awards

## **SEG Awards ABC Level 3 Diploma in Work Based Animal Care**

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### **Qualification Guidance**

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#### **England**

**[500/6738/2]**

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#### **Wales**

**[C00/0123/4]**

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## About Us

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At the Skills and Education SEG Awards (ABC)<sup>1</sup> 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.

ABC 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:

[https://secure.ABCawards.co.uk/ors/secure\\_login.asp](https://secure.ABCawards.co.uk/ors/secure_login.asp)

## Sources of Additional Information

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The ABC website [www.ABCawards.co.uk](http://www.ABCawards.co.uk) provides access to a wide variety of information.

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<sup>1</sup> ABC Awards is a brand of the Skills and Education Group Awards, a recognised awarding organisation and part of the Skills and Education Group. Any reference to ABC Awards, its registered address, company or charity number should be deemed to mean the Skills and Education Group Awards.

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

# Qualification Overview

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## Introduction

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This qualification has been developed in collaboration with industry, providers and Lantra. It develops practical skills, promotes sound working practices that are fully in accordance with Animal Welfare requirements, and fosters effective communication skills, team-working, and customer satisfaction.

The ABC Level 3 Diploma in Work-Based Animal Care is a regulated qualification. Pathways are available in Animal Care and Welfare, Animals in Education and Entertainment, Animal Training, Dog/Animal Wardens, Dog Grooming, Pet Care and Retail, and Zoo/Wildlife Establishments.

This qualification is part of the Apprenticeship in Animal Care, or it may be taken as a stand-alone qualification.

## Aims

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The ABC Level 3 Diploma in Work-Based Animal Care aims to meet the needs of learners who work or want to work in the animal care sector by

- providing knowledge and understanding that will support effective and efficient working practices that are fully in accordance with Animal Welfare requirements and the five freedoms
- promoting and encouraging good working practices in relation to safety, bio security, transport, handling and restraint of animals and to customer transactions, stock rotation and retail activities
- encouraging a pragmatic and structured approach to achieving the required standard of work in a way that, where possible, is enjoyed by the animal and the animal care operative
- fostering good habits of observation and awareness of the characteristics, behaviour, overall state and health of the animal throughout care operation
- cultivating team-working practices and effective communication skills with the animal, its owner and colleagues

## Target Group

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This qualification is a work-related, competence based qualification and is designed for someone (16+) who is in work or who wishes to progress into work dealing with caring for animals.

This qualification has been included within the Advanced Animal Care Apprenticeship and is suitable for those who are new to the sector or are looking to develop advanced level skills, then taking this qualification within the Apprenticeship framework is for you.

If you are a mature, semi-experienced employee you can opt to complete this as a stand-alone qualification, ensuring recognition of your industrial experience and competency skills at Level 3.

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

- Level 2 Certificate in Practical Animal Care Skills
- Level 2 Diploma in Work-based Animal Care
- Level 3 Award in Practical Animal Care Skills
- Level 3 Certificate in Practical Animal Care Skills

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

## Content Overview

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This 54 credit qualification has five mandatory units: two 6 credit units and four 4 credit units. The content of the qualification will support you in developing and expanding your animal care skills/competence, knowledge and understanding, at Level 3.

All learners will cover the mandatory units:

- Implement, monitor and evaluate plans for the health and welfare of animals



- Promote, monitor and maintain health, safety and security in the workplace
- Plan the handling and restraint of animals
- Plan, supervise and control the movement of animals
- Monitor and evaluate the accommodation of animals

Optional units can be taken that are relevant to a chosen pathway. The optional pathways are:

- Animal Care and Welfare
- Zoos / Wildlife Establishments
- Dog Grooming
- Pet Care and Retail
- Animal Training
- Dog / Animal Wardens
- Animals in Education and Entertainment

There is no mandatory minimum placement hours required as part of this qualification. We recommend that each learner completes 150 hours of practical tasks or assessments for this Level 3 qualification, to ensure sufficient opportunity for the learner to achieve the assessment criteria. This can be counted towards the total guided learning hours. The practical hours can be completed either at a workplace or in a working environment.

## **Progression Opportunities**

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For those successfully achieving the ABC Level 3 Diploma in Work-based Animal Care the qualification will help learners work in roles such as

- Dog Groomer
- Animal Technician
- Dog Handler
- Animal/Dog Trainer
- Dog Warden
- Pet Shop Assistant
- Zoo Keeper
- Animal Management Technician

By completing the ABC Level 3 Diploma in Work-based Animal Care, learners are able to progress in a chosen career or follow further studies such as higher level programmes of learning e.g. Foundation Degrees, Higher National Diplomas / Certificates, BA Honours Degrees and related professional courses. Examples of progression could be:

- BSc Hons in Animal Science
- FdSc in Animal Behaviour and Welfare
- HNC/D Animal Care
- BSc Animal Welfare
- BSc Animal Biology

In addition, achievement of ABC Level 3 qualifications should provide a solid foundation of supervisory and management skills supporting progression to higher levels of responsibility and opening up the possibility of entrepreneurial activities such as starting one's own business.

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

## **Tutor/Assessor Requirements**

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We require those involved in the assessment process to be suitably experienced and / or qualified. In general terms, this usually means that the assessor is knowledgeable of the subject / occupational area to a level above that which they are assessing.

Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

## **Language**

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These specifications and associated assessment materials are in English only.

## Qualification Structure and Content

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### ABC Awards Level 3 Diplomas in Work Based Animal Care

<p><b>Qualifications and Pathways</b></p> <p>Level 3 Diploma in Work-Based Animal Care (Animal Care and Welfare)</p> <p>Level 3 Diploma in Work-Based Animal Care (Zoos / Wildlife Establishments)</p> <p>Level 3 Diploma in Work-Based Animal Care (Dog Grooming)</p> <p>Level 3 Diploma in Work-Based Animal Care (Pet Care and Retail)</p> <p>Level 3 Diploma in Work-Based Animal Care (Animal Training)</p> <p>Level 3 Diploma in Work-Based Animal Care (Dog / Animal Wardens)</p> <p>Level 3 Diploma in Work-Based Animal Care (Animals in Education and Entertainment)</p>	
<b>Qualification Number (s)</b>	500/6738/2
<b>Regulated</b>	The qualifications, identified above, are all regulated by Ofqual and Qualification Wales
<b>Assessment</b>	Internal assessment, internal and external moderation.
<b>Grading</b>	Pass
<b>Operational Start Date</b>	01/08/2009
<b>Review Date</b>	31/08/2021
<b>Operational End Date</b>	31/12/2022
<b>Certification End Date</b>	31/08/2025

<b>ABC Sector</b>	Land Based / Environmental
<b>Ofqual SSA Sector</b>	03.3 Animal Care and Veterinary Science
<b>Stakeholder Support</b>	These qualifications are supported by Lantra, the Sector Skills Council for environmental and land-based industries
<b>Contact</b>	See ABC website for the Centre Support Officer responsible for these qualification/s

## Level 3 Diploma in Work-Based Animal Care

<b>Animal Care and Welfare Pathway</b>			
To achieve the Level 3 Diploma in Work-Based Animal Care (Animal Care and Welfare) learners must achieve the Mandatory units including			
<b>Either</b>			
Plan diets and feeding regimes for animals [L/502/1453] and Monitor and evaluate the feeding of animals [R/502/1454]			
<b>Or</b>			
Load and unload animals for transport [K/502/1492] and Establish animals in a new environment [Y/502/1469] plus a minimum of 20 credits from the Optional units			
<b>Unit</b>	<b>Level</b>	<b>Credit Value</b>	<b>GLH</b>
<b>Mandatory Units</b>			
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
<b>and Either</b>			
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
<b>Or</b>			
Load and unload animals for transportation [K/502/1492]	2	3	23
Establish animals in a new environment [Y/502/1469]	3	3	19
<b>Optional Units</b>			

Welcome, receive and care for visitors to sites [A/502/1609]	2	3	23
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
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
Plan and prepare to release native animals into natural habitats [F/502/1563]	3	5	33

Prepare and construct new structures or surfaces [J/502/1452]	3	5	33
Promote and maintain the health and well-being of animals [H/502/1507]	2	4	30
Handle animals [J/502/1466]	2	2	15
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
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
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
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 work boats [A/502/3179]	2	6	45
Operate work boats [R/502/3222]	2	6	45
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
Manage staff to receive goods in a retail environment [D/503/5681]	3	5	24
Organise and monitor the storage of stock in a retail environment [H/503/5682]	3	6	27
Maintain the availability of goods on display in a retail environment to promote sales [L/503/5692]	3	6	30
Manage the payment transaction process in a retail environment [R/503/5693]	3	9	43



<b>Qualification Purpose</b>	Confirm occupational competence and/or 'licence to practice'						
<b>Entry Requirements</b>	16+						
<b>Age Range</b>	<b>Pre 16</b>		<b>16 – 18</b>	✓	<b>18+</b>	✓	<b>19 +</b>
<b>Recommended GLH<sup>2</sup></b>	355						
<b>Recommended TQT<sup>3</sup></b>	540						
<b>Credit Value</b>	54						
<b>Learning Aims Ref.</b>	50067382						
<b>Type of Funding Available</b>	See Learning Aims Search website						
<b>Qualification Fee / Unit Fee</b>	See ABC website for current fees and charges						
<b>Additional Information</b>	<p>See ABC website for resources available for this qualification.</p> <p>Please see ABC web site for qualifications that are eligible for Credit Transfer/RPL/Exemption</p> <p>This qualification is the competence based element of the Advanced Apprenticeship in Animal Care</p>						

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<sup>2</sup> See Glossary of terms

<sup>3</sup> See Glossary of terms

**Zoo/Wildlife Establishments Pathway**

To achieve the Level 3 Diploma in Work-Based Animal Care (Zoo/Wildlife Establishments) learners must achieve the Mandatory units including

**Either**

Plan diets and feeding regimes for animals [L/502/1453] and Monitor and evaluate the feeding of animals [R/502/1454]

**Or**

Load and unload animals for transport [K/502/1492] and Establish animals in a new environment [Y/502/1469]

plus a minimum of 20 credits from the Optional units

**Mandatory Units**

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
<b>and Either</b>			
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
<b>Or</b>			
Load and unload animals for transportation [K/502/1492]	2	3	23
Establish animals in a new environment [Y/502/1469]	3	3	19
<b>Optional Units</b>			
Welcome, receive and care for visitors to sites [A/502/1609]	2	3	23
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
Prepare and construct new structures and surfaces [J/502/1452]	3	5	33
Promote and maintain the health and well-being of animals [H/502/1507]	2	4	30
Handle animals [J/502/1466]	2	2	15
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
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
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
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 work boats [A/502/3179]	2	6	45
Operate work boats [R/502/3222]	2	6	45
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
Manage staff to receive goods in a retail environment [D/503/5681]	3	5	24
Organise and monitor the storage of stock in a retail environment [H/503/5682]	3	6	27
Manage the payment transaction process in a retail environment [R/503/5693]	3	9	43

<b>Qualification Purpose</b>	Confirm occupational competence and/or 'licence to practice'						
<b>Entry Requirements</b>	16+						
<b>Age Range</b>	<b>Pre 16</b>		<b>16 – 18</b>	✓	<b>18+</b>	✓	<b>19 +</b>
<b>Recommended GLH<sup>4</sup></b>	355						
<b>Recommended TQT<sup>5</sup></b>	540						
<b>Credit Value</b>	54						
<b>Learning Aims Ref.</b>	50067382						
<b>Type of Funding Available</b>	See Learning Aims Search website						
<b>Qualification Fee / Unit Fee</b>	See ABC website for current fees and charges						

<sup>4</sup> See Glossary of terms

<sup>5</sup> See Glossary of terms

<b>Additional Information</b>	<p>See ABC website for resources available for this qualification.</p> <p>Please see ABC web site for qualifications that are eligible for Credit Transfer/RPL/Exemption</p> <p>This qualification is the competence based element of the Advanced Apprenticeship in Animal Care</p>
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<b>Dog Grooming Pathway</b>			
To achieve the Level 3 Diploma in Work-Based Animal Care (Dog Grooming) learners must achieve the Mandatory units including			
<b>Either</b>			
Plan the accommodation of animals [K/502/1525] and Monitor and evaluate the accommodation of animals [M/502/1526]			
<b>Or</b>			
Load and unload animals for transport [K/502/1492] and Establish animals in a new environment [Y/502/1469] plus a minimum of 19 credits from the Optional units			
<b>Mandatory Units</b>			
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
Assess and plan dog grooming work [K/502/1699]	3	4	26
Carrying out styling and finishing of dogs [T/502/1706]	3	6	39
<b>and Either</b>			
Plan the accommodation of animals [K/502/1525]	3	4	26
Monitor and evaluate the accommodation of animals [M/502/1526]	3	4	26
<b>Or</b>			
Load and unload animals for transportation [K/502/1492]	2	3	23
Establish animals in a new environment [Y/502/1469]	3	3	19
<b>Optional Units</b>			

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
Provide information to customers seeking advice about symptoms and over the counter medications for the care of animals [R/502/1633]	3	7	45
Promote and maintain the health and well-being of animals [H/502/1507]	2	4	30
Handle animals [J/502/1466]	2	2	15
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
Plan, monitor and evaluate the transportation of animals [L/502/1517]	3	3	19
Manage staff to receive goods in a retail environment [D/503/5681]	3	5	24
Organise and monitor the storage of stock in a retail environment [H/503/5682]	3	6	27
Manage the payment transaction process in a retail environment [R/503/5693]	3	9	43

<b>Qualification Purpose</b>	Confirm occupational competence and/or 'licence to practice'						
<b>Entry Requirements</b>	16+						
<b>Age Range</b>	<b>Pre 16</b>		<b>16 – 18</b>	✓	<b>18+</b>	✓	<b>19 +</b>
<b>Recommended GLH<sup>6</sup></b>	355						
<b>Recommended TQT<sup>7</sup></b>	540						
<b>Credit Value</b>	55						

<sup>6</sup> See Glossary of terms

<sup>7</sup> See Glossary of terms

<b>Learning Aims Ref.</b>	50067382
<b>Type of Funding Available</b>	See Learning Aims Search website
<b>Qualification Fee / Unit Fee</b>	See ABC website for current fees and charges
<b>Additional Information</b>	<p>See ABC website for resources available for this qualification.</p> <p>Please see ABC web site for qualifications that are eligible for Credit Transfer/RPL/Exemption</p> <p>This qualification is the competence based element of the Advanced Apprenticeship in Animal Care</p>

**Pet Care and Retail Pathway**

To achieve the Level 3 Diploma in Work-Based Animal Care (Pet Care and Retail) learners must achieve the Mandatory units including

**Either**

Plan diets and feeding regimes for animals [L/502/1453] and Monitor and evaluate the feeding of animals [R/502/1454]

**Or**

Load and unload animals for transport [K/502/1492] and Establish animals in a new environment [Y/502/1469]  
plus a minimum of 23 credits from the Optional units

**Mandatory Units**

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
<b>and Either</b>			
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
<b>Or</b>			
Load and unload animals for transportation [K/502/1492]	2	3	23
Establish animals in a new environment [Y/502/1469]	3	3	19
<b>Optional Units</b>			
Provide advice and guidance on the choice and care of animals to prospective keepers [R/502/1020]	3	7	46
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
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
Promote and maintain the health and well-being of animals [H/502/1507]	2	4	30
Handle animals [J/502/1466]	2	2	15
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
Plan, monitor and evaluate the transportation of animals [L/502/1517]	3	3	19
Manage staff to receive goods in a retail environment [D/503/5681]	3	5	24
Organise and monitor the storage of stock in a retail environment [H/503/5682]	3	6	27
Maintain the availability of goods on display in a retail environment to promote sales [L/503/5692]	3	6	30
Manage the payment transaction process in a retail environment [R/503/5693]	3	9	43

<b>Qualification Purpose</b>	Confirm occupational competence and/or 'licence to practice'						
<b>Entry Requirements</b>	16+						
<b>Age Range</b>	<b>Pre 16</b>		<b>16 – 18</b>	✓	<b>18+</b>	✓	<b>19 +</b>
<b>Recommended GLH<sup>8</sup></b>	355						
<b>Recommended TQT<sup>9</sup></b>	540						

<sup>8</sup> See Glossary of terms

<sup>9</sup> See Glossary of terms

<b>Credit Value</b>	57
<b>Learning Aims Ref.</b>	50067382
<b>Type of Funding Available</b>	See Learning Aims Search website
<b>Qualification Fee / Unit Fee</b>	See ABC website for current fees and charges
<b>Additional Information</b>	<p>See ABC website for resources available for this qualification.</p> <p>Please see ABC web site for qualifications that are eligible for Credit Transfer/RPL/Exemption</p> <p>This qualification is the competence based element of the Advanced Apprenticeship in Animal Care</p>

<b>Animal Training Pathway</b>			
To achieve the Level 3 Diploma in Work-Based Animal Care (Animal Training) learners must achieve the Mandatory units including			
<b>Either</b>			
Plan diets and feeding regimes for animals [L/502/1453] and Monitor and evaluate the feeding of animals [R/502/1454]			
<b>Or</b>			
Load and unload animals for transport [K/502/1492] and Establish animals in a new environment [Y/502/1469] plus a minimum of 18 credits from the Optional units			
<b>Mandatory Units</b>			
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
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
<b>and Either</b>			
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
<b>Or</b>			
Load and unload animals for transportation [K/502/1492]	2	3	23
Establish animals in a new environment [Y/502/1469]	3	3	19

<b>Optional Units</b>			
Welcome, receive and care for visitors to site [A/502/1609]	2	3	23
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
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
Promote and maintain the health and well-being of animals [H/502/1507]	2	4	30
Handle animals [J/502/1466]	2	2	15
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
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	23
Monitor and evaluate the implementation of animal management policies [H/502/1605]	3	4	26

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
Manage staff to receive goods in a retail environment [D/503/5681]	3	5	24
Organise and monitor the storage of stock in a retail environment [H/503/5682]	3	6	27

<b>Qualification Purpose</b>	Confirm occupational competence and/or 'licence to practice'						
<b>Entry Requirements</b>	16+						
<b>Age Range</b>	<b>Pre 16</b>		<b>16 – 18</b>	✓	<b>18+</b>	✓	<b>19 +</b>
<b>Recommended GLH<sup>10</sup></b>	355						
<b>Recommended TQT<sup>11</sup></b>	540						
<b>Credit Value</b>	66						
<b>Learning Aims Ref.</b>	50067382						
<b>Type of Funding Available</b>	See Learning Aims Search website						
<b>Qualification Fee / Unit Fee</b>	See ABC website for current fees and charges						
<b>Additional Information</b>	<p>See ABC website for resources available for this qualification.</p> <p>Please see ABC web site for qualifications that are eligible for Credit Transfer/RPL/Exemption</p> <p>This qualification is the competence based element of the Advanced Apprenticeship in Animal Care</p>						

<sup>10</sup> See Glossary of terms

<sup>11</sup> See Glossary of terms

<b>Dog/Animal Wardens Pathway</b>			
To achieve the Level 3 Diploma in Work-Based Animal Care (Dog/Animal Wardens) learners must achieve the mandatory units plus a minimum of 19 credits from the optional units			
<b>Mandatory Units</b>			
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
Load and unload animals for transportation [K/502/1492]	2	3	23
Establish animals in a new environment [Y/502/1469]	3	3	19
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
Protect the environment through legal enforcement [H/502/3239]	3	8	52
<b>Optional Units</b>			
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
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
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
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
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
Promote and maintain the health and well-being of animals [H/502/1507]	2	4	30
Handle animals [J/502/1466]	2	2	15
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
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
Investigate reported abuse or harm to animals and act appropriately [D/502/1635]	3	8	52
Co-ordinate the care of animals that have been abused, harmed, strayed or abandoned [Y/502/1634]	3	5	33
Manage staff to receive goods in a retail environment [D/503/5681]	3	5	24
Organise and monitor the storage of stock in a retail environment [H/503/5682]	3	6	27

<b>Qualification Purpose</b>	Confirm occupational competence and/or 'licence to practice'
<b>Entry Requirements</b>	16+

<b>Age Range</b>	<b>Pre 16</b>	<b>16 – 18</b>	✓	<b>18+</b>	✓	<b>19 +</b>
<b>Recommended GLH<sup>12</sup></b>	355					
<b>Recommended TQT<sup>13</sup></b>	540					
<b>Credit Value</b>	61					
<b>Learning Aims Ref.</b>	50067382					
<b>Type of Funding Available</b>	See Learning Aims Search website					
<b>Qualification Fee / Unit Fee</b>	See ABC website for current fees and charges					
<b>Additional Information</b>	<p>See ABC website for resources available for this qualification.</p> <p>Please see ABC web site for qualifications that are eligible for Credit Transfer/RPL/Exemption</p> <p>This qualification is the competence based element of the Advanced Apprenticeship in Animal Care</p>					

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<sup>12</sup> See Glossary of terms

<sup>13</sup> See Glossary of terms



<b>Animals in Education and Entertainment Pathway</b>			
To achieve the Level 3 Diploma in Work-Based Animal Care (Animals in Education and Entertainment) learners must achieve the Mandatory units plus a minimum of 19 credits from the Optional units			
<b>Mandatory Units</b>			
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 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
Load and unload animals for transportation [K/502/1492]	2	3	23
Establish animals in a new environment [Y/502/1469]	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
Recommend animals to meet entertainment and educational requirements in the audio-visual industries [Y/502/0676]	3	5	33
Provide budgetary information for the animal's role for audio-visual requirements [D/502/0680]	4	7	35
<b>Optional Units</b>			
Plan the accommodation of animals [K/502/1525]	3	4	26
Monitor and evaluate the accommodation of animals [M/502/1526]	3	4	26

Welcome, receive and care for visitors to site [A/502/1609]	2	3	23
Provide advice and guidance on the choice and care of animals to prospective keepers [R/502/1020]	3	7	46
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
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
Promote and maintain the health and well-being of animals [H/502/1507]	2	4	30
Handle animals [J/502/1466]	2	2	15
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
Plan the transportation and transfer of animals for entertainment and education [R/502/1664]	3	3	19
Plan temporary accommodation for animals in entertainment and education environment [D/502/0677]	3	3	19
Plan the care of animals in entertainment and education [Y/502/1665]	3	3	19
Prepare the animal for entertainment and education [H/502/0678]	3	6	39
Prepare artiste to work with the animal [K/502/0679]	3	4	26
Work the animal to achieve entertainment and education requirements [L/502/0674]	2	3	23

Manage staff to receive goods in a retail environment [D/503/5681]	3	5	24
Organise and monitor the storage of stock in a retail environment [H/503/5682]	3	6	27

Numbers in box brackets indicate unit number

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification

<b>Qualification Purpose</b>	Confirm occupational competence and/or 'licence to practice'							
<b>Entry Requirements</b>	16+							
<b>Age Range</b>	<b>Pre 16</b>		<b>16 – 18</b>	✓	<b>18+</b>	✓	<b>19 +</b>	
<b>Recommended GLH<sup>14</sup></b>	355							
<b>Recommended TQT<sup>15</sup></b>	540							
<b>Credit Value</b>	80							
<b>Learning Aims Ref.</b>	50067382							
<b>Type of Funding Available</b>	See Learning Aims Search website							
<b>Qualification Fee / Unit Fee</b>	See ABC website for current fees and charges							
<b>Additional Information</b>	<p>See ABC website for resources available for this qualification.</p> <p>Please see ABC web site for qualifications that are eligible for Credit Transfer/RPL/Exemption</p> <p>This qualification is the competence based element of the Advanced Apprenticeship in Animal Care</p>							

<sup>14</sup> See Glossary of terms

<sup>15</sup> See Glossary of terms

## Unit Details

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

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<b>Unit Reference</b>	<b>L/502/1565</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>39</b>
<b>Unit Summary</b>	<p>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</p>
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.6)</b> <i>The learner can</i>
<b>1.</b> Be able to implement plans to maintain animal health and welfare	<b>1.1</b> Establish routines which allow for the effective implementation of plans <ul style="list-style-type: none"> <li>• health promotion measures</li> <li>• feeding and watering</li> <li>• maintenance of the animal</li> <li>• type, preparation and maintenance of living conditions</li> <li>• exercise</li> <li>• methods and systems for promoting health and safety</li> <li>• management of waste</li> </ul>

	<ul style="list-style-type: none"> <li>• maintaining bio-security</li> </ul> <p><b>1.2</b> Implement the necessary recording and reporting arrangements and prepare any required forms ready for use</p> <p><b>1.3</b> Obtain the resources essential to the maintenance of animal health and development to meet requirements specified within the plan</p> <p><b>1.4</b> Present the requirements of the plan in a suitable way for those who are also involved in implementation</p> <p><b>1.5</b> Organise personnel requirements to support routines and schedules</p> <p><b>1.6</b> Establish a schedule for reviewing the plan</p> <p><b>1.7</b> Implement plans which promotes health and safety, and are consistent with current legislation and codes of practice</p>
<p><b>2.</b> Be able to review plans for the maintenance of animal health and welfare</p>	<p><b>2.1</b> Monitor and evaluate the implementation of the plan against specified criteria as follows</p> <ul style="list-style-type: none"> <li>• quality of outcomes</li> <li>• quality of working methods, practice and scheduling</li> <li>• resource use</li> </ul> <p><b>2.2</b> Recommend and carry out modifications where appropriate</p> <p><b>2.3</b> Maintain records in accordance with organisational requirements</p> <p><b>2.4</b> Maintain effective communication with the relevant people to facilitate the effective running of the plan</p>

<p><b>3.</b> Be able to promote health and safety and environmental good practice</p>	<p><b>3.1</b> Work in a way which promotes health and safety, animal welfare and is consistent with relevant legislation and codes of practice</p>
<p><b>4.</b> Understand how to implement plans to maintain animal health and welfare</p>	<p><b>4.1</b> Explain how to establish an effective plan to maintain animal health and welfare covering</p> <ul style="list-style-type: none"> <li>• health promotion measures</li> <li>• feeding and watering</li> <li>• maintenance of the animal</li> <li>• type, preparation and maintenance of living conditions</li> <li>• exercise</li> <li>• methods and systems for promoting health and safety</li> <li>• management of waste</li> <li>• maintaining bio-security</li> </ul> <p><b>4.2</b> Explain how the following resources can be obtained</p> <ul style="list-style-type: none"> <li>• feed</li> <li>• services</li> <li>• people</li> <li>• finance</li> <li>• accommodation</li> <li>• equipment and consumables</li> </ul> <p><b>4.3</b> Describe the legislation and codes of practice relevant to animal health and welfare and explain how these relate to the development of plans</p> <p><b>4.4</b> 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</p>

	<p><b>4.5</b> Explain how to present plans in a form which is capable of use by those who are to implement them</p> <p><b>4.6</b> State why it is necessary to include arrangements for reviewing the plans and how this can best be done</p>
<p><b>5.</b> Understand how to review plans for the maintenance of animal health and welfare</p>	<p><b>5.1</b> Explain the actions you should take if there are variations from the plans, including</p> <ul style="list-style-type: none"> <li>• feedback information to those setting the plan</li> <li>• feedback information to those implementing plan</li> <li>• propose changes where appropriate</li> </ul> <p><b>5.2</b> Explain how to monitor the effectiveness of plans to maintain animal health and welfare against the following:</p> <ul style="list-style-type: none"> <li>• quality of outcomes</li> <li>• quality of working methods, practice and scheduling resource use</li> </ul> <p><b>5.3</b> Outline the procedure for recommending modifications to the plan</p> <p><b>5.4</b> State the reasons for keeping records and the importance of their accuracy</p> <p><b>5.5</b> Explain the value of effective communication</p> <p><b>5.6</b> Summarise current health and safety legislation and codes of practice</p>
<p><b>Mapping to National Occupational Standards</b> O29NAC10.1,2</p>	



## Supporting Unit Information

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### **L/502/1565 Implement, monitor and evaluate plans for the health and welfare of animals – Level 3**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

#### ***Learning Outcome 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

Develop appropriate routines to allow effective plans, set guidelines and procedures

##### **1.2 Implement the necessary recording and reporting arrangements and prepare any required forms ready for use**

establish what level of reporting and recording is suitable for each plan, prepare electronic and written forms suitable for purpose

##### **1.3 Obtain the resources essential to the maintenance of animal health and development to meet requirements specified within the plan** be able to interpret the plan and gather appropriate

equipment to follow the plan such as diets, feeding equipment, health equipment, waste facilities, exercise facilities, suitable accommodation

- 1.4 **Present the requirements of the plan in a suitable way for those who are also involved in implementation** clear, concise, accurate, easy to follow and well explained
- 1.5 **Organise personnel requirements to support routines and schedules** identify staff needs and numbers, identify required areas of expertise
- 1.6 **Establish a schedule for reviewing the plan** monitoring and review schedules, regular reviews
- 1.7 **Implement plans which promotes health and safety, and are consistent with current legislation and codes of practice** Animal Welfare Act, Health & Safety at Work Act, COSHH, Five Freedoms

***Learning Outcome 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** regularly review, is quality being achieved, does the plans needs to be adapted/modified?
- 2.2 **Recommend and carry out modifications where appropriate** recognise areas requiring modification, highlight suitable modifications and complete.
- 2.3 **Maintain records in accordance with organisational requirements** electronic, verbal and written. Records to be kept current and clear.
- 2.4 **Maintain effective communication with the relevant people to facilitate the effective running of the plan** communicate regularly, clearly and concisely, verbally, electronically and written, ensure communication on evaluations and modifications is clear.

***Learning Outcome 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** Health & Safety at Work Act, Animal Welfare Act, COSHH, maintain safety of staff and animals, Animal Health Act.

***Learning Outcome 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

monitoring health, provide provisions to ensure health and welfare, apply procedures & protocols.

**4.2 Explain how the following resources can be obtained feed, services, people, finance, accommodation, equipment and consumables** ordering procedures, suitable suppliers.

**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** Animal Welfare Act, Five Freedoms, Animal Boarding Establishment Act, Animal Health Act.

**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** records of animal arrivals and departures, animal details, records of animals conditions and provisions, veterinary treatments and advice.

**4.5 Explain how to present plans in a form which is capable of use by those who are to implement them** electronic or written. Clear, detailed and concise.

**4.6 State why it is necessary to include arrangements for reviewing the plans and how this can best be done** regular reviews involving all those implementing the plans, ensure plans are current and relevant.

***Learning Outcome 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**

review plans, communicate clearly with all those involved, prepare updated clear plans.

**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**

regularly review with all those involved, assess effectiveness, implement changes.

**5.3 Outline the procedure for recommending modifications to the plan** clear communication with those implementing plans, written and verbal modifications, prompt feedback on modifications.

**5.4 State the reasons for keeping records and the importance of their accuracy** legislation, communication between personnel and clients.

**5.5 Explain the value of effective communication** conducive workplace, client/owner satisfaction.

**5.6 Summarise current health and safety legislation and codes of practice** Health and Safety at Work Act, Reporting of Injuries Diseases and Dangerous Occurrences, Control of Substances Hazardous to Health.

## **Teaching Strategies And Learning Activities**

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

### **Learning Outcomes (LO) 1, 2 and 3**

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 4 and 5**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

**It is important that practical assessment activities are supervised appropriately**

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes

- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

## **Additional Information**

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### **Useful sources of reference**

- [www.Defra.gov.uk](http://www.Defra.gov.uk)

**See ABC website for further information**

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

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<b>Unit Reference</b>	<b>D/502/1523</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>39</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 7)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 7.4 )</b> <i>The learner can</i>
<b>1.</b> Understand how to monitor and maintain the health, safety and security of the work area	<p><b>1.1</b> Explain the legal and organisational responsibilities in relation to health, safety and security covering</p> <ul style="list-style-type: none"> <li>• people</li> <li>• equipment and materials</li> <li>• the work area</li> </ul> <p><b>1.2</b> Explain the importance of carrying out risk assessments for all work activities including assessing risks from new and non-routine activities</p>

	<p><b>1.3</b> Explain the importance of assessing security issues associated with the work area covering</p> <ul style="list-style-type: none"> <li>• bio security</li> <li>• building security</li> <li>• data security</li> <li>• personal security</li> </ul> <p><b>1.4</b> Describe how to carry out and evaluate a risk assessment</p> <p><b>1.5</b> Explain the hierarchy of measures to control risks (including elimination, substitution, relevant engineering controls, safe systems of work, training/instruction and personal protective equipment)</p> <p><b>1.6</b> Outline safe systems of work when people are working alone or at risk of abuse</p> <p><b>1.7</b> Explain safe methods and systems of working with hazardous materials and equipment in line with relevant legislation</p> <p><b>1.8</b> Explain how hazardous and non-hazardous waste should be managed in line with legislation</p>
<p><b>2.</b> Understand how to promote good standards of health and safety</p>	<p><b>2.1</b> Explain the methods of communicating health and safety precautions to others entering the work area</p> <p><b>2.2</b> Explain how good standards of health and safety contribute to the management and efficiency of businesses or organisations</p>
<p><b>3.</b> Understand how to deal with health emergency situations</p>	<p><b>3.1</b> Describe the types of accidents or incidents which may occur and the correct actions to take</p> <p><b>3.2</b> Explain the importance of not carrying out</p>



	<p>actions beyond own capabilities</p> <p><b>3.3</b> Explain the potential risks to others from an emergency situation</p> <p><b>3.4</b> Explain the reasons for offering support and help to others involved in the accident or incident and how this should be achieved</p>
<p><b>4.</b> Understand the records required and their importance</p>	<p><b>4.1</b> Explain the responsibility for and types of records required and the importance of accurate record keeping</p> <p><b>4.2</b> Explain the relevant legislative requirements for completing records of accidents and incidents</p>
<p><b>5.</b> Monitor and maintain the health, safety and security of the work area</p>	<p><b>5.1</b> Carry out risk assessments in accordance with relevant legal and organisational requirements</p> <p><b>5.2</b> Evaluate the risks which have been identified and implement appropriate control measures</p>
<p><b>6.</b> Promote good standards of health and safety</p>	<p><b>6.1</b> Ensure appropriate clothing and protective equipment is worn which is consistent with recognised health and safety practice and in line with risk assessment</p> <p><b>6.2</b> Communicate any health and safety precautions that are being applied in the work area to others entering the area</p> <p><b>6.3</b> Use approved safe methods of lifting and handling when carrying out work</p> <p><b>6.4</b> Ensure standard procedures for personal hygiene are followed at all times</p>

	<p><b>6.5</b> Adopt safe systems of work which are consistent with organisational procedures and the findings of the risk assessment</p> <p><b>6.6</b> Take appropriate action if there is a danger of accidents or injury</p>
<p><b>7.</b> Respond to health emergencies within the work area</p>	<p><b>7.1</b> Implement procedures safely, correctly and without delay in an emergency situation</p> <p><b>7.2</b> Summon assistance immediately for any health emergency and initiate action appropriate to the condition and situation</p> <p><b>7.3</b> Give assistance as required within the limits of your capability, including suitable verbal support</p> <p><b>7.4</b> Make the immediate vicinity as safe as possible</p>
<p><b>Mapping to National Occupational Standards</b> O29NCU3.1, 2, 3</p>	

## Supporting Unit Information

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### D/502/1523 Promote, monitor and maintain health, safety and security - Level 3

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive

**LO1, LO2, LO3 and LO 4 are the key areas of knowledge for this unit.**

***Learning Outcome 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 the following**

**People** explain the requirements of the Health and Safety at Work Act, Regulations and Approved Codes of Practise. Explain both employers and employees responsibilities to self and others and how relevant Health and Safety regulations affect you and your work. Explain how Health and safety law is enforced and explain the powers of the Health and Safety Executive (HSE) inspectors. Explain the requirements of Provision and Use of Work **Equipment** Regulations (PUWER) and Lifting Operations and Lifting Equipment Regulations (LOLER). Explain the requirements with regard to the **work area** and how everyone has a legal duty to look after themselves and others. Risk assessments to be in place.

**1.2 Explain the importance of carrying out risk assessments for all work activities including assessing risks from new and non-routine activities** explain the legal requirements and how risk assessments make the work place a safer place and explain the difference between a generic and a dynamic risk assessment. A risk assessment should identify the ways in which a task can go wrong and what should be done to ensure it doesn't.

- 1.3 Explain the importance of assessing security issues associated with the work area covering the following**
- bio-security** explain the dangers of cross contamination, and the COSHH regulations
  - building security** threat to staff, loss of stock, breach of security
  - data security** threat to business and non-compliance with data protection act
  - personal security** threat to staff, explain PPE and safe areas and need to behave in a safe and responsible manner.
- 1.4 Describe how to carry out and evaluate a risk assessment** showing what actions have been taken out before the work actually begins to prevent the staff who are undertaking the task from coming to harm. Regular inspections need to be carried out to ensure the workplace remains a safe place to work.
- 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)** using ERIC (Eliminate, Reduce, Isolate, Control) methodology.
- 1.6 Outline safe systems of work when people are working alone or at risk of abuse** stating Lone Worker Policy, emergency procedures or ensuring adequate supervision and reporting in and out procedures.
- 1.7 Explain safe methods and systems of working with hazardous materials and equipment in line with relevant legislation** Control of Substances Hazardous to Health (COSHH) regulations specify the precautions that your employer and you must take to protect your health from the effects of harmful substances. The COSHH assessment should contain all the information on the dangers involved in using the substance and the precautions to be taken including appropriate safe working methods and correct PPE.
- 1.8 Explain how hazardous and non-hazardous waste should be managed in line with legislation** explaining that only designated areas for disposal of waste are used, explain the difference between organic and inorganic waste and the need for a licensed carrier of waste to be employed.

***Learning Outcome 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** such as clear signage, site inductions, health and safety brief and toolbox talks, risk

assessments and wherever possible be accompanied with a trained operative or member of staff.

**2.2 Explain how good standards of health and safety contribute to the management and efficiency of businesses or organisations**

by making the work place a safer place to work this will ensure maximum productivity and no lost time. The work place remains tidy and orderly and operations will run smoothly.

***Learning Outcome 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**

for example minor cuts, bruises, slips ,trips falls to more serious injury such as broken bones, scalds, burns or even major injuries or death. Incidents could be fire, electric shock or falls from height –this list is not by any means all inclusive. All incidents should be reported and recorded in the accident book, appropriate first aid administered or help summoned and any hazards should be removed as soon as possible if safe to do so.

**3.2 Explain the importance of not carrying out actions beyond own capabilities**

such as untrained first aider could make the situation worse, as could an untrained operative for example attempting to extinguish a fire with the incorrect preventive materials.

**3.3 Explain the potential risks to others from an emergency situation**

such as fire, electric shock, overcome by fumes, unguarded machinery etc.

**3.4 Explain the reasons for offering support and help to others involved in the accident or incident and how this should be achieved**

by being calm and assuring. To help with the investigation of the cause and to prevent a reoccurrence and to get aid to anyone in distress or who is injured or effected anyway by the resulting accident or incident.

***Learning Outcome 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**

such as entries into the accident book for all injuries and the need to report some injuries and incidents to the HSE (one where lost working time is three days or more). There may also be a claim so records need to be accurate.

**4.2 Explain the relevant legislative requirements for completing records of accidents and incidents**

such as the Health and Safety at

Work Act and more serious accidents are reportable to HSE under RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995).

**LO5, LO6 and LO7 are the key areas of competence for this unit.**

***Learning Outcome 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** refer to LO 1.4 and take into account how risk assessments make your job safer, the importance of regular site inspections, how safe working methods reduce accidents and how minor events can combine to create a serious accident. Risks assessments need to be both generic and dynamic.

**5.2 Carry out risk assessments in accordance with relevant legal and organisational requirements** refer to LO 5.1.

***Learning Outcome 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** such as high visibility clothing, head protection, hearing protection, eye protection, overalls, barrier creams, gloves, protective footwear this list is not by any means all-inclusive and specialist PPE may be required dependent upon the task and the findings of the risk assessment e.g. entry into confined spaces requires specialist PPE

**6.2 Communicate any health and safety precautions that are being applied in the work area to others entering the area** by communications, inductions, instructions and by carefully placed signage for designated areas.

**6.3 Use approved safe methods of lifting and handling when carrying out work** by using lifting aids and complying with Manual Handling Regulations and being trained to lift specific items.

**6.4 Ensure standard procedures for personal hygiene are followed at all times** by demonstrating personal hygiene, recognising hazardous substances, using PPE and the need for other preventive measures such as barrier cream.

**6.5 Adopt safe systems of work which are consistent with organisational procedures** and the findings of the risk assessment by adopting safe working practise and following instructions.

**Take appropriate action if there is a danger of accidents or injury**  
refer to LO3.1

***Learning Outcome 7. Respond to health emergencies within the work area***

**7.1 Implement procedures safely, correctly and without delay in an emergency situation** refer to LO3.1

**7.2 Summon assistance immediately for any health emergency and initiate action appropriate to the condition and situation** by the most appropriate means of communication, shout, use telephone and relay all relevant information so the most up to date information is relayed.

**7.3 Give assistance as required within the limits of your capability, including suitable verbal support** refer to LO 3.4

**7.4 Make the immediate vicinity as safe as possible** by cordoning off the area disconnecting any power sources, verbal communications and remaining vigilant.

## **Teaching Strategies And Learning Activities**

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Centres should adopt a delivery approach which supports the development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).



## Additional Information

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### Useful sources of reference

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations.
- The Provision and Use of Work Equipment Regulations **PUWER**
- All plant or equipment used at work, either in the office or in the field, comes under **PUWER**

**See ABC website for further information**

## Plan the Handling and Restraint of Animals

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<b>Unit Reference</b>	<b>R/502/1468</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>26</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.2)</b> <i>The learner can</i>
<b>1.</b> Be able to plan for handling and restraining animals	<p><b>1.1</b> Plan the handling and restraint of animals by identifying the reason for handling and the possible risks involved</p> <p><b>1.2</b> Identify a range of suitable methods for restraining the animal and the appropriate equipment required for each method</p> <p><b>1.3</b> Prepare the environment to ensure that the risks to the animal, others and themselves are minimised</p> <p><b>1.4</b> Ensure that authorisation has been obtained for the animal to be handled and restrained using the method selected if required</p>

<p><b>2.</b> Be able to handle and restrain animals</p>	<p><b>2.1</b> Select a method of handling and restraint that is appropriate for the animal concerned, minimises the risks to the animal, the handler and others</p> <p><b>2.2</b> Approach the animal in a manner which promotes animal welfare, minimises stress to the animal</p> <p><b>2.3</b> Adapt the handling and restraint of the animal in response to its reactions and behaviour</p> <p><b>2.4</b> Assess the situation and seek assistance if there is a risk to the animal, security or health and safety</p> <p><b>2.5</b> Supervise others in the handling and restraint of animals</p> <p><b>2.6</b> Record the handling and restraint of the animal using the correct system</p>
<p><b>3.</b> Be able to promote health and safety and environmental good practice</p>	<p><b>3.1</b> Work in a way which promotes health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements</p> <p><b>3.2</b> Ensure the appropriate protective clothing and wear it correctly</p>
<p><b>4.</b> Understand how to plan the handling and restraint of animals</p>	<p><b>4.1</b> Explain how to plan the handling and restraint of animals and how to assess the risks inherent in restraining animals</p>
<p><b>5.</b> Understand how to handle and restrain animals</p>	<p><b>5.1</b> Explain why animals may require handling and restraint and how this may affect the method selected</p>

	<p><b>5.2</b> Describe the different methods of handling and restraining animals and the range of equipment used</p> <p><b>5.3</b> Explain how to identify the possible risks and hazards involved with handling and restraint of animals and how to minimise and respond to them</p> <p><b>5.4</b> Explain how animals should be approached in order to minimise stress, promote animal welfare and maintain health and safety</p> <p><b>5.5</b> Explain how to recognise and assess the signs of stress and alarm in the animals being handled and restrained</p> <p><b>5.6</b> Explain why it is important to work within their own limitations and experience when working with animals</p> <p><b>5.7</b> 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</p> <p><b>5.8</b> Describe the types of conditions that may affect the approach, handling and restraint of animals</p> <ul style="list-style-type: none"><li>• physical</li><li>• behavioural</li></ul> <p><b>5.9</b> Explain how to supervise others in the safe handling and restraint of animals</p> <p><b>5.10</b> Describe how, and from whom, to obtain the necessary authority for handling and restraining of animals and when this may be necessary</p>
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**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

## Supporting Unit Information

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### R/502/1468 Plan the handling and restraint of animals - Level 3

#### Indicative Content

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Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

**It would be good practice if within this unit learners approached, handled and restrained animals that are:**

**(i) new to them**

**(ii) have a physical condition that may affect their handling and restraint**

**(iii) have a behavioral condition that may affect their handling and restraint**

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: For the purpose of this indicative content a canine will be discussed, however this should be adapted to apply to a range of species

LO1, LO2 and LO3 are outcomes of competence for this unit.

#### ***Learning Outcome 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** reasons may include for examination, for treatment, grooming, assessing temperament, moving location, administration of first aid. Risks involved are injury to handler, injury to the animal, escape, disease transmission.

**1.2 Identify a range of suitable methods for restraining the animal and the appropriate equipment required for each method** physical restraint to include manually handling, muzzles, tape muzzles, slip lead, Halti, lead and collar, dog catcher. Chemical restraint e.g. sedation or general anaesthesia.

- 1.3 Prepare the environment to ensure that the risks to the animal, others and themselves are minimised** ensure the environment has been disinfected to reduce disease transmission, ensure the area is escape proof, ensure equipment is ready and safe for use, ensure lighting is adequate. Ensure area is free from hazards such as sharp objects, trip hazards, wet floors and surfaces.
- 1.4 Ensure that authorisation has been obtained for the animal to be handled and restrained using the method selected if required** seek authorisation from owners and or supervisors. Verbally, written or electronically.

***Learning Outcome 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** ensure the method suits the animals temperament and does not cause stress or anxiety, method provides adequate control of the animal, method ensures animal cannot injure the handler or others, and that the handler has firm control to prevent injury to the animal. Ensure the equipment used is suitable, safe and ready for use.
- 2.2 Approach the animal in a manner which promotes animal welfare, minimises stress to the animal** approach quietly and confidently, talk to the dog using its name and reassuring tone, lower to the animals level but at a safe distance away, allow the dog to smell you, avoid cornering the dog, allow approach to be at the dogs pace.
- 2.3 Adapt the handling and restraint of the animal in response to its reactions and behaviour** if dog becomes anxious or aggressive slow the pace, consider alternative methods of equipment, remove yourself and others to a safe distance from the animal. Allow the situation to resolve before trying new methods. Monitor the animals responses throughout.
- 2.4 Assess the situation and seek assistance if there is a risk to the animal, security or health and safety** monitor responses to the handling. If animal responds negatively and there is risk of stress or injury to the animal, risk of escape or health and safety risks such as injury to handler and others the procedure should be stopped, the animal placed into a secure location and assistance sought from a supervisor.
- 2.5 Supervise others in the handling and restraint of animals** allow constant, close observation without being intrusive. Monitor the handler and animals responses to the procedure.

**2.6 Record the handling and restraint of the animal using the correct system** record date, time, method, reason and animal responses. Recording can be done written or electronically.

***Learning Outcome 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** Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, and Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995. Complete and review risk assessments
- 3.2 Ensure the appropriate protective clothing and wear it correctly** gloves to ensure correct fit and fresh gloves between patients, aprons to cover clothing and changed between patients, steel toe capped boots if working outdoors.

**LO4, LO5 and LO6 are knowledge outcomes**

***Learning Outcome 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** see LO1.1. Also plan the time and location and which personnel are to be involved. Ensure all that are involved are aware of the plan.

***Learning Outcome 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** see LO1.1. Selected method needs to ensure that the reason for handling is able to be carried out.
- 5.2 Describe the different methods of handling and restraining animals and the range of equipment used** see LO1.2
- 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** see LO1.1 and LO1.3. If injury or escape occurs then place animal into a secure location and seek assistance from supervisor. Apply first aid if necessary and report incident.



- 5.4 Explain how animals should be approached in order to minimise stress, promote animal welfare and maintain health and safety** see LO2.2
- 5.5 Explain how to recognise and assess the signs of stress and alarm in the animals being handled and restrained** signs of stress include change in behaviour / temperament, panting, vocalisation, hyper salivation, aggression. Monitor the animal before, during and after handling for any signs.
- 5.6 Explain why it is important to work within their own limitations and experience when working with animals** to ensure safety of the handlers, others and the animal.
- 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** monitor and assess the situation. Situations are not suitable if the animal is being aggressive, it is not within their own limitations, equipment is either not suitable, damaged or not available, environment is not suitable. Consequences include injury to handler, others and animal. Escape of animal. Damage to the environment. Poor customer relations. Failure to comply with relevant legislations.
- 5.8 Describe the types of conditions that may affect the approach, handling and restraint of animals**
- **physical** size and weight of the animal may require assistance when handling, space constraints may affect how you approach the animal, injury to the animal may affect what equipment you use and what areas of the body you can contact when restraining.
  - **behavioural** aggressive animals may require more than one person to restrain the animal, different equipment may be required to ensure safety of handler, anxious animals will need to be approached slower and more at the animals own pace. Hyper excitable animals will require a calm, slow approach.
- 5.9 Explain how to supervise others in the safe handling and restraint of animals** see LO2.5
- 5.10 Describe how, and from whom, to obtain the necessary authority for handling and restraining of animals and when this may be necessary** see LO1.4

***Learning Outcome 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** see LO3.1

**6.2 Describe the range of protective clothing which may be required and the reasons for its use** see LO3.2. Reasons for use are to prevent injury to the handler, prevent transmission of disease to include zoonotic disease, hygiene and cleanliness.

### **Teaching Strategies And Learning Activities.**

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

### **Methods Of Assessment**

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The assessment of some knowledge and understanding may take place in a non work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It would be good practice if within this unit learners approached, handled and restrained animals that are:**

**(i) new to them**

**(ii) have a physical condition that may affect their handling and restraint**

**(iii) have a behavioral condition that may affect their handling and restraint**

**Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

## **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
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- Tool / equipment inventory lists / maintenance schedules
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- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

## **Additional Information**

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**See ABC website for further information**

## Plan, Supervise and Control the Movement of Animals

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<b>Unit Reference</b>	<b>L/502/1470</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>26</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.1)</b> <i>The learner can</i>
<b>1.</b> Be able to plan the movement of animals	<p><b>1.1</b> Plan the movement of animals with others to select the method of movement and identify the risks involved based on</p> <ul style="list-style-type: none"> <li>• condition of animals</li> <li>• their health</li> <li>• environmental conditions</li> <li>• their welfare</li> <li>• their behaviour</li> </ul> <p><b>1.2</b> Identify the animal to be moved and assess their suitability for movement</p> <p><b>1.3</b> Assess the new location to ensure that it meets the animal's requirements</p>

	<p><b>1.4</b> Identify the appropriate method for moving the animal and prepare the necessary equipment</p> <p><b>1.5</b> Communicate the movement plan to others to ensure that the animal's welfare is maintained and the risks to others are reduced</p> <p><b>1.6</b> Ensure that authorisation has been obtained for the animal to be moved, if necessary</p>
<p><b>2.</b> Be able to supervise the movement of animals</p>	<p><b>2.1</b> Ensure others approach the animal in an appropriate manner in order to minimise stress to the animal and maintain health and safety</p> <p><b>2.2</b> 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</p> <p><b>2.3</b> Record the movement of animals using the correct method and documentation clearly and accurately</p>
<p><b>3.</b> Be able to promote health and safety</p>	<p><b>3.1</b> Work in a way which promotes health and safety, animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements</p>
<p><b>4.</b> Understand how to plan, supervise and control the movement of animals</p>	<p><b>4.1</b> Explain the reasons for moving the animal and how this may affect the method used</p> <p><b>4.2</b> Describe different methods of identification for animals</p> <p><b>4.3</b> Explain the range of handling and restraint methods available</p>

	<p><b>4.4</b> Describe the conditions that may affect the movement of animals</p> <ul style="list-style-type: none"> <li>• physical condition</li> <li>• environmental conditions</li> <li>• welfare</li> <li>• behaviour</li> </ul> <p><b>4.5</b> Explain the how the pace of the animal affects the movement plan</p> <p><b>4.6</b> Explain how to assess the risks involved with approaching and the movement of animals and how to minimise them</p> <p><b>4.7</b> Explain how to supervise others in the safe movement of animals</p> <p><b>4.8</b> Explain the information to be recorded when animals are moved and the reasons for doing so</p> <p><b>4.9</b> Explain how to assess the suitability of a new location to meet the animal’s requirements</p> <p><b>4.10</b> Explain how to identify a suitable route to meet the animal’s requirements</p>
<p><b>5.</b> Understand relevant health and safety legislation and environmental good practice</p>	<p><b>5.1</b> Summarise current health and safety legislation, animal welfare and codes of practice and any additional requirements</p>
<p><b>Mapping to National Occupational Standards</b> O29NCU115.2</p>	

## Supporting Unit Information

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### **L/502/1470 Plan, supervise and control the movement of animals – Level 3**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

**It would be good practice in this unit if learners were able to move animals using an appropriate method to include animals that:**

- (i) are new to them**
- (ii) have a physical condition that may affect their movement**
- (iii) have a behavioural condition that may affect their movement**

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: For the purpose of this indicative content a canine will be discussed, however this should be adapted to apply to a range of species.

**LO1, LO2 and LO3 are competence outcomes for this unit.**

#### ***Learning Outcome 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** - injuries, disease and illness, age e.g. geriatric, mobility
- **their health** – as above
- **environmental conditions** – weather, light, space
- **their welfare** – prevention of stress, appropriate methods and pace used, prevention of injury occurring
- **their behaviour** – aggressive, timid, level of training



- 1.2 Identify the animal to be moved and assess their suitability for movement** check against written/electronic and verbal records. Check details with supervisor. Follow instruction accurately. Assess the animal's suitability for movement - refer to LO1.1
- 1.3 Assess the new location to ensure that it meets the animal's requirements** check space, escape proof, free from hazards such as sharp objects, damaged doors/fencing. Ensure location allows the five freedoms to be met – freedom from thirst and hunger, freedom from discomfort, freedom from pain and injury, freedom to express normal behaviour, freedom from fear or distress.
- 1.4 Identify the appropriate method for moving the animal and prepare the necessary equipment** follow instruction accurately, identify method from verbal/written/electronic instruction. Prepare equipment e.g. lead and collar, harness, dog catcher, cage/kennel. Check to ensure it is all available, clean, safe and in working order.
- 1.5 Communicate the movement plan to others to ensure that the animal's welfare is maintained and the risks to others are reduced** communicate plan either verbally, written or electronic. Communicate clearly to ensure plan is fully understood by all involved. Ensure those involved are aware of the plan to include all points in LO1.1.
- 1.6 Ensure that authorisation has been obtained for the animal to be moved, if necessary** authorisation gained verbally, written or electronically by relevant people e.g. supervisor, owner, authorities.

***Learning Outcome 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** approach calmly, quietly and confidently. Approach in a spacious, escape proof area. Give the animal chance to come to you. Assess animal's temperament and response to your approach. Use restraint equipment when necessary.
- 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** refer to LO1.1 and LO2.1. Monitor others to ensure their approach and method maintains animal welfare preventing stress, injury and escape. Ensure animals within the vicinity are free from stress and injury caused by process. Ensure supervision is close and continuous.

**2.3 Record the movement of animals using the correct method and documentation clearly and accurately** electronic or written records. Follow organisation protocols on desired method. Ensure records are clear and accurate and include information on animal identification, date, method, reason and location.

***Learning Outcome 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** Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health and Safety at Work Act 1974. Complete and review risk assessments.

***Learning Outcome 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** re-homing, refurbishment of location, damage to present location, disease break out in present location, moving premises, for work/exercise, cleaning and maintenance of present location. May affect method due to distance travelled, access to new location.

**4.2 Describe different methods of identification for animal's** collar and tag containing name and contact details, tattoo with identification number, identichip implanted which is scanned to reveal unique number.

**4.3 Explain the range of handling and restraint methods available** lead and collar, halti, dog catcher, muzzles.

**4.4 Describe the conditions that may affect the movement of animals**

- **physical condition** refer to LO1.1
- **environmental conditions** refer to LO1.1
- **welfare** refer to LO1.1
- **behaviour** refer to LO1.1

**4.5 Explain how the pace of the animal affects the movement plan** pace of animal may affect distance to new location, method used and selection of new location. Animals moving at a slower pace may need to be moved to a nearer location or may need assistance in movement such as transportation.

- 4.6 Explain how to assess the risks involved with approaching and the movement of animals and how to minimise them** assess the animal's temperament for aggression or timid behaviour. Assess animals condition using monitoring of vital signs, presence of injuries. Refer to animal records. Perform a risk assessment on the activity. Place controls in place to minimise risks such as restraint equipment.
- 4.7 Explain how to supervise others in the safe movement of animals** refer to LO2.2
- 4.8 Explain the information to be recorded when animals are moved and the reasons for doing so** refer to LO2.3. Records are kept for legal reasons, monitoring and continuity of animal care.
- 4.9 Explain how to assess the suitability of a new location to meet the animal's requirements** refer to LO1.3
- 4.10 Explain how to identify a suitable route to meet the animal's requirements** assess the animal's needs. Examine and consider all available routes. Select best route to consider factors stated in LO1.3

***Learning Outcome 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** refer to LO3.1

## **Teaching Strategies And Learning Activities**

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

### **Learning Outcomes 1, 2 and 3**

Delivery of these learning outcomes is by assessment of competence for those who have experience in this area of work or by supervised practical construction of at least two types of structure or surface giving learners the opportunity, first to practice the various tasks involved and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of construction work photographs or video could be taken to provide evidence of progress.

#### **Learning Outcome 4**

Delivery of this learning outcome is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of construction work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence

**It is important that practical assessment activities are supervised appropriately.**

#### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

**It would be good practice in this unit if learners were able to move animals using an appropriate method to include animals that:**

**(i) are new to them**

**(ii) have a physical condition that may affect their movement**

**(iii) have a behavioural condition that may affect their movement**

The assessment of some knowledge and understanding may take place in a non work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2 and 3 link together and competence can be assessed practically by observation or by generation of diverse evidence. These could also link to Learning Outcome 4 to allow knowledge evidence to be gathered during the practical activities.

**Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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**See ABC website for further information**

## Plan the Accommodation of Animals

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<b>Unit Reference</b>	<b>K/502/1525</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>26</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required for planning the appropriate accommodation for animals.</p> <p>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</p>
<b>Learning Outcomes (1 to 3)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.3)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to plan the accommodation of animals	<p><b>1.1</b> Accurately identify animals' accommodation requirements taking into account all relevant factors</p> <ul style="list-style-type: none"> <li>• purpose for which animals being kept</li> <li>• minimisation of stress</li> <li>• number and mix of animals</li> <li>• stage of the animals' growth and development</li> <li>• social needs of animals</li> <li>• opportunities for movement and exercise</li> </ul> <p><b>1.2</b> Produce plans which include necessary details for their effective implementation</p>

	<ul style="list-style-type: none"> <li>• environmentally sound methods for managing animal waste</li> <li>• health and safety systems and methods</li> <li>• cleaning routines and schedules</li> <li>• handling contingencies</li> </ul> <p><b>1.3</b> Identify the resources necessary to meet accommodation requirements</p> <ul style="list-style-type: none"> <li>• accommodation available on the site</li> <li>• services available to prepare and maintain the accommodation</li> </ul> <p><b>1.4</b> Take the appropriate action to modify plans as required</p> <p><b>1.5</b> Provide sufficient, clear and accurate information to others to allow them to carry out their work effectively</p>
<p><b>2.</b> Understand how to plan the accommodation of animals</p>	<p><b>2.1</b> Describe the types of animal accommodation which are available and the suitability of these for different animals</p> <p><b>2.2</b> Explain the five animal needs and how they can best be promoted when planning accommodation</p> <p><b>2.3</b> Explain the animal welfare legislation and codes of best practice in animal welfare and animal accommodation</p> <p><b>2.4</b> Explain how to evaluate whether accommodation is suitable for animals and the different factors which need to be taken into account covering</p> <ul style="list-style-type: none"> <li>• number and mix of animals</li> <li>• stage of animals growth and development</li> <li>• social needs of animals</li> <li>• opportunities for movement and exercise</li> <li>• minimisation of stress</li> </ul>

	<ul style="list-style-type: none"> <li>• purpose for which the animal is being kept</li> </ul> <p><b>2.5</b> 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</p> <p><b>2.6</b> Describe materials and equipment which animals need in their accommodation for their health and welfare</p> <p><b>2.7</b> Explain the potential hazards which may arise in relation</p> <ul style="list-style-type: none"> <li>• to the accommodation itself</li> <li>• the materials from which it is made</li> <li>• the materials used within it</li> <li>• any equipment or materials contained therein</li> <li>• hazards caused by other animals or people</li> </ul> <p><b>2.8</b> Describe safe systems of work for those who prepare and maintain accommodation</p> <p><b>2.9</b> Describe the methods and systems for containing the animal when working within the animal's accommodation</p> <p><b>2.10</b> Explain cleaning routines appropriate to the animals concerned and the accommodation in which they are kept</p> <p><b>2.11</b> 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</p>
<p><b>3.</b> Understand relevant health and safety legislation and environmental good practice</p>	<p><b>3.1</b> Summarise current health and safety legislation, codes of practice and any additional requirements</p>



	<p><b>3.2</b> Explain the correct and appropriate methods for disposing of organic and inorganic waste</p> <p><b>3.3</b> Explain the records required for management and legislative purposes and the importance of maintaining them</p>
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**Mapping to National Occupational Standards**

O29NCU39.1

## Supporting Unit Information

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### K/502/1525 Plan the accommodation of animals - Level 3

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: For the purpose of this indicative content a canine will be discussed, however this should be adapted to apply to a range of species.

#### **LO1 is a competence outcome**

#### ***Learning Outcome 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** boarding, re-homing, hospitalisation, grooming, educational purposes
- **minimisation of stress** ensure the five freedoms are met – freedom from hunger and thirst, freedom from discomfort, freedom from pain, injury or disease, freedom to express normal behaviour, freedom from fear and distress. Ensure accommodation is a suitable size, ensure animal is given time to settle into accommodation.
- **number and mix of animals** ensure number of animals does not exceed the capabilities of the accommodation i.e. suitable size to number ratio. Ensure species are appropriately matched – all canines together rather than mixed with other species. Monitor canine's responses to each other and mix accordingly. Allow introduction in an open area to ensure they will mix together. Take into account sex and reproductive status.

- **stage of the animals' growth and development** puppies and young dogs will require ample space to enable activity, geriatric animals will require additional bedding/sleeping area. Ensure there is adequate space to suit exercise requirements. Canines that are sexually mature will need high levels of security to prevent mixing of the sexes.
- **social needs of animals** consider whether species are solitary or pack animals. If species naturally live in multiples then allow access to others of the same species, naturally solitary animals should be provided with isolated accommodation away from others.
- **opportunities for movement and exercise** consider space requirements to fit exercise requirements. Ensure space and enrichment allows for natural behaviour e.g. retrieving, chasing, and tracking.

### 1.2 Produce plans which include necessary details for their effective implementation

- **environmentally sound methods for managing animal waste** faeces collection bins. Plans to include number of bins, location of bins, and maintenance of bins and cost of bins.
- **health and safety systems and methods** plan to produce effective policies and procedures ensuring all are aware of the plan, ensure plan meets all health and safety legislation. Refer to Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health and Safety at Work Act 1974 Complete and review risk assessments
- **cleaning routines and schedules** plan to include areas included for cleaning, frequency of cleaning, equipment and products required, whom is responsible.
- **handling contingencies** plan to include likelihood and type of contingencies, procedures which should be followed, to whom they should report to and how it is to be reported.

### 1.3 Identify the resources necessary to meet accommodation requirements

- **accommodation available on the site** what type of accommodation is available, what size accommodation is available. Security of accommodation. What kennel area is there and facilities within it.
- **services available to prepare and maintain the accommodation** running water, electricity supply, cleaning products and equipment, bedding materials and enrichment.

- 1.4 Take the appropriate action to modify plans as required** allow for review of plans, discuss plans with all involved, allow, discuss and consider necessary changes and adapt where needed, monitor changes and regularly review the effectiveness of the plan.
- 1.5 Provide sufficient, clear and accurate information to others to allow them to carry out their work effectively** ensure the plan is discussed with all involved, ensure information is provided on their targets and timescales, ensure work is monitored and reviewed with others. Ensure information is given so all understand the purpose and goal of the plan.

## **LO2 and LO3 are knowledge outcomes**

### ***Learning Outcome 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** stainless steel kennels, concrete kennels and runs, fenced open areas, varying sizes. When considering the suitability consider the size with the breed, does the accommodation allow for normal behaviours, consider different behaviour traits of different breeds e.g. working breeds. Does the accommodation provide a secure area?
- 2.2 Explain the five animal needs and how they can best be promoted when planning accommodation** refer to LO1.1. Ensure fresh food and water is available, ensure there is adequate space and enrichment to allow normal behaviour, ensure accommodation is secure and away from predators, ensure the accommodation is cleaned and maintained to prevent injury and disease.
- 2.3 Explain the animal welfare legislation and codes of best practice in animal welfare and animal accommodation** refer to Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms
- 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** refer to LO1.1
  - **stage of animals growth and development** refer to LO1.1
  - **social needs of animals** refer to LO1.1
  - **opportunities for movement and exercise** refer to LO1.1
  - **minimisation of stress** refer to LO1.1
  - **purpose for which the animal is being kept** refer to LO1.1

Evaluate what is effective and what is not within the plan and make changes accordingly. Ensure plans are constantly reviewed and updated.

**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** temperature, humidity, shelter from rain and draughts. Extreme sun can cause temperatures to rise whereas winter conditions can result in dramatic lows in temperature. Sunlight or rain can affect the humidity. Windy weather can result in draughts. Factors should be included in the plan to ensure that temperature, humidity and ventilation remains at the desired level within the accommodation.

**2.6 Describe materials and equipment which animals need in their accommodation for their health and welfare** heating (where necessary), ventilation, shelter, draught prevention, feeding equipment (fresh food and water), bedding.

**2.7 Explain the potential hazards which may arise in relation**

- **to the accommodation itself** sharp edges, broken doors, site for disease transmission
- **the materials from which it is made** sharp edges, scratches which become hard to clean and therefore hold bacteria, materials may degrade and become unsecure, splinters from wooden accommodation
- **the materials used within it** inhalation/ingestion of cleaning products, irritation caused by contact with cleaning products, electrocution from electrical equipment's, slips and trips
- **any equipment or materials contained therein** beds and bowls may be chewed resulting in sharp edges, equipment may become contaminated and therefore a site of disease transmission
- **hazards caused by other animals or people** aggressive animals, wet floors from animal waste or cleaning, animal waste, disease transmission both to other animals and zoonotic diseases.

**2.8 Describe safe systems of work for those who prepare and maintain accommodation** follow procedures and protocols accurately. Wear appropriate protective equipment such as gloves, aprons, goggles and boot covers. Mix chemicals in a well-ventilated area following manufacturer's guidelines, use equipment correctly, place wet floor signs appropriately, use all tools and equipment as recommended by manufacturer, ensure animal is restrained or moved to another location, report faults or hazards.

**2.9 Describe the methods and systems for containing the animal when working within the animal's accommodation** use appropriate restraint equipment such as lead and collar or harness. Move the animal to an appropriate holding area whilst accommodation is being maintained.

**2.10 Explain cleaning routines appropriate to the animals concerned and the accommodation in which they are kept** follow procedures and protocols. Move animal to a secure holding area, remove items from the accommodation, sweep and remove any debris, select and prepare appropriate disinfectant following manufacturers guidelines and use as directed, rinse if necessary, allow to dry, replace items into accommodation. Return the animal.

**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** may cause respiratory problems, sore feet, irritation to skin, eyes. Allergic reactions may develop. May not effectively eliminate pathogens. Ensure data sheets are followed to prepare chemicals correctly, ensure they are not harmful to the species and that they are effective against pathogens.

***Learning Outcome 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** refer to LO1.2

**3.2 Explain the correct and appropriate methods for disposing of organic and inorganic waste** dispose of waste materials following correct procedures, clinical waste, domestic waste, industrial waste. Segregate waste according to current legislation. Dispose of according to current legislation using licensed companies

**3.3 Explain the records required for management and legislative purposes and the importance of maintaining them** type of accommodation, animal it was used for and how long, any problems encountered, how it was cleaned and maintained and the frequency, who was involved. Any effects on the animal. Records should be kept for legal reasons in case of complaints and prosecution, monitor effectiveness of accommodation, continuity and for business development.

**Teaching Strategies And Learning Activities**

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

### **Learning Outcomes (LO) 1**

Delivery of this learning outcome is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 2 & 3**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which will be, mainly practical, but also knowledge based tests. Based in an animal care centre, wildlife centre, on a farm, or in a zoo where possible.

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

## **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

## **Additional Information**

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### **Useful sources of reference**

- The RSPCA web site [www.rspca.co.uk](http://www.rspca.co.uk) and The pet web site [www.petwebsite.com](http://www.petwebsite.com) The Defra web site <http://www.defra.gov.uk> has details of the new animal welfare acts and The Code of Recommendations for the Welfare of livestock are useful sources of information on transporting livestock.



- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments

**See ABC website for further information**

## Monitor and Evaluate the Accommodation of Animals

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<b>Unit Reference</b>	<b>M/502/1526</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>26</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.2)</b> <i>The learner can</i>
<b>1.</b> Be able to monitor the accommodation of animals	<p><b>1.1</b> Use monitoring methods which are appropriate for the accommodation, the animals concerned and those working with the animals to include</p> <ul style="list-style-type: none"> <li>• purpose for which animals being kept</li> <li>• minimisation of stress</li> <li>• number and mix of animals</li> <li>• stage of the animals' growth and development</li> <li>• social needs of animals</li> <li>• opportunities for movement and exercise</li> </ul> <p><b>1.2</b> Carry out monitoring of the accommodation at the appropriate times to evaluate effectiveness</p>

	<p><b>1.3</b> Take the appropriate action when monitoring reveals problems or issues with the accommodation</p> <p><b>1.4</b> Use working methods and systems which promote health and safety and which are consistent with relevant legislation and codes of practice</p>
<p><b>2.</b> Be able to evaluate the accommodation</p>	<p><b>2.1</b> Evaluate animal health and welfare in relation to the accommodation and safe working</p> <p><b>2.2</b> Report findings from monitoring and evaluation and make recommendations</p>
<p><b>3.</b> Understand how to monitor and evaluate the accommodation of animals</p>	<p><b>3.1</b> Explain why it is important to monitor the following environmental factors</p> <ul style="list-style-type: none"> <li>• environmental conditions</li> <li>• containing structures</li> <li>• materials and equipment</li> <li>• weather conditions</li> <li>• the density and mix of the animals</li> </ul> <p><b>3.2</b> Explain the criteria used when monitoring the accommodation covering</p> <ul style="list-style-type: none"> <li>• quality of working methods and practice</li> <li>• resource use and suitability</li> <li>• scheduling</li> <li>• health and welfare of animals</li> <li>• density and mix of animals</li> <li>• cleaning and routine maintenance</li> <li>• management of waste</li> <li>• quality of outcomes</li> </ul> <p><b>3.3</b> Explain how to monitor the accommodation and quality of working practice</p> <p><b>3.4</b> Describe the indicators of animal health and welfare in relation monitoring of accommodation</p>

	<p><b>3.5</b> Explain the options available for making recommendations to animal accommodation</p> <p><b>3.6</b> Explain the animal welfare legislation and codes of best practice in relation to animal accommodation</p> <p><b>3.7</b> Describe safe systems of work for those who prepare and maintain accommodation</p>
<p><b>4.</b> Understand relevant health and safety legislation and environmental good practice</p>	<p><b>4.1</b> Summarise current health and safety legislation, codes of practice and any additional requirements</p> <p><b>4.2</b> Explain the records required for management and legislative purposes and the importance of maintaining them</p>
<p><b>Mapping to National Occupational Standards</b> O29NCU39.2</p>	

## Supporting Unit Information

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### **M/502/1526 Monitor and evaluate the accommodation of animals - Level 3**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: For the purpose of this indicative content a Border terrier will be discussed, however this should be adapted to apply to a range of species and breeds.

LO1 and LO2 are competence based outcomes

#### ***Learning Outcome 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** boarding, re-homing, hospitalisation, grooming, educational purposes
- **minimisation of stress** ensure the five freedoms are met freedom from hunger and thirst, freedom from discomfort, freedom from pain, injury or disease, freedom to express normal behaviour, freedom from fear and distress. Ensure accommodation is a suitable size, ensure animal is given time to settle into accommodation
- **number and mix of animals** ensure number of animals does not exceed the capabilities of the accommodation i.e. suitable size to number ratio. Ensure species are appropriately matched – all canines together rather than mixed with other species. Monitor canine's

responses to each other and mix accordingly. Allow introduction in an open area to ensure they will mix together. Take into account sex and reproductive status

- **stage of the animals' growth and development** puppies and young dogs will require ample space to enable activity, geriatric animals will require additional bedding / sleeping area. Ensure there is adequate space to suit exercise requirements. Canines that are sexually maturity will need high levels of security to prevent mixing of the sexes
- **social needs of animals** consider whether species are solitary or pack animals. If species naturally live in multiples then allow access to others of the same species, naturally solitary animals should be provided with isolated accommodation away from others
- **opportunities for movement and exercise** consider space requirements to fit exercise requirements. Ensure space and enrichment allows for natural behaviour e.g. retrieving, chasing, and tracking.

Monitor using animal observations, animal records, and discussions with those involved with the animals, animal health and behaviour.

**1.2 Carry out monitoring of the accommodation at the appropriate times to evaluate effectiveness** monitor on a regular basis, evaluate at a variety of times to include times of natural activity and natural rest. Evaluate whether the accommodation is meeting the needs of the animal.

**1.3 Take the appropriate action when monitoring reveals problems or issues with the accommodation** identify and record problems. Discuss problems with those involved at the earliest opportunity. Agree and implement changes to rectify the problem.

**1.4 Use working methods and systems which promote health and safety and which are consistent with relevant legislation and codes of practice** review systems and methods at regular intervals. Identify changes and updates in legislation and current "good practice". Adapt systems and methods if current systems do not meet identified requirements.

## ***Learning Outcome 2. Be able to evaluate the accommodation***

**2.1 Evaluate animal health and welfare in relation to the accommodation and safe working** refer to Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms. Ensure that the accommodation is meeting the needs of the animal. Refer to LO1.1

**2.2 Report findings from monitoring and evaluation and make recommendations** report findings clearly and accurately. These can be reported verbally, written or electronically. Suggest recommendations to improve the accommodation to ensure the health and welfare of the animal.

**LO3 and LO4 are knowledge based outcomes**

***Learning Outcome 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** to ensure the environmental conditions are suitable for the health and welfare of the animal. Adequate space and natural resources are available. Accommodation is not having an impact on the surrounding environment. Are changes in the environmental conditions likely to have an impact on the animal accommodation?
- **containing structures** to ensure structures are safe and appropriate and unlikely to cause injury
- **materials and equipment** materials and equipment are appropriate and in a safe working order. To prevent injury or disease transmission to animal and operator
- **weather conditions** to ensure accommodation protects from extreme weather conditions such as extreme temperatures, winds, rain and snow. To ensure the accommodation is able to withstand changes in weather conditions.
- **the density and mix of the animals** to ensure there is an appropriate mix of species, breeds and sex. To ensure the accommodation is a suitable size for the density of the animals, preventing over density which can lead to stress, disease and injury.

**3.2 Explain the criteria used when monitoring the accommodation covering**

- **quality of working methods and practice** monitor working methods and practice by observation, data and records. Monitoring can be achieved also by discussions with all involved. Ensure methods and practices are of a high quality which meets demands, current issues/good practice and legislations.
- **resource use and suitability** identify required resources. Complete inventories of the resources used. Highlight resources which are surplus or unavailable. Maintain resources and keep servicing

records to ensure resources are being used appropriately and maintained.

- **scheduling** review and discuss schedules with all involved in the accommodation. Reviews can take place formally or informally
- **health and welfare of animals'** health status, occurrence of injuries/illness. Expressions of normal behaviours. Refer to LO1.1 and LO2.1
- **density and mix of animals** refer to LO3.1
- **cleaning and routine maintenance** prevention of disease transmission. Accurate completion of cleaning and maintenance procedures.
- **management of waste** dispose of waste materials following correct procedures, clinical waste, domestic waste, industrial waste. Segregate waste according to current legislation. Dispose of according to current legislation using licensed companies. Ensure correct waste disposal is being completed.
- **quality of outcomes** consider the desired outcomes. Highlight whether these outcomes are being achieved, are they fully or partially achieved, are they being achieved at a desired standard. During the monitoring consider whether outcomes need to be reviewed to ensure they are of the desired quality

**3.3 Explain how to monitor the accommodation and quality of working practice** refer to LO1.1, LO1.2 and LO1.4

**3.4 Describe the indicators of animal health and welfare in relation monitoring of accommodation** refer to LO1.1, LO2.1 and LO3.2

**3.5 Explain the options available for making recommendations to animal accommodation** recommendations can be made formally and informally. These can be verbally, written or electronically. Recommendations can be suggested or implemented.

**3.6 Explain the animal welfare legislation and codes of best practice in relation to animal accommodation** refer to LO2.1

**3.7 Describe safe systems of work for those who prepare and maintain accommodation** refer to Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health and Safety at Work Act 1974, maintain safety of staff and animals, complete and review risk assessments

***Learning Outcome 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** refer to LO3.7

**4.2 Explain the records required for management and legislative purposes and the importance of maintaining them** animal details e.g. species, breed, age, sex, weight, health status, client details, details of accommodation e.g. size, enrichment, ventilation, lighting, heating, environmental conditions. Records should be maintained to ensure they are accurate and available if required.

## **Teaching Strategies And Learning Activities**

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

### **Learning Outcomes (LO) 1 and 2**

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 3 and 4**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

**It is important that practical assessment activities are supervised appropriately**

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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See ABC website for further information

## Plan Diets and Feeding Regimes for Animals

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<b>Unit Reference</b>	<b>L/502/1453</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>39</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.11)</b> <i>The learner can</i>
<b>1.</b> Be able to plan animal diets and feeding regimes	<p><b>1.1</b> Identify the objectives of the feed plan</p> <p><b>1.2</b> Identify the nutritional requirements of animals taking into account all of the following factors. Factors to include</p> <ul style="list-style-type: none"> <li>• type of animals</li> <li>• age of animals</li> <li>• condition of animals</li> <li>• purpose for which animals are being kept</li> <li>• animal health and well being</li> </ul>

	<p><b>1.3</b> Ensure that resources are available to meet the requirements of the feed plan including staffing routines and procedures</p> <p><b>1.4</b> Develop feed plan with sufficient level of detail to allow others to implement</p> <p><b>1.5</b> Implement and organise resources to meet requirements of the plan</p> <p><b>1.6</b> Communicate the feed plan clearly and effectively</p>
<p><b>2.</b> Understand how to plan animal diets and feeding regimes</p>	<p><b>2.1</b> Identify sources of information to establish dietary requirements</p> <p><b>2.2</b> Identify essential nutrients and explain how these impact upon the health and welfare of animals</p> <p><b>2.3</b> Analyse the factors which influence the development of the feeding plans, such as</p> <ul style="list-style-type: none"> <li>• type of animals</li> <li>• age of animals</li> <li>• condition of animals</li> <li>• purpose for which animals are being kept</li> <li>• animal health and well being</li> <li>• presentation</li> <li>• purpose</li> <li>• cost</li> <li>• staffing</li> <li>• methods of feeding</li> </ul> <p><b>2.4</b> Summarise the current legislation which relates to the inclusion of additives or substitutes</p> <p><b>2.5</b> Explain the common side effects of inaccurately calculating levels of feeding substitute food or supplements</p>

	<p><b>2.6</b> Explain the types and different purposes of dietary additives and substitutes</p> <p><b>2.7</b> Explain the reasons for using different feeding systems</p> <p><b>2.8</b> Describe common diseases and illnesses which require special diets and explain appropriate feeding regimes</p> <p><b>2.9</b> Explain the actions to be taken if there are insufficient resources, including changing the plans, procuring more resources to meet the shortfall</p> <p><b>2.10</b> Explain how to effectively communicate the feed plan to others</p> <p><b>2.11</b> Explain own responsibility under animal welfare legislation</p>
<p><b>Mapping to National Occupational Standards</b> O29NCU35.1</p>	

## Supporting Unit Information

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### L/502/1453 Plan diets and feeding regimes for animals - Level 3

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: For the purpose of this indicative content a canine will be discussed, however this should be adapted to apply to a range of species.

**LO1 is the key area of competence for this unit.**

#### ***Learning Outcome 1. Be able to plan animal diets and feeding regimes***

- 1.1 **Identify the objectives of the feed plan** to meet all nutritional requirements, ensure a balanced diet is provided, to identify amounts and times of feed, to meet any special dietary requirements, to allow natural behaviours within feeding.
- 1.2 **Identify the nutritional requirements of animals taking into account all of the following factors. Factors to include**
  - **type of animals** carnivores, herbivores and omnivores
  - **age of animals** neonates, puppies, adult, geriatric
  - **condition of animals** malnourished, obese, recumbent/recovering, clinical conditions such as diabetes, renal failure, liver failure
  - **purpose for which animals are being kept** domestic pets, working dogs
  - **animal health and wellbeing** see condition of animals
- 1.3 **Ensure that resources are available to meet the requirements of the feed plan including staffing routines and procedures** staff,

financial resources, feeding utensils, animal feed, cleaning equipment, communication resources, record keeping

- 1.4 Develop feed plan with sufficient level of detail to allow others to implement** ensure clear, concise and accurate. Ensure all details are included to include type, amount and time of feeds. Ensure plan can be followed.
- 1.5 Implement and organise resources to meet requirements of the plan** select and prepare equipment. Organise staff and rotas to ensure staffing is adequate. Ensure resources are organised so that they are available at the correct time.
- 1.6 Communicate the feed plan clearly and effectively** ensure communication is clear, concise and timely. Provide verbal and written details of the plan so that it can be followed. Ensure all involved in the plan understand what is required and are updated on changes.

**LO2 is the key area of knowledge for this unit.**

***Learning Outcome 2. Understand how to plan animal diets and feeding regimes***

**2.1 Identify sources of information to establish dietary**

**requirements** owner, supervisor, books, internet, animal feed manufacturers, veterinary surgeons, veterinary nurses.

**2.2 Identify essential nutrients and explain how these impacts upon the health and welfare of animal's** carbohydrates – provide energy, regulate movement through intestine. Fats – provide energy, aid absorption of fat soluble vitamins, improve palatability, and provide essential fatty acids. Protein – regulation of metabolism, tissue growth and repair, refer to amino acids. Vitamins – assist in energy metabolism, biochemical reactions within the body, minerals – maintenance of skeleton, acid-base and fluid balance, cellular function, nerve function and muscle function. Water - regulates body temperature, carries nutrients, removes waste, lubricates tissues

**2.3 Analyse the factors which influence the development of the feeding plans, such as**

- **type of animals** refer to LO1.2
- **age of animals** refer to LO1.2
- **condition of animals** refer to LO1.2
- **purpose for which animals are being kept** refer to LO1.2
- **animal health and wellbeing** refer to LO1.2
- **presentation** to meet animals normal feeding behaviours and patterns

- **purpose** to maintain the animal, to increase body mass, weight loss, clinical diets
- **cost** to analyse feeding per day, comparative costs, costs versus available funds
- **staffing** what staffing are required to implement the plan, staffing available, required qualifications and need for specialists
- **methods of feeding** set times in feed bowls, adlib feeding, scatter feeding.

**2.4 Summarise the current legislation which relates to the inclusion of additives or substitutes** refer to the EU regulations and feed regulations 2005.

**2.5 Explain the common side effects of inaccurately calculating levels of feeding substitute food or supplements** malnutrition, allergies, poor health, clinical conditions such as renal failure, liver failure, skin complaints

**2.6 Explain the types and different purposes of dietary additives and substitutes** preservatives to prolong shelf life, colours and flavourings to improve palatability, appearance and texture.

**2.7 Explain the reasons for using different feeding systems** to mimic natural feeding and behaviour patterns, to suit the feed, staffing and cost availability.

**2.8 Describe common diseases and illnesses which require special diets and explain appropriate feeding regimes** renal disease, liver disease, urinary conditions, skin conditions, diabetes, obesity, recovery, heart disease. Follow instructions of prescription diets provided by veterinary surgeons.

**2.9 Explain the actions to be taken if there are insufficient resources, including changing the plans, procuring more resources to meet the shortfall** review and discuss the plan with all involved. Consider resources and finance available as well as individual animal and nutritional needs.

**2.10 Explain how to effectively communicate the feed plan to others** arrange regular meetings to discuss and review the plan with all involved. Provide all involved with a copy of the plan, make the plan available to all at all time.

**2.11 Explain own responsibility under animal welfare legislation** refer to Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms.

## Teaching Strategies And Learning Activities

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

### **Learning Outcomes (LO) 1**

Delivery of this learning outcome is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 2**

Delivery of this learning outcome is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

It is important that practical assessment activities are supervised appropriately.

## **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Observation reports

- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/plotting plans/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory and safety checklists / maintenance schedules
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

**It is important that practical assessment activities are supervised appropriately.**

### **Additional Information**

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#### **Useful sources of reference**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The website <http://www.defra.gov.uk/> provides helpful guidance about animal welfare regulations and codes of practice

**See ABC website for further information**

## Monitor and Evaluate the Feeding Of Animals

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<b>Unit Reference</b>	<b>R/502/1454</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>19</b>
<b>Unit Summary</b>	<p>The aim and purpose of this unit is to provide the learner with the skills, knowledge and understanding to monitor and evaluate the feed plan.</p> <p>It includes evaluating animal health and development and taking appropriate action when the needs of the animal are not being met</p>
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.6)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to monitor and evaluate the feeding of animals	<p><b>1.1</b> Use appropriate monitoring methods to evaluate the effectiveness of the feed plan</p> <p><b>1.2</b> Monitor the feeding process at the optimum times to assess progress and to confirm adherence to plan</p> <p><b>1.3</b> Evaluate animal health and development against the objectives stated within the plan</p> <p><b>1.4</b> Respond appropriately to any issues identified as a result of the monitoring process</p> <p><b>1.5</b> Record results of monitoring</p>

	<p><b>1.6</b> Evaluate and make any necessary modifications to the feed plan as a result of the monitoring</p>
<p><b>2.</b> Understand how to monitor and evaluate the feeding of animals</p>	<p><b>2.1</b> Explain how to evaluate the effectiveness of the feeding plan including</p> <ul style="list-style-type: none"> <li>• animal behaviour and condition</li> <li>• quantities of food being eaten</li> <li>• costs of feeding against budget</li> </ul> <p><b>2.2</b> Explain how to monitor all the aspects of implementation of the plan covering</p> <ul style="list-style-type: none"> <li>• quality of outcomes</li> <li>• quality of working methods and practice</li> <li>• resource use</li> <li>• scheduling</li> </ul> <p><b>2.3</b> Evaluate the condition of animal(s) in relation to the objectives of the feeding plan including animal health and development</p> <p><b>2.4</b> Compare the options and methods available for changing the feeding plan</p> <p><b>2.5</b> Explain the dietary requirements of animals at different stages of life and in relation to their purpose</p> <p><b>2.6</b> Explain how to identify problems with the feed plan and how these can be resolved</p>
<p><b>Mapping to National Occupational Standards</b> O29NCU35.2</p>	

## Supporting Unit Information

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### R/502/1454 Monitor and evaluate the feeding of animals – Level 3

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive

Note 3: For the purpose of this indicative content a canine will be discussed, however this should be adapted to apply to a range of species.

#### **LO1 is a competence based outcome**

#### ***Learning Outcome 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** monitor using observation, feeding records to include type and quantity of feed and amount eaten, health records/status, questioning of owner/carer, animal behaviour and responses to feeding. Complete clear and accurate reports of findings.

**1.2 Monitor the feeding process at the optimum times to assess progress and to confirm adherence to plan** monitor the process before, during and post feeding. Asses the suitability of the plan and ensure all those involved are adhering to the plan accurately. Compare

the process being completed with details within the plan. Identify and highlight any discrepancies.

- 1.3 Evaluate animal health and development against the objectives stated within the plan** monitor the animals health and development to include weight, body scoring, body condition (coat and skin), general health issues, growth, reproductive status and behaviour. Compare the health and development against the objectives. Consider whether the plan is enabling the highlighted objectives to be achieved or whether amendments to the plan are required.
- 1.4 Respond appropriately to any issues identified as a result of the monitoring process** accurately record any identified issues. Review and discuss these issues with all those involved in the plan and feeding of the animal. Discuss, agree and implement any changes needed to the plan with all those involved. Monitor and review the changes to ensure they are being fully implemented and that the changes are effective.
- 1.5 Record results of monitoring** accurately record results. Ensure results are discussed and made available to all those involved in implementing the plan. Results can be recorded written or electronically.
- 1.6 Evaluate and make any necessary modifications to the feed plan as a result of the monitoring** refer to LO1.3, LO1.4, LO1.5 and LO1.6

## **LO2 is a knowledge based outcome**

### ***Learning Outcome 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** evaluate demonstrated behaviours, are these behaviours normal for the species and breed as well as the individual. Identify abnormal/changes to behaviour and consider factors which may be influencing behaviours. Evaluate condition of the animal. Refer to LO1.3
- **quantities of food being eaten** record quantity offered and how much is eaten. Evaluate whether quantity eaten is adequate to meet individual nutritional requirements.
- **costs of feeding against budget** review budget and identify available funds for feeding. Calculate actual costs of feeding and

compare this against available funds. Identify whether there is a shortfall in funds.

## **2.2 Explain how to monitor all the aspects of implementation of the plan covering**

- **quality of outcomes** consider the desired outcomes of the plan. Highlight whether these outcomes are being achieved, are they fully or partially achieved, are they being achieved at a desired standard. During the monitoring consider whether outcomes need to be reviewed to ensure they are of the desired quality.
- **quality of working methods and practice** monitor working methods and practice by observation, data and records. Monitoring can be achieved also by discussions with all involved. Ensure methods and practices are of a high quality which meets demands, current issues/good practice and legislations.
- **resource use** identify required resources. Complete inventories of the resources used. Highlight resources which are surplus or unavailable. Maintain resources and keep servicing records to ensure resources are being used appropriately and maintained.
- **scheduling** review and discuss schedules with all involved in the implementation of the plan. Reviews can take place formally or informally.

## **2.3 Evaluate the condition of animal(s) in relation to the objectives of the feeding plan including animal health and development** refer to LO1.3 and LO2.1

## **2.4 Compare the options and methods available for changing the feeding plan** quantity of feed, type of feed, method of feeding e.g. scatter, adlib, monitoring of feeding. Changes can be implemented and reviewed at appropriate timescales. Changes can be made verbally or recorded in a permanent manner. Changes can be either adaptable or set.

## **2.5 Explain the dietary requirements of animals at different stages of life and in relation to their purpose** consider changes to nutritional demands during life stages to include puppy – high fat/calorie/protein, adult, geriatric – lower fat and calories/low protein but high quality, reproductive stages – increased calorie. Consider purpose e.g. working dogs require higher calorie and protein. Feed type and quantity should be adapted according to life stage and purpose.

## **2.6 Explain how to identify problems with the feed plan and how these can be resolved** refer to LO1.1, LO1.2, LO1.3, LO1.4 and LO2.1. Identify problems by regular monitoring of the plan and the

achievement of the outcomes. Problems can be resolved by discussion and implementation of required changes by all those involved. Review and monitor the effectiveness of the changes.

## **Teaching Strategies And Learning Activities**

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

### **Learning Outcomes (LO) 1 and 2**

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 3 and 4**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

**It is important that practical assessment activities are supervised appropriately**

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria



### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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**See ABC website for further information**

## Load and Unload Animals for Transportation

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<b>Unit Reference</b>	<b>K/502/1492</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.1)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare animals and transport	<b>1.1</b> Communicate effectively with colleagues <b>1.2</b> Prepare the correct animals as instructed <b>1.3</b> Prepare and make safe the appropriate transportation equipment covering <ul style="list-style-type: none"> <li>•cleanliness</li> <li>•health and safety</li> <li>•security</li> <li>•removal of hazards</li> </ul>
	<b>2.1</b> Load and unload the animals as required

<p><b>2.</b> Be able to load and unload animals for transportation</p>	
<p><b>3.</b> Be able to work safely</p>	<p><b>3.1</b> Work in a way which maintains health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements</p>
<p><b>4.</b> Know how to prepare animals and transport</p>	<p><b>4.1</b> Outline how to communicate effectively with colleagues</p> <p><b>4.2</b> Outline how to make the transportation method ready for animals including: cleanliness, health and safety, security and removal of hazards</p>
<p><b>5.</b> Know how to load and unload animals for transport</p>	<p><b>5.1</b> Describe how to prepare, load and unload animals safely and effectively minimising stress to the animal</p> <p><b>5.2</b> Describe how to approach, handle and restrain animals correctly minimising stress</p> <p><b>5.3</b> State the types of problems which should be reported, when and to whom</p>
<p><b>6.</b> Know the relevant legislation and codes of practice</p>	<p><b>6.1</b> Summarise the relevant legislation and codes of practice relating to health and safety and maintaining the welfare of animals</p>
<p><b>Mapping to National Occupational Standards</b></p>	

## Supporting Unit Information

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### K/502/1492 Load and unload animals for transportation - Level 2

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive

Note 3: For the purpose of this indicative content a canine will be discussed, however this should be adapted to apply to a range of species.

#### **LO1, LO2 and LO3 are competence based outcomes**

##### ***Learning Outcome 1. Be able to prepare animals and transport***

- 1.1 Communicate effectively with colleagues** communicate verbally and written. Ensure communication is clear and accurate. Allow communication between all personnel involved in the transportation. Communication must be clear, concise and timely.
- 1.2 Prepare the correct animals as instructed** follow verbal and written instruction to ensure that the correct animals have been selected, confirm with supervisor. Provide the animal with food, water and rest prior to the journey. Examine the animal to ensure it is fit to travel making sure it is free from injury or disease, is mentally healthy, and is not very young or geriatric.
- 1.3 Prepare and make safe the appropriate transportation equipment covering**
  - **cleanliness** ensure the accommodation, restraint equipment, and any other relevant equipment is cleaned and disinfected using appropriate chemicals prior to travel.

- **health and safety** ensure equipment is suitable for purpose, clean and safe and doesn't pose any hazards to personnel. Perform a thorough risk assessment.
- **security** ensure the transport accommodation is secure and prevents escape of the animal.
- **removal of hazards** check for hazards such as sharp edges, broken hinges, broken glass, chemicals, wet surfaces, exposed wiring. Identify hazards and act accordingly to remove the hazards. Report identified hazards to supervisor.

***Learning Outcome 2. Be able to load and unload animals for transportation***

**2.1 Load and unload the animals as required** follow instructions accurately. Load and unload as per instruction. Ensure the animal is loaded / unloaded in the correct manner ensuring the animal is kept free from stress and injury. The animal is kept secure. The handler is protected from injury. Use suitable restraint equipment such as leads, collars, lead reins, head collars and haltis. Monitor the animal before, during and after loading. Allow animal to load and unload at its own pace.

***Learning Outcome 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** refer to the Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Animal Welfare Transport Legislation 2007 Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health & Safety at Work Act 1974, maintain safety of staff and animals. Complete and review risk assessments.

**LO4, LO5 and LO6 are knowledge based outcomes**

***Learning Outcome 4. Know how to prepare animals and transport***

- 4.1 Outline how to communicate effectively with colleagues** refer to LO1.1
- 4.2 Outline how to make the transportation method ready for animals including: cleanliness, health and safety, security and removal of hazards** refer to LO1.3

***Learning Outcome 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** refer to LO1.2 and 2.1

**5.2 Describe how to approach, handle and restrain animals correctly minimising stress** approach in a calm, confident manner. Handle using an appropriate method which is firm yet gentle. Use appropriate restraint equipment such as leads, collars, head collars, haltis, lead reins. Monitor the animal during and after for signs of stress.

**5.3 State the types of problems which should be reported, when and to whom** all problems should be reported immediately or as soon as it is safe to do so. Report to supervisor/owner/carer/veterinary staff. Problems may include injury, disease, stress, escape, animal deemed unsuitable to travel.

***Learning Outcome 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** refer to LO3.1

**Teaching Strategies And Learning Activities**

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

**Learning Outcomes (LO) 1, 2 and 3**

Delivery of these learning outcomes could be by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

**Learning Outcomes (LO) 4, 5 and 6**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

## Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence Of Achievement

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects

- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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**See ABC website for further information**



## Establish Animals in a New Environment

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<b>Unit Reference</b>	<b>Y/502/1469</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>19</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.1)</b> <i>The learner can</i>
<b>1.</b> Be able to establish animals in a new environment	<b>1.1</b> Ensure the new environment is prepared to allow for the safe introduction of the animals  <b>1.2</b> Safely establish the animals in their new environment  <b>1.3</b> Monitor and maintain the health and welfare of the animals
<b>2.</b> Be able to promote health and safety	<b>2.1</b> Work in a way which promotes health and safety, animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements

<p><b>3.</b> Be able to maintain accurate records</p>	<p><b>3.1</b> Provide clear and accurate information for recording purposes</p>
<p><b>4.</b> Understand how to establish animals in a new environment</p>	<p><b>4.1</b> Explain how to prepare the environment to allow the safe introduction of animals</p> <p><b>4.2</b> Explain the factors in the new environment which may cause animals stress and how these can be minimised</p> <p><b>4.3</b> Explain the different methods of establishing animals in new environments</p> <p><b>4.4</b> Summarise the indicators of potential problems with health and welfare and the action to take</p>
<p><b>5.</b> Understand relevant health and safety legislation and environmental good practice</p>	<p><b>5.1</b> Summarise current health and safety, animal welfare legislation, codes of practice and any additional requirements</p>
<p><b>Mapping to National Occupational Standards</b> O29NCU42.2</p>	

## Supporting Unit Information

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### Y/502/1469 Establish animals in a new environment - Level 2

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: For the purpose of this indicative content a canine will be discussed, however this should be adapted to apply to a range of species.

#### **LO1, LO2 and LO3 are competence based outcomes**

##### ***Learning Outcome 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** ensure the environment is suitable to the breed and species. Suitable size and construction. Ensure the environment has been cleaned and disinfected. Environment has been maintained and any hazards such as broken equipment or sharp edges have been identified and rectified. Ensure the environment is secure and escape proof.

**1.2 Safely establish the animals in their new environment** move the animal to their new environment. Allow the animal to enter the new environment at their own pace. Ensure the area is safe and secure. Monitor the animals' response to the environment.

**1.3 Monitor and maintain the health and welfare of the animals** monitor the animals response and observe for signs of stress such as panting, vocalisation, hyper salivation, self-mutilation, attempts to escape. Ensure the animal is not at risk of disease or injury due to the

environment. Refer to the Animal Welfare Act 2006, Pet Animals Act 1951, And Five Freedoms.

***Learning Outcome 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** refer to the Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health & Safety at Work Act 1974, maintain safety of staff and animals. Complete and review risk assessments.

***Learning Outcome 3. Be able to maintain accurate records***

**3.1 Provide clear and accurate information for recording purposes** provide information on the animals' details, species, breed, the new environment to include type and location. Information can be provided verbally or non-verbally such as written or electronic.

**LO4 and LO5 are knowledge based outcomes**

***Learning Outcome 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** refer to LO1.1. Ensure environmental enrichments have been provided. Familiar items such as bedding, toys.

**4.2 Explain the factors in the new environment which may cause animals stress and how these can be minimised** unsuitable size and construction. Unfamiliar surroundings/items. Lack of enrichment. Not suitable to species. These can be minimised by researching species and ensuring the environment is suitable size, construction and suitable to species. Provide objects for enrichment such as toys. Provide familiar items such as own bedding/toys.

**4.3 Explain the different methods of establishing animals in new environments** – refer to LO1.2

**4.4 Summarise the indicators of potential problems with health and welfare and the action to take** refer to LO1.3. Identify factors and rectify them immediately. Record and report problems to supervisor.

***Learning Outcome 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**

refer to LO2.1

**Teaching Strategies And Learning Activities**

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

**Learning Outcomes (LO) 1, 2 and 3**

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

**Learning Outcomes (LO) 4 and 5**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

**It is important that practical assessment activities are supervised appropriately**

**Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

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**See ABC website for further information**

## Welcome, Receive and Care For Visitors to Sites

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<b>Unit Reference</b>	<b>A/502/1609</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills required to 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
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.2)</b> <i>The learner can</i>
<b>1.</b> Be able to welcome and receive visitors	<p><b>1.1</b> Keep the area in a state of readiness to receive visitors safely</p> <p><b>1.2</b> Greet and communicate with visitors in an appropriate manor</p> <p><b>1.3</b> Identify and report inappropriate visitors</p> <p><b>1.4</b> Work in a way which promotes health and safety, is consistent with relevant legislation and codes of practice</p>



<p><b>2.</b> Be able to care for visitors</p>	<p><b>2.1</b> Care for visitors in accordance with their needs and relevant policies</p> <p><b>2.2</b> Refer visitors to the appropriate source of information</p> <p><b>2.3</b> 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</p>
<p><b>3.</b> Know how to welcome and receive visitors</p>	<p><b>3.1</b> State the preparations required for the arrival of visitors covering groups and individuals</p> <p><b>3.2</b> Outline the importance of creating a positive first impression and how this is achieved</p> <p><b>3.3</b> 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</p> <p><b>3.4</b> List potential sources of information for visitors covering groups and individuals</p> <p><b>3.5</b> Describe effective methods of communicating to groups and individuals</p>
<p><b>4.</b> Know how to care for visitors</p>	<p><b>4.1</b> Outline how to monitor visitors' needs and when to intercept to offer help</p> <p><b>4.2</b> Describe how the purpose of the site can be maintained whilst accommodating the needs and security of visitors covering all of the following</p> <ul style="list-style-type: none"> <li>• supporting visitors in terms of their safety and welfare</li> <li>• providing information to visitors</li> <li>• caring for the environment (e.g. by restricting access)</li> </ul>

	<ul style="list-style-type: none"> <li>• maintaining the bio-security of the site</li> <li>• maintaining the welfare of the animals</li> </ul>
<p><b>5.</b> Know the relevant health and safety procedures</p>	<p><b>5.1</b> Describe how bio-security and welfare can be maintained on sites open to visitors</p> <p><b>5.2</b> Outline organisational policy on health and safety and confidentiality and how this can be maintained</p>
<p><b>Mapping to National Occupational Standards</b> 029NAC6.1,2</p>	

## Supporting Unit Information

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### **A/502/1609 Welcome, receive and care for visitors to sites – Level 2**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive

#### **LO1 and LO2 are competence based outcomes**

##### ***Learning Outcome 1. Be able to welcome and receive visitors***

###### **1.1 Keep the area in a state of readiness to receive visitors safely**

ensure the area is clean and well presented. Ensure the area is free from hazards such as trip hazards, wet floors, inadequate lighting, sharp objects, exposed wiring, broken windows. Ensure the entrance is clear and visible.

###### **1.2 Greet and communicate with visitors in an appropriate manor**

greet visitors promptly. Greet them in a friendly, professional manner. Communicate clearly and politely. Ensure visitors are able to understand. Communicate at their pace.

###### **1.3 Identify and report inappropriate visitors**

identify by behaviour, body language, age restriction. Check for abusive behaviour physically and verbally. Report inappropriate visitors to all personnel present especially supervisor and security.

###### **1.4 Work in a way which promotes health and safety, is consistent with relevant legislation and codes of practice**

refer to the Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health & Safety at Work Act 1974,

maintain safety of staff and visitors. Complete and review risk assessments.

***Learning Outcome 2. Be able to care for visitors***

**2.1 Care for visitors in accordance with their needs and relevant policies** ensure you are aware of your visitor's needs. Act promptly and appropriately to ensure that their needs are met. Ensure policies of the organisation are followed accurately. Care for visitors in a professional and polite manner.

**2.2 Refer visitors to the appropriate source of information** provide visitors with required information. Refer them to appropriate sources to include other personnel/specialists, leaflets, websites and books.

**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** greet and communicate with visitors clearly, ensure that the visitors expectations are appropriate to the purpose of the site. Follow procedures and protocols. Refer to the Health and Safety at Work Act 1974.

**L03, L04 and L05 are knowledge based outcomes**

***Learning Outcome 3. Know how to welcome and receive visitors***

**3.1 State the preparations required for the arrival of visitors covering groups and individuals** ensure the site is clean and free of hazards. Ensure you know what visitors you are expecting and group sizes. Ensure that you are aware of your visitor's expectations. Prepare the site for its purpose e.g. equipment, presentations.

**3.2 Outline the importance of creating a positive first impression and how this is achieved** to give a professional impression. Promotes the business through word of mouth and returning visitors. First impressions can impact visitors overall opinion. First impressions can be created by professional, friendly and prompt greetings. Clear communication, positive body language and smart appearance.

**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** refer to LO1.3. Ensure safety of self and others. Do not approach visitors that are violent and aggressive. Do not use physical force to remove visitors, seek further assistance e.g. police or security.

**3.4 List potential sources of information for visitors covering groups and individuals** refer to LO2.2

**3.5 Describe effective methods of communicating to groups and individuals** refer to LO1.2. Communication can be written, electronic or verbal. One to one communication or to large groups. Large groups may require speaker system.

***Learning Outcome 4. Know how to care for visitors***

**4.1 Outline how to monitor visitors' needs and when to intercept to offer help** monitor via verbal communication, surveys, feedback forms, group discussion, market research. Monitor body language and response of visitors. At first signal that visitors are not satisfied then intercept immediately.

**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** ensure the area is free from hazards such as wet floors, sharp objects, exposed wiring. Ensure area is disinfected to be kept free from pathogens.
- **providing information to visitors** ensure up to date information is available. Remove out of date information. Ensure access to a range of information in a variety of forms is available.
- **caring for the environment (e.g. by restricting access)** ensure adequate waste disposal and recycling facilities are available. Restrict access to areas where visitors could be environmentally damaging.
- **maintaining the bio-security of the site** ensure the area is cleaned and disinfected regularly to remove and lower numbers of pathogens.
- **maintaining the welfare of the animals** ensure accommodations are suitable and clean. Ensure there is access to fresh food and water. Provide area and opportunities for exercise. Provide enrichment and shelter.

***Learning Outcome 5. Know the relevant health and safety procedures***

**5.1 Describe how bio-security and welfare can be maintained on sites open to visitors** clean and disinfect daily and in-between where necessary. Provide hand washing facilities and alcohol hand gels. Provide disinfectant foot baths where necessary. Restrict access where and when necessary.

**5.2 Outline organisational policy on health and safety and confidentiality and how this can be maintained** ensure you are

familiar with organisation policies - refer to LO1.4. Follow procedures accurately. Ensure visitor details and information remain confidential and records are kept in secure storage.

### 5.3

## **Teaching Strategies And Learning Activities**

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

### **Learning Outcomes (LO) 1 and 2**

Delivery of these learning outcomes could be by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 3, 4 and 5**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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See ABC website for further information

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

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<b>Unit Reference</b>	<b>R/502/1020</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>7</b>
<b>Guided Learning Hours</b>	<b>46</b>
<b>Unit Summary</b>	<p>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</p>
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.9)</b> <i>The learner can</i>
<b>1.</b> Be able to advise prospective keepers on the choice and care of animals	<b>1.1</b> Give advice on the likely growth and behaviour patterns of a young animal clearly and in a manner and pace suitable for the individual



	<p><b>1.2</b> Clearly explain the animal's needs in relation to meeting the five freedoms noted in the Animal Welfare Act 2006</p> <p><b>1.3</b> Clearly detail the likely maintenance costs over an average lifetime</p> <ul style="list-style-type: none"><li>• food</li><li>• medical and care fees</li><li>• training</li><li>• accessories</li><li>• adaptations to living space and vehicles</li></ul> <p><b>1.4</b> Offer and explain written information to reinforce advice and information</p> <p><b>1.5</b> Encourage potential keepers to ask questions, seek clarification and make comments at appropriate stages in the discussion</p> <p><b>1.6</b> 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</p> <p><b>1.7</b> 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</p> <ul style="list-style-type: none"><li>• presence of other animals</li><li>• presence of people</li><li>• access to space for recreation</li><li>• space</li><li>• security</li></ul> <p><b>1.8</b> Clearly explain any conditions, care and support services offered by the organisation (if applicable)</p>
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	<p><b>1.9</b> Inform prospective keepers of any behavioural or medical conditions that the animal has that may affect their decision</p> <p><b>1.10</b> Confirm the prospective keeper's understanding of advice about the animal and their intention to proceed</p>
<p><b>2.</b> Understand how to advise prospective keepers on the choice and care of animals</p>	<p><b>2.1</b> Describe the normal behaviour patterns, temperament and growth of a selection of animals relevant to the organisation</p> <p><b>2.2</b> Explain the needs of animals for company, exercise, food, and space</p> <p><b>2.3</b> Explain how to estimate maintenance costs for an animal and the factors that should be included</p> <ul style="list-style-type: none"> <li>• food</li> <li>• medical and care fees</li> <li>• training</li> <li>• accessories</li> <li>• adaptations to living space and vehicles</li> </ul> <p><b>2.4</b> Explain the training options for different types of animals</p> <p><b>2.5</b> Describe how to adapt communication methods to meet the needs of individuals</p> <p><b>2.6</b> State the sources of information and specialist advice</p> <p><b>2.7</b> Assess and explain the likely reactions of animals to new environments</p> <ul style="list-style-type: none"> <li>• presence of other animals</li> <li>• presence of people</li> <li>• access to space for recreation</li> <li>• space</li> <li>• security</li> </ul>

	<p><b>2.8</b> Define and explain the five freedoms as noted in the Animal Welfare Act 2006</p> <p><b>2.9</b> Explain any additional requirements or conditions that may be required from prospective keepers to meet their responsibilities within the legislation and codes of practice</p>
<p><b>Mapping to National Occupational Standards</b> 029NAC12.1</p>	

## Supporting Unit Information

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### **R/502/1020 Provide advice and guidance on the choice and care of animals to prospective keepers – Level 3**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

#### ***Learning Outcome 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** advice related to species and breed, give advice clearly and concisely, check understanding, provide written advice as well as verbal, adjust manner and pace to suit individual.
- 1.2 Clearly explain the animal's needs in relation to meeting the five freedoms noted in the Animal Welfare Act 2006** fresh water and suitable diet, appropriate environment/accommodation, suitable health care/veterinary treatment, space and facilities to allow expression of natural behaviour, protection from fear and distress, provide mental well-being.
- 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** consider species and breed. Allow for cost variations at life stages, link to five freedoms.
- 1.4 Offer and explain written information to reinforce advice and information** provide clear and detailed information sheets.
- 1.5 Encourage potential keepers to ask questions, seek clarification and make comments at appropriate stages in the discussion** encourage communication, communicate in a relaxed friendly manner,

build trust, offer opportunities for questions, adjust pace to suit individual.

**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**

evaluate individuals circumstances and match animal accordingly, consider keepers environment, age, health status, financial status, discuss options clearly and inform as to reasons for choice.

**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**

monitor animal and its reaction, inform potential keeper clearly and at a suitable pace, provide verbal and written assessment

**1.8 Clearly explain any conditions, care and support services offered by the organisation (if applicable) home assessments, review visits, health care for the animal, neutering services.**

**1.9 Inform prospective keepers of any behavioural or medical conditions that the animal has that may affect their decision**

provide clear detailed advice, ensure keeper understands, provide medical fact sheets where necessary, allow time for questioning and consideration, refer to veterinarian or behaviourist if necessary.

**1.10 Confirm the prospective keeper's understanding of advice about the animal and their intention to proceed** ensure they are clear on advice that has been given, enquire as to potential keepers intentions/decisions.

***Learning Outcome 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**

species and breed dependant, adapt advise to suit organisation

**2.2 Explain the needs of animals for company, exercise, food, and space**

link to natural behaviours, mental stimulation, varies dependant on species, breed, and age and life stage. Link to the five freedoms.

**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**

consider individuals species requirements, research life span for species and breed, estimate costs for each factor.

**2.4 Explain the training options for different types of animals**

species dependant, training course, opportunities to train at home, training for recreation, obedience or work.

**2.5 Describe how to adapt communication methods to meet the needs of individuals**

adapt method e.g. verbal/written; adjust pace to ensure individual understands.

**2.6 State the sources of information and specialist advice**

fact sheets, books, websites, veterinary advice, behaviourists, trainers, pet product suppliers, RSPCA.

**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**

monitor animal response, fear, excitement, anxiety, dominance, submission, curiosity.

**2.8 Define and explain the five freedoms as noted in the Animal Welfare Act 2006**

freedom from hunger and thirst, freedom from discomfort, freedom from pain, injury or disease, freedom to express normal behaviour, freedom from fear and distress.

**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**

link to Animal Welfare Act.

## **Teaching Strategies And Learning Activities**

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

## Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence Of Achievement

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules

- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- 
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

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### **Additional Information**

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**See ABC website for further information**



## Assess the Suitability of New Environments for the Placement of Animals

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<b>Unit Reference</b>	<b>F/502/1014</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>7</b>
<b>Guided Learning Hours</b>	<b>46</b>
<b>Unit Summary</b>	<p>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.</p> <p>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</p>
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.8)</b> <i>The learner can</i>
<b>1.</b> Be able to assess the suitability of new environments to meet the five freedoms	<p><b>1.1</b> Identify the potential keeper's expectations and the care and facilities they can offer the animal to meet the requirements of the five needs</p> <p><b>1.2</b> Assess the suitability of the new environment for the animal to identify the criteria covering</p> <ul style="list-style-type: none"> <li>• presence of other animals</li> <li>• presence of adults and children</li> <li>• care and facilities</li> </ul>

	<p><b>1.3</b> Produce criteria that takes into account the history and welfare of the animal, and the interests of the potential keeper</p> <p><b>1.4</b> Accurately record information relating to the new environment, the prospective keeper and their lifestyle</p> <p><b>1.5</b> Analyse, report and communicate information about decisions from the results of the assessments</p> <p><b>1.6</b> Confirm arrangements for post-placement checks if applicable</p> <p><b>1.7</b> Work in a way which promotes health and safety, and is consistent with relevant legislation and codes of practice</p>
<p><b>2.</b> Understand how to assess the suitability of new environments for the placement of animals</p>	<p><b>2.1</b> Explain the methods available for determining the suitability of environments</p> <p><b>2.2</b> Identify the available sources of information and specialist advice</p> <p><b>2.3</b> Explain how to assess the suitability of new environments to meet the five needs for the specified animal and one other type of animal</p> <p><b>2.4</b> Explain how the presence of children or other animals may affect the suitability of a prospective new home</p> <p><b>2.5</b> Describe how and when post-placement checks should be undertaken</p> <p><b>2.6</b> Describe the relevant health and safety legislation and codes of practice</p>

	<p><b>2.7</b> Evaluate the criteria used to assess suitability of new environment and the prospective keeper</p> <p><b>2.8</b> Explain why it is important to record and report information on the assessment process and decisions</p>
<p><b>Mapping to National Occupational Standards</b> 029NAC12.2</p>	

## Supporting Unit Information

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### **F/502/1014 Assess the suitability of new environments for the placement of animals** – Level 3

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

#### ***Learning Outcome 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** what keeper can provide, what are they expecting from the animal, provide the five freedoms.
- 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** solitary or group species, temperament towards other animals, animals reaction to people and children, does the environment and facilities meet the need of the animal.
- 1.3 Produce criteria that takes into account the history and welfare of the animal, and the interests of the potential keeper** assess both the animal and the potential keeper, consider animal history and relate this to potential keeper, produce a list of desirables and undesirables for individual animal.
- 1.4 Accurately record information relating to the new environment, the prospective keeper and their lifestyle** electronic and written. Keep clear, current and accurate records, suitability of environment,

condition of environment, keeper, working hours/commitments, financial situation.

- 1.5 **Analyse, report and communicate information about decisions from the results of the assessments** analyse reports on animals and prospective keeper, conclude decision through reports, provide clear communication regarding suitability.
- 1.6 **Confirm arrangements for post-placement checks if applicable** advise as to how often, when, what is involved and reasons for this.
- 1.7 **Work in a way which promotes health and safety, and is consistent with relevant legislation and codes of practice** Link to Health & Safety at Work Act, RIDDOR.

***Learning Outcome 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** assessing the animals needs regarding environment, temperament, care required, assess potential keeper regarding environment, care they can provide, financial commitment they can make, make written reports, analyse reports, assess animals response to environment, observations and re checks post-placement.
- 2.2 **Identify the available sources of information and specialist advice** fact sheets, books, websites, veterinary advice, behaviourists, trainers, pet product suppliers, RSPCA
- 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** visit and assess environment and link to five freedoms; interpret the five freedoms to suit specified animals.
- 2.4 **Explain how the presence of children or other animals may affect the suitability of a prospective new home** may not suit temperament, may cause stress, anxiety, dominance issues, risks for other animals and children.
- 2.5 **Describe how and when post-placement checks should be undertaken** protocols individual to organisation, discussed and agreed with new keeper, regular intervals and soon after placement, opportunities to observe animal in its new environment.
- 2.6 **Describe the relevant health and safety legislation and codes of practice** link to health and safety at work act, RIDDOR.
- 2.7 **Evaluate the criteria used to assess suitability of new environment and the prospective keeper** are all areas being assessed, are animals being successfully homed, how successful are the post placement checks, are large numbers being returned.

**2.8 Explain why it is important to record and report information on the assessment process and decisions** monitor placement of animals, monitor success of placement of animals, monitor effectiveness of assessment process.

## **Teaching Strategies And Learning Activities**

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

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

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## **Evidence Of Achievement**

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- Worksheets/job sheets/workbooks
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### **Additional Information**

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**See ABC website for further information**

## Plan the Establishment and Management of Wild Animal Populations

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<b>Unit Reference</b>	<b>H/502/1636</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>33</b>
<b>Unit Summary</b>	<p>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.</p> <p>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</p>
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.1)</b> <i>The learner can</i>
<b>1.</b> Be able to plan the establishment and management of wild animal populations	<p><b>1.1</b> Establish the intended purpose of the animal population</p> <p><b>1.2</b> Identify the following opportunities and constraints relevant to establishing and managing the animal population</p> <ul style="list-style-type: none"> <li>• legal</li> <li>• environmental</li> <li>• social, cultural and aesthetic</li> <li>• economic</li> <li>• physical</li> <li>• organisational</li> </ul>



	<ul style="list-style-type: none"> <li>• timing/seasonality</li> </ul> <p><b>1.3</b> Produce plans that achieve the best balance between the intended purpose and the opportunities and constraints</p> <p><b>1.4</b> Identify the following resources required to achieve the plan and establish their availability</p> <ul style="list-style-type: none"> <li>• human</li> <li>• financial</li> <li>• material</li> <li>• capital</li> <li>• animal</li> </ul> <p><b>1.5</b> Produce plans that contain the following types of information as necessary for their effective implementation in the context of the specific site</p> <ul style="list-style-type: none"> <li>• site preparation</li> <li>• methods of work</li> <li>• sequence of operations</li> <li>• disposal of waste</li> <li>• site maintenance</li> <li>• health and safety requirements</li> </ul> <p><b>1.6</b> Present your plans in a way which is suitable for those who are to use them</p>
<p><b>2.</b> Understand how to plan the establishment and management of wild animal populations</p>	<p><b>2.1</b> Explain planning methods and the circumstances in which they apply when establishing or managing wild animal populations</p> <p><b>2.2</b> Explain the methods for identifying the opportunities and constraints to establishing and managing animal populations</p> <ul style="list-style-type: none"> <li>• legal</li> <li>• environmental</li> <li>• social, cultural and aesthetic</li> <li>• economic</li> <li>• physical</li> </ul>

	<ul style="list-style-type: none"> <li>• organisational</li> <li>• timing/seasonality</li> </ul> <p><b>2.3</b> Summarise the requirements and legislation relating to the establishment and management of populations</p> <p><b>2.4</b> Identify the sources of information covering</p> <ul style="list-style-type: none"> <li>• site preparation</li> <li>• methods of work</li> <li>• sequence of operations</li> <li>• disposal of waste</li> <li>• site maintenance</li> <li>• health and safety requirements</li> </ul> <p><b>2.5</b> Summarise the legislation relating to planning and use of sites for the care and breeding of animals</p> <p><b>2.6</b> Describe the methods available for assessing population growth targets</p> <p><b>2.7</b> Describe the methods available for calculating the size and types of facilities required for the assessed population growth</p>
<p><b>3.</b> Understand relevant health and safety legislation and environmental good practice</p>	<p><b>3.1</b> Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements</p>
<p><b>Mapping to National Occupational Standards</b> O29NAC13.1</p>	

## Supporting Unit Information

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### **H/502/1636 Plan the establishment and management of wild animal populations - Level 3**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

ABC will provide specialist support for providers wishing to use this unit in order to develop and agree customised delivery and assessment regimes that maximise access and opportunities for the target learners and employers in this sub-sector and ensure that all aspects of content, delivery and assessment are fit for purpose and promote best practice in the sector.

#### **Teaching Strategies And Learning Activities.**

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

#### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

#### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

## **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
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- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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## **Additional Information**

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**See ABC website for further information**



## **Monitor and Evaluate the Establishment and Management of Wild Animal Populations**

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<b>Unit Reference</b>	<b>K/502/1637</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>26</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.5)</b> <i>The learner can</i>
<b>1.</b> Be able to monitor and evaluate the establishment and management of wild animal populations	<p><b>1.1</b> Select monitoring methods which are appropriate to the establishment and management plan and those implementing it</p> <p><b>1.2</b> Monitor establishment and management at optimal frequencies to evaluate progress against the following aspects of adherence to plan</p> <ul style="list-style-type: none"> <li>• quality of outcomes</li> <li>• quality of working methods and practice</li> <li>• resource use</li> <li>• scheduling</li> <li>• progress</li> </ul>

	<p><b>1.3</b> Take the appropriate action as necessary when monitoring reveals deviations from the plan. Action to include</p> <ul style="list-style-type: none"> <li>• cessation of work (temporary or permanent)</li> <li>• reporting to others in responsibility</li> <li>• feedback information for review of plan</li> </ul> <p><b>1.4</b> Take the appropriate action where unforeseen circumstances arise during establishment and management</p>
<p><b>2.</b> Understand how to monitor and evaluate the establishment and management of wild animal populations</p>	<p><b>2.1</b> Describe how to select appropriate methods for monitoring adherence to plan covering</p> <ul style="list-style-type: none"> <li>• quality of outcomes</li> <li>• quality of working methods and practice</li> <li>• resource use</li> <li>• scheduling</li> <li>• progress</li> </ul> <p><b>2.2</b> Explain the factors which damage the establishment of animal populations and how these can be countered</p> <p><b>2.3</b> Assess the factors that aid population growth and describe how these can be encouraged</p> <p><b>2.4</b> Explain actions to be taken when monitoring reveals deviation from plan</p> <ul style="list-style-type: none"> <li>• cessation of work (temporary or permanent)</li> <li>• reporting to others in responsibility</li> <li>• feedback information for review of plan</li> </ul> <p><b>2.5</b> Describe the methods available for determining the appropriate responses to unforeseen circumstances</p>
<p><b>Mapping to National Occupational Standards</b> O29NAC13.2</p>	

**Supporting Unit Information**

## **K/502/1637 Monitor and evaluate the establishment and management of wild animal populations - Level 3**

### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

ABC will provide specialist support for providers wishing to use this unit in order to develop and agree customised delivery and assessment regimes that maximise access and opportunities for the target learners and employers in this sub-sector and ensure that all aspects of content, delivery and assessment are fit for purpose and promote best practice in the sector.

### **Teaching Strategies And Learning Activities.**

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

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff



should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

## Evidence Of Achievement

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

## Additional Information

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**See ABC website for further information**

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

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<b>Unit Reference</b>	<b>R/502/0675</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>13</b>
<b>Unit Summary</b>	<p>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.</p> <p>The learner will prepare and provide accurate and complete information and present it in a manner that is suitable for the audience</p>
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.10)</b> <i>The learner can</i>
<b>1.</b> Be able to provide information on how to maintain the behaviour, health and welfare of animals	<p><b>1.1</b> Supply appropriate information on maintaining the health and welfare of animals which is consistent with organisation policy on health promotion</p> <p><b>1.2</b> Supply appropriate information on the behaviour which is typical of the animal</p> <p><b>1.3</b> Provide guidance on alternative sources of information where individuals might benefit from it</p>

	<p><b>1.4</b> 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</p> <p><b>1.5</b> Offer individuals the opportunity to discuss and seek clarification on any health matters</p>
<p><b>2.</b> Know what information to provide on how to maintain the behaviour, health and welfare of animals</p>	<p><b>2.1</b> Explain the different ways in which animal health and welfare can be promoted</p> <p><b>2.2</b> Explain the general requirements for maintaining health and welfare, including</p> <ul style="list-style-type: none"> <li>• diet</li> <li>• accommodation</li> <li>• exercise</li> <li>• handling</li> <li>• physical condition</li> <li>• specific measures to promote health (e.g. preventative measures, identification etc.)</li> <li>• maintaining the body and appearance of the animal</li> </ul> <p><b>2.3</b> List the main sources of information e.g. organisations, references, legislation</p> <p><b>2.4</b> Assess the limitations of your own knowledge and competence and how this influences the amount of information you can provide</p> <p><b>2.5</b> Describe the potential problems which may arise if the wrong information is given</p> <p><b>2.6</b> Describe how to recognise abnormal behaviour in animals</p> <p><b>2.7</b> State the importance of maintaining confidentiality</p>

	<p><b>2.8</b> Explain your own responsibility under health and safety and animal welfare legislation when providing information</p> <p><b>2.9</b> Explain how good practice can be promoted to others and how your own behaviour can influence this</p> <p><b>2.10</b> Explain the main requirements for risk reduction covering</p> <ul style="list-style-type: none"> <li>• encouraging the individual to change the way they currently care for the animal</li> <li>• medication for particular conditions</li> <li>• health and safety to the animal and the owner</li> </ul>
<p><b>Mapping to National Occupational Standards</b> O29NAC14.1</p>	

## Supporting Unit Information

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### **R/502/0675 Provide information on how to maintain the behaviour, health and welfare of animals - Level 3**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

LO1 is a competence based outcome

#### ***Learning Outcome 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** information should be relevant to species and breeds, include health checks, health protocols to include preventative treatments, suitable husbandry and welfare issues. Information should be consistent with recommendations and policies of the organisation.

**1.2 Supply appropriate information on the behaviour which is typical of the animal** provide information in normal/natural behaviours for individual species i.e. nocturnal, diurnal, feeding behaviours such as foragers, scavengers, hunters, play/exercise methods and durations.

**1.3 Provide guidance on alternative sources of information where individuals might benefit from it** alternative sources include leaflets, books, internet, advice from specialists, organisations.

**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** provide clear, understandable advice.

Ensure you speak clearly and at a pace that the individual can understand. Confirm the understanding with the client.

**1.5 Offer individuals the opportunity to discuss and seek clarification on any health matters** approach in a friendly manner so that they feel comfortable to ask questions, ask the client as to whether they have any questions or concerns and provide time to discuss these.

## **LO2 is a knowledge based outcome**

### ***Learning Outcome 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** leaflets, posters, point of sale materials, displays, verbal advice, word of mouth, clinics i.e. puppy parties, seminars, promotional offers.

**2.2 Explain the general requirements for maintaining health and welfare, including**

- **diet** appropriate to species and breed, appropriate feeding method i.e. scatter feed, provides a balanced diet to meet nutritional requirements.
- **accommodation** appropriate to species and breed, provides enrichment, maintenance and hygiene
- **exercise** suitable duration, suitable location, method of exercise.
- **handling** methods of handling, handling equipment, purpose of handling.
- **physical condition** normal condition, how to recognise abnormalities.
- **specific measures to promote health (e.g. preventative measures, identification etc.)** parasite control e.g. flea treatment, wormers, vaccinations, identichip
- **maintaining the body and appearance of the animal** grooming methods, grooming equipment.

**2.3 List the main sources of information e.g. organisations, references, legislation** refer to LO1.3

**2.4 Assess the limitations of your own knowledge and competence and how this influences the amount of information you can provide** identify your areas of knowledge and expertise. Provide knowledge within your limits, should advice be needed out of your limits then refer them to an appropriate source.

- 2.5 Describe the potential problems which may arise if the wrong information is given** damage to the animal, inappropriate husbandry for the animal, damage to animal welfare, poor customer relations, loss of business, legal implications.
- 2.6 Describe how to recognise abnormal behaviour in animals** know what is "normal" for species, breed and individual. Question owner/carer as to the individuals "normal" behaviour. Monitor the animal and identify any behaviours that are different to its normal behaviour i.e. aggression, pacing, anxiety.
- 2.7 State the importance of maintaining confidentiality** legal implications, customer relations, success of the business
- 2.8 Explain your own responsibility under health and safety and animal welfare legislation when providing information** ensure information is accurate and current, ensure information provided is within your limitations, ensure advice is suitable to ensure the health and welfare of the animal. Keep advice within relevant legislation. Refer to the Animal Welfare Act 2006, Pet Animals Act 1951, And Five Freedoms
- 2.9 Explain how good practice can be promoted to others and how your own behaviour can influence this** seminars, leaflets, procedures and policies, observation of good practice. You can influence this by ensuring you maintain high levels of consistently good practice.
- 2.10 Explain the main requirements for risk reduction covering**
- **encouraging the individual to change the way they currently care for the animal** advise on improved care, demonstrate how to care for the animal correctly, advise on the benefits of correct care and the risks of incorrect care.
  - **medication for particular conditions** preventative treatments, prescription medications, general sales medications
  - **health and safety to the animal and the owner** refer to the Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health & Safety at Work Act 1974, maintain safety of staff and animals. Complete and review risk assessments.

## Teaching Strategies And Learning Activities

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

### **Learning Outcomes (LO) 1**

Delivery of this learning outcome is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 2**

Delivery of this learning outcome is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.



All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

## **Additional Information**

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**See ABC website for further information**



## Recognise and Interpret the Behaviour of Animals

<b>Unit Reference</b>	<b>L/502/1632</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>26</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.10)</b> <i>The learner can</i>
<b>1.</b> Be able to recognise and interpret the behaviour of animals	<p><b>1.1</b> 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</p> <ul style="list-style-type: none"> <li>• personal observation</li> <li>• reports of owners</li> <li>• reports from others</li> </ul> <p><b>1.2</b> 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</p> <ul style="list-style-type: none"> <li>• the behaviour of people</li> </ul>

	<ul style="list-style-type: none"> <li>• the behaviour of other animals</li> <li>• the environment</li> </ul> <p><b>1.3</b> Analyse the impact of the owner’s behaviour on the animal</p> <ul style="list-style-type: none"> <li>• the ways in which animals are conditioned to respond</li> <li>• the ways in which animals react to particular incidents</li> <li>• the influence of animals’ previous experience of humans in particular situations</li> </ul> <p><b>1.4</b> Explore the possible options for action and identify the best for the individual animal and person. Options could include</p> <ul style="list-style-type: none"> <li>• individuals changing their behaviour</li> <li>• changing animals' environment</li> <li>• altering the other animals who are present</li> </ul> <p><b>1.5</b> Monitor the result of changing animal and individual behaviour and give follow-up advice where necessary</p>
<p><b>2.</b> Understand how to recognise and interpret the behaviour of animals</p>	<p><b>2.1</b> Explain the following animal behaviour</p> <ul style="list-style-type: none"> <li>• behaviour which is normal to the type</li> <li>• behaviour which is normal to the animal concerned</li> <li>• unexpected/abnormal behaviour to the animal or type</li> </ul> <p><b>2.2</b> Describe the effective ways of handling and managing animals which contributes to their health and welfare</p> <p><b>2.3</b> Explain the effects of human behaviour on animals and how animals can learn responses from humans covering</p> <ul style="list-style-type: none"> <li>• the ways in which animals are conditioned to respond</li> </ul>

	<ul style="list-style-type: none"> <li>• the ways in which animals react to particular incidents</li> <li>• the influence of animals' previous experience of humans in particular situations</li> </ul> <p><b>2.4</b> Assess the limitations of own knowledge and competence and hence the amount of information which can be provided</p> <p><b>2.5</b> Describe the potential problems which may arise if the wrong information is given</p> <p><b>2.6</b> Explain how situations and influences may affect the behaviour of the animal</p> <ul style="list-style-type: none"> <li>• the behaviour of people</li> <li>• the behaviour of other animals</li> <li>• the environment</li> </ul> <p><b>2.7</b> Describe how to assess what may be affecting animal behaviour</p> <p><b>2.8</b> Describe how to encourage individuals to think through how their own behaviour may be affecting animals and how they may alter it constructively</p> <p><b>2.9</b> Explain the possible options for action when there are changes in animal behaviour</p> <ul style="list-style-type: none"> <li>• individuals changing their behaviour</li> <li>• changing animal's environment</li> <li>• altering the other animals who are present</li> </ul> <p><b>2.10</b> Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements</p>
<p><b>Mapping to National Occupational Standards</b> O29NAC14.2</p>	

## Supporting Unit Information

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### L/502/1632 Recognise and interpret the behaviour of animals - Level 3

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: For the purpose of this indicative content a canine will be discussed, however this should be adapted to apply to a range of species.

#### **LO1 is a competence based outcome**

##### ***Learning Outcome 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** observe the animal in natural surroundings noting normal and abnormal behaviours. Consider the use of ethograms.
- **reports of owners** discuss with owner what behaviour the animal normally exhibits. Note any abnormalities the owner may report.
- **reports from others** discuss and record behaviours noted by others who deal with the animal.

##### **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** aggressive behaviour, intimidating, excitable behaviour, nervous behaviour, excessive vocalisation, demonstration of fear.
- **the behaviour of other animals** aggressive animals, excitable animals, submissive behaviour, and sexual behaviour i.e. signs of oestrus
- **the environment** space, enrichment, suitability of environment, environmental temperature, environmental noise.

### **1.3 Analyse the impact of the owner's behaviour on the animal**

- **the ways in which animals are conditioned to respond** positive or negative conditioning to behaviours. Conditioned by praise and rewards or punishments will affect what impact the behaviour has.
- **the ways in which animals react to particular incidents** reactions may include excitement, aggression, fear, submission, assertiveness.
- **the influence of animals' previous experience of humans in particular situations** previous experience may enforce either positive or negative reactions. A positive experience is likely to lead to positive behaviour such as eagerness and excitement, negative experience is likely to lead to fear, aggression and submissive behaviours.

### **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** can change to create a positive experience. Behaviour should change to positive, calm and encouraging to create a positive atmosphere.
- **changing animals' environment** creates a suitable environment with adequate space, suitable enrichment, ambient temperature and calm noise levels.
- **altering the other animals who are present** remove animals from the area who are creating a negative impact, ensure aggressive/overly assertive animals are moved to a secure location.

### **1.5 Monitor the result of changing animal and individual behaviour and give follow-up advice where necessary** monitor the animal's response to any changes. Monitor changes and responses with the animal's behaviour. Consider whether changes are positive, negative or indifferent. Record the changes accurately. Advices as to whether further changes are required, whether changes are successful and should therefore be continued.

## **LO2 is a knowledge based outcome**

## ***Learning Outcome 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** consider what is normal for the species and breed. Normal behaviours may include seeking and retrieving, digging, obedience.
- **behaviour which is normal to the animal concerned** consider what is normal for individual animal. Use previous monitoring and questioning of owner/carer to distinguish "normal" behaviour. This may include normal temperament, normal triggers of excitement or fear.
- **unexpected/abnormal behaviour to the animal or type** monitor for signs of changes or abnormal behaviours. These may include aggression/submission, stereo typical behaviours such as tail chasing, self-mutilation, excessive vocalisation.

### **2.2 Describe the effective ways of handling and managing animals which contributes to their health and welfare** handle and manage animals in a manner which is suitable to species and breed. Handle in a firm, calm manner. Consider their environment and husbandry when managing the animal. Refer to the Five Freedoms, Animal Welfare Act 2006 and Pet Animals Act 1951.

### **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** refer to LO1.3
- **the ways in which animals react to particular incidents** refer to LO1.3
- **the influence of animals' previous experience of humans in particular situations** refer to LO1.3

### **2.4 Assess the limitations of own knowledge and competence and hence the amount of information which can be provided** identify your areas of knowledge and expertise. Provide knowledge within your limits, should advice be needed out of your limits then refer them to an appropriate source.

### **2.5 Describe the potential problems which may arise if the wrong information is given** damage to the animal, inappropriate husbandry for the animal, damage to animal welfare, poor customer relations, loss of business, legal implications.

### **2.6 Explain how situations and influences may affect the behaviour of the animal**



- **the behaviour of people** refer to LO1.2
- **the behaviour of other animals** refer to LO1.2
- **the environment** refer to LO1.2

**2.7 Describe how to assess what may be affecting animal behaviour**

monitor the animal's behaviour and recognise any abnormal behaviours and changes to behaviour. Identify any possible influences on behaviour such as people, environment and other animals. Eliminate all external influences and reintroduce individually monitoring the animal's responses until influences which affect the behaviour have been identified.

**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**

create a positive atmosphere where individuals are comfortable and relaxed and able to have open discussions. Create informal and formal discussions about individual's behaviour. Encourage individuals to match their behaviours with behaviours demonstrated by the animal and why their behaviours may be affecting the animal. Discuss constructive changes and encourage these changes to be implemented.

**2.9 Explain the possible options for action when there are changes in animal behaviour**

- **individuals changing their behaviour** refer to LO1.4
- **changing animal's environment** refer to LO1.4
- **altering the other animals who are present** refer to LO1.4

**2.10 Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements**

Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health and Safety at Work Act 1974, maintain safety of staff and animals, complete and review risk assessments

## **Teaching Strategies And Learning Activities**

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

### **Learning Outcomes (LO) 1**

Delivery of this learning outcome is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 2**

Delivery of this learning outcome is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

**It is important that practical assessment activities are supervised appropriately**

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff

should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
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- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

## **Additional Information**

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**See ABC website for further information**

## Contribute To the Prevention of Aggressive and Abusive Behaviour of People

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<b>Unit Reference</b>	<b>J/502/1631</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>26</b>
<b>Unit Summary</b>	The aim of 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
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.9)</b> <i>The learner can</i>
<b>1.</b> Be able to take action to discourage aggressive and abusive behaviour of people	<p><b>1.1</b> 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</p> <p><b>1.2</b> Communicate with individual/s in a manner which</p> <ul style="list-style-type: none"> <li>• is free from discrimination and oppression</li> <li>• is not likely to antagonise the situation</li> <li>• encourages an open exchange of information</li> <li>• is appropriate</li> <li>• acknowledges the rights of everyone present</li> </ul>

	<p><b>1.3</b> Explain clearly to the individual what your role is and the required outcome of the encounter</p> <p><b>1.4</b> Ensure your behaviour towards individual/s is supportive of diverting aggression or abuse, and resolving the situation peacefully</p> <p><b>1.5</b> Monitor the situation and give appropriate warnings to people who are becoming aggressive or abusive consistent with good practice and relevant legislation</p> <p><b>1.6</b> Take appropriate action if the situation deteriorates</p>
<p><b>2.</b> Understand the actions to take to discourage aggressive and abusive behaviour of people</p>	<p><b>2.1</b> Describe the signs of potentially disruptive behaviour - verbal and non-verbal</p> <p><b>2.2</b> Explain how the principles of equality, diversity and anti-discriminatory practice apply and the dangers of stereotyping</p> <p><b>2.3</b> Explain how to communicate effectively and how this may promote the behaviour wanted</p> <p><b>2.4</b> Explain how your own behaviour and language could be interpreted</p> <p><b>2.5</b> Describe the types of constructive behaviour and techniques which can be taken to diffuse situations</p> <p><b>2.6</b> Describe actions that could trigger aggressive or abusive behaviour</p> <p><b>2.7</b> Explain the warnings which may be necessary to give people in relation to their behaviour</p>

	<p><b>2.8</b> Explain the importance of constantly assessing the risks of a situation and what actions to take if the situation deteriorates</p> <p><b>2.9</b> Summarise how to report and record incidents of abusive and aggressive behaviour</p>
<p><b>Mapping to National Occupational Standards</b> O29NAC15.1</p>	

## **Supporting Unit Information**

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### **J/502/1631 Contribute to the prevention of aggressive and abusive behaviour of people - Level 3**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

ABC will provide specialist support for providers wishing to use this unit in order to develop and agree customised delivery and assessment regimes that maximise access and opportunities for the target learners and employers in this sub-sector and ensure that all aspects of content, delivery and assessment are fit for purpose and promote best practice in the sector.

#### **Teaching Strategies And Learning Activities**

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

#### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

#### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

## **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

## **Additional Information**

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**See ABC website for further information**





## Contribute To Managing Aggressive and Abusive Behaviour of People

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<b>Unit Reference</b>	<b>F/502/1627</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>33</b>
<b>Unit Summary</b>	The aim of 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
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.11)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to contribute to the management of episodes of aggressive and abusive behaviour of people	<p><b>1.1</b> Recognise when a situation is leading to aggressive and abusive behaviour</p> <p><b>1.2</b> Assess whether there are any immediate actions that can be taken to reduce the risk of aggressive and abusive behaviour</p> <p><b>1.3</b> Act in a manner which is likely to promote calm and reassurance</p> <p><b>1.4</b> Take the appropriate action without delay to protect yourself and others who are potentially at risk from the situation</p>

	<p><b>1.5</b> Summon assistance or leave the situation without delay when you feel endangered and you are on your own</p> <p><b>1.6</b> Manage physically aggressive behaviour in ways which are consistent with legal and organisational requirements</p> <p><b>1.7</b> Record the circumstances surrounding any incident and report them to appropriate people without delay</p> <p><b>1.8</b> Discuss and review incidents of aggression or abuse with appropriate people and identify and agree possible ways of preventing future occurrence</p> <p><b>1.9</b> Offer support to others affected by the incident</p>
<p><b>2.</b> Understand how to contribute to the management of episodes of aggressive and abusive behaviour of people</p>	<p><b>2.1</b> Describe effective methods of monitoring behaviour</p> <p><b>2.2</b> Explain the signs of potentially disruptive behaviour - verbal and non-verbal</p> <p><b>2.3</b> 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</p> <p><b>2.4</b> Explain actions that could trigger aggressive and abusive behaviour</p> <p><b>2.5</b> Describe the routes out of the situation and methods of manoeuvring oneself into the safest position</p> <p><b>2.6</b> Explain how to plan actions to be taken if the situation deteriorates</p>

	<p><b>2.7</b> Explain the safe methods of restraint which are consistent with legally permissible methods of control</p> <p><b>2.8</b> 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</p> <p><b>2.9</b> 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</p> <p><b>2.10</b> Explain why it is important to discuss incidents of aggression or abuse with appropriate people to try to prevent future occurrence</p> <p><b>2.11</b> Describe the legal aspects of dealing with aggression e.g. statutory powers of entry or seizure</p>
<p><b>Mapping to National Occupational Standards</b> O29NAC15.2</p>	

## **Supporting Unit Information**

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### **F/502/1627 Contribute to managing aggressive and abusive behaviour of people – Level 3**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

ABC will provide specialist support for providers wishing to use this unit in order to develop and agree customised delivery and assessment regimes that maximise access and opportunities for the target learners and employers in this sub-sector and ensure that all aspects of content, delivery and assessment are fit for purpose and promote best practice in the sector.

#### **Teaching Strategies And Learning Activities**

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

#### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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**See ABC website for further information**

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

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<b>Unit Reference</b>	<b>D/502/1621</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>7</b>
<b>Guided Learning Hours</b>	<b>26</b>
<b>Unit Summary</b>	<p>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.</p> <p>It covers establishing customer requirements, identifying the most suitable item and advising customers about how medicines and treatments should be used.</p> <p>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</p>
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.10)</b> <i>The learner can</i>
<b>1.</b> Be able to sell over the counter medicines and treatments for animals	<b>1.1</b> Correctly identify the customer's requirements including <ul style="list-style-type: none"> <li>• routine requirements</li> <li>• special requirements</li> </ul>



	<p><b>1.2</b> Request any further details about the animal and confirm the details provided with the customer</p> <p><b>1.3</b> Establish the customer's experience of using products which are requested by name, and give appropriate and accurate advice</p> <p><b>1.4</b> Advise customers on the administration, dosage, storage and disposal of medicines and treatments</p> <p><b>1.5</b> Give the customer sufficient opportunities to examine products and to seek clarification on how to use the product</p> <p><b>1.6</b> Treat customers courteously and in a manner that promotes trust and loyalty</p> <p><b>1.7</b> Respond in an appropriate way to requests for medicines and treatments that cannot be sold to customers</p> <p><b>1.8</b> Package products correctly and, if necessary, discreetly</p> <p><b>1.9</b> Work in a way which promotes health and safety and animal welfare, and is consistent with relevant legislation and codes of practice</p> <p><b>1.10</b> Keep accurate records of the sale of animal medicine and treatment products</p> <p><b>1.11</b> Advise customers to seek veterinary advice as required</p>
<p><b>2.</b> Understand how to sell over the counter medicines</p>	<p><b>2.1</b> Explain the differences between items which can be sold to customers and prescription medicines which must be obtained from a veterinary surgeon</p>

and treatments for animals

**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

## Supporting Unit Information

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### **D/502/1621 Sell over the counter medicines and treatments for the care of animals** – Level 3

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive

#### **LO1 is a competence outcome**

#### ***Learning Outcome 1. Be able to sell over the counter medicines and treatments for animals***

- Correctly identify the customer's requirements including
  - 1.1 routine requirements** drug type, quantity, strength, dosage
  - 1.2 special requirements** see above, special equipment such as needles, assistance and
  - 1.3** training
- **Request any further details about the animal and confirm the details provided with the customer** species, breed, sex, age, reproductive status, condition, owner name and contact details. Repeat details to the owner and confirm that these are correct.
- **Establish the customer's experience of using products which are requested by name, and give appropriate and accurate advice** ask owner as to whether they have used this medication before and how competent they are. Demonstrate how to use product. Advise the owner on route of administration, dosage, and any health and safety issues.

- 1.4 1.4 Advise customers on the administration, dosage, storage and disposal of medicines and treatments** refer to LO1.3. Advise owners how to store e.g. locked cabinet, refrigerated, out of reach of children, in original containers. Advise on disposal e.g. sharps containers, returned to supplier, domestic waste, clinical waste.
- 1.5 Give the customer sufficient opportunities to examine products and to seek clarification on how to use the product** allow customers to examine products for quality, suitability, variation and possible alternatives. Provide time for customers to ask how to use products and demonstrate if necessary. Provide literature on products.
- 1.6 Treat customers courteously and in a manner that promotes trust and loyalty** approach and communicate with customers in a professional manner. Communicate clearly and politely. Answer questions accurately and promptly. Be friendly and calm at all times.
- 1.7 Respond in an appropriate way to requests for medicines and treatments that cannot be sold to customers** be clear, calm and professional when communicating. Give clear explanations as to why medicines or treatments cannot be supplied, offer alternatives or solution as to how to obtain the treatment.
- 1.8 Package products correctly and, if necessary, discreetly** use suitable packaging e.g. tablet pot, bottles, and envelopes. Ensure packaging is suitable to product and follows health and safety requirements e.g. child proof container. Provide discreet packaging to hide contents if requested.
- 1.9 Work in a way which promotes health and safety and animal welfare, and is consistent with relevant legislation and codes of practice** Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health and Safety at Work Act 1974. Complete and review risk assessments
- 1.10 Keep accurate records of the sale of animal medicine and treatment products** keep up to date customer records including date, medicine, dosage, route, response to treatment, person prescribing/dispensing.
- 1.11 Advise customers to seek veterinary advice as required** seek veterinary advice as to treatment, responses and reactions to

treatment. Seek advice via telephone, email or personal consultation.

## **LO2 is a knowledge based outcome**

### ***Learning Outcome 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** items sold without prescription are sold to the general public without prescription from a veterinary surgeon. These medications ingredients are safe and effective when given without a vets care. Prescription drugs require written prescription for their dispense.
- 2.2 State what questions to ask, and how to ask questions clearly** name and contact details of animal and owner. Weight of animal. Medication. Question owner to ensure they understand how to administer treatment. Ask questions in a calm, friendly tone and at a pace that enables them to follow and understand.
- 2.3 Explain which products require special precautions or sales procedures, including when to advise customers on the use of products** controlled drugs require records of their dispense, and receiving. Drugs which may have adverse side effects need to be advised. Some drugs may require gloves when handling. Storage advice may also be necessary. Refer to LO1.4.
- 2.4 Specify what the active ingredients in products are, and explain how to identify them, and what effect they may have** active ingredients are the ingredient found in medications which are biologically active and cause the activity. The active ingredients can be identified using the data sheet. The effect can be the desired effect of the medication or side effects such as vomiting, ataxia, hyper salivation.
- 2.5 State the factors that affect the choice and use of medicines** e.g. species, breed, age, condition, availability, cost, ease of use, safety precautions.
- 2.6 Explain which items require special storage, dosage or disposal precautions** e.g. controlled drugs, carcinogenic drugs, toxic drugs, sharp items.
- 2.7 State whom to approach for advice and when to do so** e.g. supervisor, vet, manufacturer, veterinary poisons information service. Advice should be sought when dispensing, administering and disposing

of drugs if unsure of how to dose/administer in case of over dose or side effects.

**2.8 Explain the range of products stocked, how they should be used and the possible consequences of misuse** products stocked include general items such as wormers, flea treatments and shampoos, prescription drugs and controlled drugs. Items should be used following both prescription and manufacturers instruction. Misuse can lead to overdose or side effects refer to LO2.4.

**2.9 Explain what records need to be kept and the reasons for doing so** refer to LO1.10. Records should be kept for legal reasons, for follow up treatments and also for monitoring of the medication.

**2.10 Summarise your responsibilities under the relevant legislation and codes of practice for the selling of medicines and treatments for animals** Veterinary Medicines Regulations 2009, Veterinary Surgeons Act 1966.

## **Teaching Strategies And Learning Activities**

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

### **Learning Outcome (LO) 1**

Delivery of this learning outcome could be by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcome (LO) 2**

Delivery of this learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

**It is important that practical assessment activities are supervised appropriately**

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which will be, mainly practical, but also knowledge based tests.

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence

- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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**See ABC website for further information**



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

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<b>Unit Reference</b>	<b>R/502/1633</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>7</b>
<b>Guided Learning Hours</b>	<b>46</b>
<b>Unit Summary</b>	<p>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.</p> <p>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</p>
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.5)</b> <i>The learner can</i>
<b>1.</b> Be able to provide information to customers seeking advice about symptoms and over-	<p><b>1.1</b> Accurately identify the customer's requirements for information and advice</p> <ul style="list-style-type: none"> <li>• about products</li> <li>• about symptoms</li> </ul>

<p>the-counter medications</p>	<p><b>1.2</b> Seek clarification promptly and politely if the customer's request is unclear or ambiguous</p> <p><b>1.3</b> 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</p> <p><b>1.4</b> Give information and advice to the customer that is accurate and complete</p> <p><b>1.5</b> Inform the customer and direct them to the appropriate source of specialist advice if their request cannot be met</p> <p><b>1.6</b> Treat customers courteously and in a manner that promotes trust and loyalty</p>
<p><b>2.</b> Understand how to provide information to customers seeking advice about symptoms and over the-counter medications</p>	<p><b>2.1</b> Explain what questions to ask, questioning techniques and how to ask questions clearly</p> <p><b>2.2</b> Describe how to obtain information from the customer to establish</p> <ul style="list-style-type: none"> <li>• what animal has the symptoms</li> <li>• what the symptoms are</li> <li>• how long they have been apparent</li> <li>• what action has already been taken</li> <li>• what other medicine or treatment, if any, the animal is taking</li> </ul> <p><b>2.3</b> Explain what the animal medicines classification system is, how to use it, and why it is important to follow it</p> <p><b>2.4</b> Explain the sources of information to use, what information to give the customer and what types of information/advice leaflets are available</p>

	<b>2.5</b> 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
<b>Mapping to National Occupational Standards</b> O29NAC17.2	

## Supporting Unit Information

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### **R/502/1633 Provide information to customers seeking advice about symptoms and over-the-counter medications for the care of animals - Level 3**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

#### **LO1 is a competence outcome**

#### ***Learning Outcome 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** which products are available, suitability of products, how to administer products, dosage of products, price
- **about symptoms** range of symptoms, possible cause of symptoms, ensure advice is given but not diagnosis; refer to appropriate personnel for diagnosis.

##### **1.2 Seek clarification promptly and politely if the customer's request is unclear or ambiguous** repeat and confirm request to customer, request confirmation from customer that information is correct, ensure you speak clearly and politely to the customer.

##### **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** remain within current legislation, advise only not diagnose, if customer wishes a diagnosis and treatment then refer to a veterinary surgeon. You may suggest possible causes but not a diagnosis.

**1.4 Give information and advice to the customer that is accurate and complete e.g.** ensure advice is correct and current. Advise on side effects and possible causes. Advise when to seek veterinary advice. Advise how to administer and store medications.

**1.5 Inform the customer and direct them to the appropriate source of specialist advice if their request cannot be met e.g.** direct them to veterinary surgeons if medications or diagnosis required. Inform the customer as to why they need to see a veterinary surgeon and advise them how to obtain an appointment.

**1.6 Treat customers courteously and in a manner that promotes trust and loyalty e.g.** approach them promptly. Speak clearly and politely. Meet the customer needs or refer to appropriate person. Ensure information remains confidential. Dress smartly.

**LO2 is a knowledge based outcome**

***Learning Outcome 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** species, age, sex, reproductive status, recent medications, parasite and vaccination status, symptoms experienced, period of time symptoms have been present. Ask questions in a clear concise manner and in a manner which enables you to build a case of the animal. Repeat questions to customer to ensure clarification of meaning.

**2.2 Describe how to obtain information from the customer to establish**

- **what animal has the symptoms** enquire as to what animals are in the household, clearly ask which animal is having the symptoms, clarify they are sure and rule out the possibility of more than one animal demonstrating the symptoms
- **what the symptoms are** clearly ask for the full range of symptoms experienced, suggest possible symptoms to clarify whether or not this is being experienced.
- **how long they have been apparent** how long have the symptoms been present, when were they first noticed, were they noticed immediately
- **what action has already been taken** has any first aid or treatment already been given either by another professional or by the customer themselves. If so what has been given, when and how long for?

- **what other medicine or treatment, if any, the animal is taking** enquire as to what medicines the animal may be on, what that is for, what strength and dosage are they taking, when were they on it. Ask for customer's veterinary details if clarification is needed.

**2.3 Explain what the animal medicines classification system is, how to use it, and why it is important to follow it** refer to the veterinary medicines regulations 2005. Classifications include AVM GSL (general sales), NFA VPS (can be dispensed by a suitably qualified person – SQP, vet or pharmacist, POM VPS (prescription only medicine by vet, pharmacist or SQP, POM V (prescription by vet only). The above classification groups all treatments into one of the above classifications. These states how can prescribe and dispense them and is a legal requirement.

**2.4 Explain the sources of information to use, what information to give the customer and what types of information/advice leaflets are available** use information from prescriptions, data sheets, compendiums. Provide customer advice on administration, dosage, storage, handling of drugs and any relevant health and safety. Owners can be supplied with data sheets or information leaflets, as well as verbal advice.

**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** advice on ranges of symptoms can be given, possible causes can be suggested. Advice on administration can be given. Referral needs to be made for a diagnosis.

## Teaching Strategies And Learning Activities

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

### Learning Outcomes (LO) 1

Delivery of this learning outcome is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 2**

Delivery of this learning outcome is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports

- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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**See ABC website for further information**



## Evaluate the Match between Individuals and Animals

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<b>Unit Reference</b>	<b>A/502/1612</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>26</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to evaluate the match between individuals and animals	<p><b>1.1</b> Establish the purpose of the match between person and animal</p> <p><b>1.2</b> Obtain relevant information associated with assessing the person's and the animal's capabilities from the appropriate sources, covering</p> <ul style="list-style-type: none"> <li>• training programme</li> <li>• the individual animal</li> <li>• the person and their readiness for the work</li> </ul> <p><b>1.3</b> Collect the necessary resources to make an assessment and prepare them ready for use</p>

	<p><b>1.4</b> Carry out an assessment appropriate to the individual animal and person, and the specific purpose for which they are being brought together</p> <p><b>1.5</b> Identify the interrelated strengths and weaknesses of the animal and person from the assessment</p> <p><b>1.6</b> Encourage the person and the animal to develop an effective relationship through</p> <ul style="list-style-type: none"> <li>• verbal communication</li> <li>• non-verbal communication and make an assessment as to their compatibility</li> </ul> <p><b>1.7</b> Encourage individuals to contribute to the assessment process</p> <p><b>1.8</b> Report and record the outcomes of the assessment to the individual and other relevant parties</p>
<p><b>2.</b> Be able to promote health and safety</p>	<p><b>2.1</b> Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements</p>
<p><b>3.</b> Know how to evaluate the match between individuals and animals</p>	<p><b>3.1</b> Explain the different factors to take into account when matching individuals and animals, including</p> <ul style="list-style-type: none"> <li>• physical characteristics</li> <li>• capability</li> <li>• potential</li> <li>• temperament</li> </ul> <p>and how these inter-relate between the individual and the animal and the purpose for which they are being trained</p>

	<p><b>3.2</b> Explain the importance of accurately identifying the characteristics of the individual and the animal to meet the objectives of the training programme</p> <p><b>3.3</b> Explain the sources of information which may enable a valid assessment to be made covering</p> <ul style="list-style-type: none"><li>• training programme</li><li>• the individual animal</li><li>• the person and their readiness for the work</li></ul> <p><b>3.4</b> Explain the different methods of assessment which may be used in relation to the purpose of the training</p> <p><b>3.5</b> Describe the resources which may be used for the training and explain their correct methods of use</p> <p><b>3.6</b> Explain the importance of maintaining confidentiality</p> <p><b>3.7</b> Explain how to conduct the assessment to reveal both the strengths and weaknesses of the animal and the individual and their interrelationship</p> <p><b>3.8</b> Explain appropriate communication techniques and the importance of using them correctly covering</p> <ul style="list-style-type: none"><li>• verbal communication</li><li>• non-verbal communication</li></ul> <p><b>3.9</b> Explain the importance of developing a positive relationship between individual and animal</p> <p><b>3.10</b> Explain how individuals and animals learn to work together</p>
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	<b>3.11</b> Explain how best to communicate the results of the assessment back to those concerned in a constructive way
<b>4.</b> Understand relevant health and safety legislation	<b>4.1</b> Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements
<b>Mapping to National Occupational Standards</b> O29NAC19.1	

## Supporting Unit Information

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### **A/502/1612 Evaluate the match between individuals and animals - Level 3**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: For the purpose of this indicative content a Guide dog will be discussed, however this should be adapted to apply to a range of species.

#### **LO1, LO2 are outcomes of competence**

#### ***Learning Outcome 1. Be able to evaluate the match between individuals and animals***

**1.1 Establish the purpose of the match between person and animal** companionship, working i.e. gundog, sheepdog, police dog, assistance i.e. guide dog, hearing dog, security.

**1.2 Obtain relevant information associated with assessing the person's and the animal's capabilities from the appropriate sources, covering**

- **training programme** previous training, suitability of training programme i.e. purpose, level and pace
- **the individual animal** age, temperament, experience
- **the person and their readiness for the work** age, physical abilities, mental abilities, experience, eagerness and desire for work/training

Information should be obtained from the individual, previous trainers, previous carers/owners, organisations involved in the training/matching of said animal and individuals.

**1.3 Collect the necessary resources to make an assessment and prepare them ready for use**

appropriate location i.e. appropriate to the purpose of the match, information on the individuals and the animal's needs, observation records, media to collect evidence i.e. video camera. Stimulation of work scenarios if appropriate. Ensure all necessary resources are present and close to hand. Ensure all equipment is in safe working order. Ensure the location of the assessment is a safe and secure area.

**1.4 Carry out an assessment appropriate to the individual animal and person, and the specific purpose for which they are being brought together**

assess the capabilities of the dog and individual to work together and to manoeuvre around an enclosed area such as a shop. Assess the relationship and communication between the pair. Assess the dog's capabilities to guide the individual.

**1.5 Identify the interrelated strengths and weaknesses of the animal and person from the assessment**

relationship between the pair, communication between the pair, individuals manner with the dog, dogs ability to guide the individuals and to remain calm and focussed in stressful or distracting situations.

**1.6 Encourage the person and the animal to develop an effective relationship through**

- **verbal communication** positive tone, praise, reassurance, clear commands
- **non-verbal communication** touch, stroking/patting, massage, hand signals

**and make an assessment as to their compatibility** is the match compatible, does the match suit the purpose.

**1.7 Encourage individuals to contribute to the assessment process**

encourage the individuals participation, ask for the input of the individual regarding their needs and desires from the match, create a calm, friendly and positive atmosphere so individual is relaxed and eager to contribute.

**1.8 Report and record the outcomes of the assessment to the individual and other relevant parties**

report to individuals, supervisors, and all parties involved in the matching of the animal. Reports and recordings can be verbal, written and electronic.

***Learning Outcome 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** Animal Welfare Act 2006, Pet

Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health and Safety at Work Act 1974, maintain safety of staff and animals, complete and review risk assessments

### **LO3 and LO4 are knowledge based outcomes**

#### ***Learning Outcome 3. Know how to evaluate the match between individuals and animals***

##### **3.1 Explain the different factors to take into account when \ individuals and animals, including**

- **physical characteristics** size, strength, appearance, coat type
- **capability** ability to complete required tasks to fulfil the purpose
- **potential** to be a successful match, potential to train to a standard fit for the purpose of the match
- **temperament** passive/aggressive/submissive/assertive.  
Temperament suitable to purpose

##### **3.2 and how these interrelate between the individual and the animal and the purpose for which they are being trained** factors must be combatable between the pairs and the purpose for which they are matched.

##### **3.3 Explain the importance of accurately identifying the characteristics of the individual and the animal to meet the objectives of the training programme** to ensure that the training programme and match are effective, to ensure that all needs of the individual and the animal are met, to ensure stress and injury are prevented both to the animal and the individual.

##### **3.4 Explain the sources of information which may enable a valid**

##### **3.5 assessment to be made covering**

- **training programme**
- **the individual animal**
- **the person and their readiness for the work**

Refer to LO1.2

##### **3.6 Explain the different methods of assessment which may be used in relation to the purpose of the training** direct observation, natural gathering of evidence i.e. natural situations, simulated situations, video evidence.

##### **3.7 Describe the resources which may be used for the training and explain their correct methods of use** harnesses, these should be correctly fitted and the individual trained on how to handle and fit the

harness, natural situations i.e. crossing roads, entering shops. Locations should be used and controlled in a safe manner. Video footage can be used to analyse tasks and identify strengths and weaknesses.

**3.8 Explain the importance of maintaining confidentiality** to build trust and client relationships, to remain with legislation.

**3.9 Explain how to conduct the assessment to reveal both the strengths and weaknesses of the animal and the individual and their interrelationship** refer to LO1.4 and LO1.5

**3.10 Explain appropriate communication techniques and the importance of using them correctly covering**

- verbal communication
- non-verbal communication

Refer to LO1.6

**3.11 Explain the importance of developing a positive relationship between individual and animal** refer to LO1.6. Ensures that the match is an effective match, individual and animal can communicate positively and fulfil the potential of the match and the training programme.

**3.12 Explain how individuals and animals learn to work together** build trust and relationship through play and care, learn to communicate in a positive manner, follow specific training programmes to their needs, review and develop programmes as they progress, positive praise and reward

**3.13 Explain how best to communicate the results of the assessment back to those concerned in a constructive way** refer to LO1.8. Communicate both strengths and weaknesses in a positive manner, suggesting ways to improve and develop.

#### ***Learning Outcome 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** refer to LO2.1

### **Teaching Strategies And Learning Activities**

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Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning



difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes (LO) 1 and 2**

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 3 and 4**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence Of Achievement

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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## Additional Information

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**See ABC website for further information**

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

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<b>Unit Reference</b>	<b>R/502/1616</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>26</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.1)</b> <i>The learner can</i>
<b>1.</b> Be able to design integrated training programmes for people and animals to realise their combined potential	<p><b>1.1</b> Agree the purpose and intended outcomes of the training with the individual concerned and other interested parties. Outcomes to include</p> <ul style="list-style-type: none"> <li>• individual development</li> <li>• animal development</li> <li>• joint development</li> </ul> <p><b>1.2</b> Specify the training needs accurately and establish suitable training objectives</p> <p><b>1.3</b> Set realistic training targets for the animal-person team</p>

	<p><b>1.4</b> Select appropriate training activities to enable the animal-person team to meet training targets</p> <p><b>1.5</b> Identify and consider any additional requirements which are specific to the animal-person team and include them in the training programme, including</p> <ul style="list-style-type: none"> <li>• environmental requirements</li> <li>• welfare</li> <li>• physical needs of the person concerned</li> </ul> <p><b>1.6</b> Identify resources for the training activities and include them in the training programme</p> <p><b>1.7</b> Include methods of evaluating and recording progress in the programme</p>
<p><b>2.</b> Be able to promote health and safety</p>	<p><b>2.1</b> Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements</p>
<p><b>3.</b> Understand how to design integrated training programmes for people and animals to realise their combined potential</p>	<p><b>3.1</b> Explain how individuals and animals learn</p> <p><b>3.2</b> Explain the physiological and psychological effects which training activities may have on the animal and the individual</p> <p><b>3.3</b> Describe the seasonal and environmental effects on specific activities</p> <p><b>3.4</b> Explain the intended purposes of the training programme and the relationship of this to content and process covering</p> <ul style="list-style-type: none"> <li>• individual development</li> <li>• animal development</li> <li>• joint development</li> </ul>

	<p><b>3.5</b> Explain how to identify the objectives of the training programme for the individual and the animal covering</p> <ul style="list-style-type: none"> <li>• individual development</li> <li>• animal development</li> <li>• joint development</li> </ul> <p><b>3.6</b> Explain the advantages and disadvantages of different training methods and activities</p> <p><b>3.7</b> Explain how to set realistic training targets in conjunction with the individual concerned</p> <p><b>3.8</b> 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</p> <p><b>3.9</b> Describe the aspects which may prevent the animal and the individual achieving the required standard</p> <p><b>3.10</b> Describe the factors which limit the trained animal's performance in its role</p> <p><b>3.11</b> Explain how to identify and make use of suitable training resources</p> <p><b>3.12</b> Explain the methods of evaluating animals' and individuals' progress towards objectives and targets</p>
<p><b>4.</b> Understand relevant health and safety legislation</p>	<p><b>4.1</b> Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements</p>
<p><b>Mapping to National Occupational Standards</b> O29NAC19.2</p>	



## Supporting Unit Information

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### **R/502/1616 Design integrated training programmes for people and animals to realise their combined potential - Level 3**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: For the purpose of this indicative content a Guide dog will be discussed, however this should be adapted to apply to a range of species.

LO1 and LO2 are outcomes of competence

#### ***Learning Outcome 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** how the individual wishes to develop, where the individual is intended to develop to and at what level, pace of development of development, how it is going to develop and resources needed.
- **joint development** of relationship and communication, development of their training and their progression through the programme.

##### **1.2 Specify the training needs accurately and establish suitable training objectives**

identify the needs of the individual and the animals, set clear training objectives using SMART targets – specific, measurable, achievable, realistic and timely.

- 1.3 Set realistic training targets for the animal-person team** refer to LO1.2.
- 1.4 Select appropriate training activities to enable the animal-person team to meet training targets** guiding across roads, manoeuvring enclosed areas, completing a shopping task.
- 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** secure areas, natural situations, distractions such as children, other dogs, vehicles
  - **welfare** ensure the situation is controlled and steps are taken to prevent stress and injury to both the animal and the person
  - **physical needs of the person concerned** visually impaired, braille, additional person to support and guide, mobility requirements.
- 1.6 Identify resources for the training activities and include them in the training programme** match information on the individuals and the animal's needs, observation records, media to collect evidence i.e. video camera. Stimulation of work scenarios if appropriate. Ensure all necessary resources are present and close to hand. Ensure all equipment is in safe working order. Ensure the location of the assessment is a safe and secure area.
- 1.7 Include methods of evaluating and recording progress in the programme** direct observation, natural gathering of evidence i.e. natural situations, simulated situations, video evidence

***Learning Outcome 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** - Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health and Safety at Work Act 1974, maintain safety of staff and animals, complete and review risk assessments

**LO3 and LO4 are knowledge based outcomes**

***Learning Outcome 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** clear and positive communication, clear and realistic targets, specific training programmes, repetition, positive reinforcement.

**3.2 Explain the physiological and psychological effects which training activities may have on the animal and the individual** mental and physical tiredness, excitements, anxiety and stress, stimulation, improved fitness and muscle tone, improved animal/individual relationship.

**3.3 Describe the seasonal and environmental effects on specific activities** day length, weather conditions i.e. extreme heat/sunlight, extreme cold/winds, snow, rain. Hard ground, wet ground, slippery ground.

**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

Refer to LO1.1

**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

Refer to LO1.1. identify objectives through discussion of needs and purpose of training, progression of training, review of training programmes.

**3.6 Explain the advantages and disadvantages of different training methods and activities** consider required resources, space, cost, physical and mental demands on the individual and animal

**3.7 Explain how to set realistic training targets in conjunction with the individual concerned** refer to LO1.2, LO1.3 and LO1.4

**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** refer to LO1.4. Increased calorie diets for working dogs, refer to the five freedoms.

**3.9 Describe the aspects which may prevent the animal and the individual achieving the required standard** poor relationship/communication, physical or mental ability, injury/illness, ineffective training programmes, unsuitable temperament, unwillingness of individual.

- 3.10 Describe the factors which limit the trained animal's performance in its role** age, health, stress, injury, level of training, relationship and communication with individual, resources.
- 3.11 Explain how to identify and make use of suitable training resources** refer to LO1.6
- 3.12 Explain the methods of evaluating animals' and individuals' progress towards objectives and targets** refer to LO1.7

***Learning Outcome 4. Understand relevant health and safety legislation***

**LO4.1 Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements** refer to LO2.1

### **Teaching Strategies And Learning Activities**

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

#### **Learning Outcomes (LO) 1 and 2**

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

#### **Learning Outcomes (LO) 3 and 4**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
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This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

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**See ABC website for further information**

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

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<b>Unit Reference</b>	<b>F/502/1613</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>33</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to implement integrated training programmes for individuals and animals to realise their agreed outcomes	<p><b>1.1</b> Prepare the animal and individual ready to implement training programmes for</p> <ul style="list-style-type: none"> <li>• individual development</li> <li>• animal development</li> <li>• joint development</li> </ul> <p><b>1.2</b> Ensure that appropriate resources are available for the training programme including</p> <ul style="list-style-type: none"> <li>• training environment</li> <li>• equipment</li> <li>• materials</li> </ul>

	<ul style="list-style-type: none"> <li>• personnel</li> </ul> <p><b>1.3</b> Use training activities in accordance with the training programme</p> <p><b>1.4</b> Monitor the condition and behaviour of the animal, individual and team during training</p> <p><b>1.5</b> Handle the animal correctly throughout the training in a way which promotes the animal's health and welfare</p> <p><b>1.6</b> Provide individuals with appropriate feedback and support to enable them to develop their skills</p> <p><b>1.7</b> Encourage the individual to provide appropriate support and feedback to the animal to develop an effective relationship</p> <p><b>1.8</b> Modify training methods and activities when training objectives are not being met, including</p> <ul style="list-style-type: none"> <li>• cease the activity</li> <li>• find an alternative activity</li> <li>• adapt the activity</li> </ul> <p><b>1.9</b> Report progress to the individual and other interested parties</p>
<p><b>2.</b> Be able to promote health and safety</p>	<p><b>2.1</b> Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements</p>
<p><b>3.</b> Understand how to implement integrated training programmes for individuals and animals to realise</p>	<p><b>3.1</b> Explain the psychological and physiological effects which training activities may have on the animal and the individual</p>

<p>their agreed outcomes</p>	<p><b>3.2</b> Describe the seasonal and environmental effects on specific activities</p> <p><b>3.3</b> Explain the difference between basic training and training for specific activities</p> <p><b>3.4</b> Explain the preparation requirements for training to take place covering</p> <ul style="list-style-type: none"> <li>• training environment</li> <li>• equipment</li> <li>• materials</li> <li>• personnel</li> </ul> <p><b>3.5</b> Describe the signs which indicate the mental condition and physical behaviour of the breed of animals</p> <p><b>3.6</b> Explain how to assess the indication of readiness in the individual concerned</p> <p><b>3.7</b> Explain how to assess the animal behaviour and condition and the appropriate action to take</p> <p><b>3.8</b> Explain how to assess animals' and individuals' confidence levels and how these are related to performance</p> <p><b>3.9</b> Explain the correct ways of handling the animal concerned for the safety of the animal, self and others</p> <p><b>3.10</b> Explain the importance of adapting techniques to reach the required standard</p> <p><b>3.11</b> Explain how to recognise the limits to which effective training can be applied to achieve success</p> <p><b>3.12</b> Explain how to provide appropriate and constructive feedback to the individual and the animal</p>
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	<p><b>3.13</b> Explain the methods of encouraging the individual and the animal to develop a good working relationship</p> <p><b>3.14</b> Identify and explain effective ways of assessing progress towards objectives and why they should be reported</p> <p><b>3.15</b> Explain how and when to modify training methods and activities covering</p> <ul style="list-style-type: none"> <li>• cease the activity</li> <li>• find an alternative activity</li> <li>• adapt the activity</li> </ul>
<p><b>4.</b> Understand relevant health and safety legislation</p>	<p><b>4.1</b> Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements</p>
<p><b>Mapping to National Occupational Standards</b> O29NAC19.3</p>	



## Supporting Unit Information

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### **F/502/1613 Implement integrated training programmes for individuals and animals to realise their agreed outcomes - Level 3**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: For the purpose of this indicative content a canine will be discussed, however this should be adapted to apply to a range of species.

#### **LO1, LO2, are outcomes of competence**

#### ***Learning Outcome 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** prepare mentally and physically, ensure they are aware of the training programme, what's expected and what the targets are. Ensure they have the necessary equipment and that it is in safe working order.
- **animal development** ensure the all equipment is gathered and checked to be in safe working order. Ensure the animal has been health checked and is free from injury and illness. Ensure the animal has appropriate restraint/control equipment on.
- **joint development** ensure the pair have time prior to programme to build relationship and communication

##### **1.2 Ensure that appropriate resources are available for the training programme including**

- **training environment** specialised areas such as a working environment, safe and secure area, suitable to purpose
- **equipment** all equipment has been gathered and is in a safe working order. This may include agility equipment, working dog equipment
- **materials** all materials are selected and checked and are appropriate to purpose such as restraint materials, training programmes
- **personnel** individual, trainer, supervisor, owner/carer

### **1.3 Use training activities in accordance with the training programme**

natural situations such as crossing roads (guide dogs), simulated situations, retrieving, seeking, agility, herding

### **1.4 Monitor the condition and behaviour of the animal, individual and team during training**

monitor for signs of stress or injury. Monitor behaviours such as willingness to participate, focus, aggression, anxiety. Monitor communication and relationship between the team. Monitor their progress towards targets set within the programme.

### **1.5 Handle the animal correctly throughout the training in a way which promotes the animal's health and welfare**

handle in a firm but calm manner. Use correct handling techniques suitable to species. Ensure you have control over the dog when required. Allow supervised freedom when appropriate. Ensure method of handling prevents injury to both animal and handler.

### **1.6 Provide individuals with appropriate feedback and support to enable them to develop their skills**

provide clear feedback in a timely manner. Ensure feedback is supportive and constructive with clear guidance and targets on how to improve and progress. Ensure feedback is discussed and agreed with individuals.

### **1.7 Encourage the individual to provide appropriate support and feedback to the animal to develop an effective relationship**

encourage the individual to use positive reinforcement with the animal such as rewards, praise, calming voice and touch. Allow the animal to set the pace.

### **1.8 Modify training methods and activities when training objectives are not being met, including**

- **cease the activity** stop the activity if necessary e.g. due to injury, stress, ineffective activity
- **find an alternative activity** find a more suitable activity if previous is ineffective, animal/individual not capable, resources not suitable
- **adapt the activity** change the level or pace either up or down as appropriate, adapt to suit the team, environment and resources.

## **1.9 Report progress to the individual and other interested parties**

report progress in a timely manner. Report can be verbal, written or electronic

### ***Learning Outcome 2. Be able to promote health and safety***

**LO2.1 Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements** Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health and Safety at Work Act 1974, maintain safety of staff and animals, complete and review risk assessments

### **LO3 and LO4 are knowledge based outcomes**

### ***Learning Outcome 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** mental and physical tiredness, excitements, anxiety and stress, stimulation, improved fitness and muscle tone, improved animal/individual relationship.

**3.2 Describe the seasonal and environmental effects on specific activities** day length, weather conditions i.e. extreme heat/sunlight, extreme cold/winds, snow, rain. Hard ground, wet ground, slippery ground.

**3.3 Explain the difference between basic training and training for specific activities** basic training is used to create an animal which is controllable and safe in a domestic environment such as sit, heel, come and stay. Specific training is for specific purposes such as working dogs, agility, competition and show.

**3.4 Explain the preparation requirements for training to take place covering**

- **training environment**
- **equipment**
- **materials**
- **personnel**

Refer to LO1.1

- 3.5 Describe the signs which indicate the mental condition and physical behaviour of the breed of animals** stress – panting, excessive salivation, excessive vocalisation, repetitive behaviour, self-mutilation. Hyper excitability, eagerness – tail wagging, focus and completion of commands. Physical behaviour may be signs such as limping from injury, lack of energy, mobility problems
- 3.6 Explain how to assess the indication of readiness in the individual concerned** assess the animals focus on the trainer, is the animal looking at the trainer and waiting for command. Does the animal complete the command in a timely manner, is the command completed fully, and does the animal return to the trainer for the next instruction. Does the animal show signs of enjoyment such as tail wagging.
- 3.7 Explain how to assess the animal behaviour and condition and the appropriate action to take** refer to LO1.8, LO3.5 and LO3.6
- 3.8 Explain how to assess animals' and individuals' confidence levels and how these are related to performance** is the animal eager to complete the task, is it eager to return for further tasks. Does the animal complete the task or does it refuse or show hesitation. Eagerness shows confidence and is likely to improve the animal's performance. Any negative responses is likely to have a negative impact on performance.
- 3.9 Explain the correct ways of handling the animal concerned for the safety of the animal, self and others** refer to LO1.5
- 3.10 Explain the importance of adapting techniques to reach the required standard** refer to LO1.8. Adapt to ensure the effectiveness of the training programme and to ensure confidence in the animal. These positive enforcements will assist the animal in reaching the standard.
- 3.11 Explain how to recognise the limits to which effective training can be applied to achieve success** assess the limits of the animal and handler. Monitor, observe, assess and review the team's physical and mental capabilities, eagerness, confidence and progress. Use these factors to recognise the team's limits and adapt their targets accordingly.
- 3.12 Explain how to provide appropriate and constructive feedback to the individual and the animal** refer to LO1.6 and LO1.7
- 3.13 Explain the methods of encouraging the individual and the animal to develop a good working relationship** positive interaction and communication to build a positive relationship and trust. Work towards small achievable targets. Ensure training is a positive

experience. Use plenty of positive reinforcement such as praise and rewards. Monitor and review training programme to ensure it is effective. Refer to LO1.7

**3.14 Identify and explain effective ways of assessing progress towards objectives and why they should be reported**

direct observation, natural gathering of evidence i.e. natural situations, simulated situations, video evidence. Progress should be reported to track progress of the team and to highlight the effectiveness or need to adapt the programme.

**3.15 Explain how and when to modify training methods and activities covering**

- **cease the activity**
- **find an alternative activity**
- **adapt the activity**

Refer to LO1.8

***Learning Outcome 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**

refer to LO2.1

**Teaching Strategies And Learning Activities**

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

**Learning Outcomes (LO) 1 and 2**

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

**Learning Outcomes (LO) 3 and 4**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

## Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence Of Achievement

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects

- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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**See ABC website for further information**

## **Evaluate Integrated Training Programmes for People and Animals against Agreed Outcomes**

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<b>Unit Reference</b>	<b>M/502/1638</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>26</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.1)</b> <i>The learner can</i>
<b>1.</b> Be able to evaluate integrated training programmes for people and animals against agreed outcomes	<p><b>1.1</b> Evaluate the results of training activities against training objectives</p> <p><b>1.2</b> Obtain feedback on the outcome of the activities from observation of the animal and the person and their achievements as a team</p> <p><b>1.3</b> Encourage individuals to contribute to the evaluation of the training and suggest ways in which it could be modified</p> <p><b>1.4</b> Take action to resolve situations where training activities, methods and resources are found to be inappropriate</p>



	<p><b>1.5</b> Modify training programmes appropriately where the training objectives and targets prove to be unsuitable for the animal-person team covering</p> <ul style="list-style-type: none"> <li>• are too difficult for the animal-person team to achieve</li> <li>• are set too low</li> <li>• show the animal-person team has more potential in another area</li> </ul>
<p><b>2.</b> Be able to promote health and safety</p>	<p><b>2.1</b> Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements</p>
<p><b>3.</b> Understand how to evaluate integrated training programmes for people and animals against agreed outcomes</p>	<p><b>3.1</b> Explain the psychological and physiological effects which training activities may have on the animal and the individual</p> <p><b>3.2</b> Describe the seasonal and environmental effects on specific activities</p> <p><b>3.3</b> Explain the methods and value of regular evaluation</p> <p><b>3.4</b> Explain how training can be modified to improve its outcomes for the animal and the individual and their work as an entity</p> <p><b>3.5</b> 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</p> <p><b>3.6</b> Explain why it is important to agree future alterations with all relevant personnel</p>

	<p><b>3.7</b> 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</p> <p><b>3.8</b> Explain how and why to modify training programmes that</p> <ul style="list-style-type: none"> <li>• are too difficult for the animal-person team to achieve</li> <li>• are set too low</li> <li>• show the animal-person team has more potential in another area</li> </ul>
<p><b>4.</b> Understand relevant health and safety legislation</p>	<p><b>4.1</b> Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements</p>
<p><b>Mapping to National Occupational Standards</b> O29NAC19.4</p>	

## Supporting Unit Information

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### **M/502/1638 Evaluate integrated training programmes for people and animals against agreed outcomes - Level 3**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: For the purpose of this indicative content a canine will be discussed, however this should be adapted to apply to a range of species.

#### **LO1, LO2, are outcomes of competence**

#### ***Learning Outcome 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** compare the objectives to the results. Which objectives have been achieved, which are still be worked towards, which are unachievable. Identify strengths and weaknesses of the programme and the animal/individual. How effective has the programme been in supporting the team in reaching their potential and purpose.

##### **1.2 Obtain feedback on the outcome of the activities from**

**observation of the animal and the person and their achievements as a team** observe the team in their activities. Use the observation to assess whether the targets have been met, being worked towards or are unachievable and therefore require adapting. Observations should be regular to obtain accurate and detailed feedback.

##### **1.3 Encourage individuals to contribute to the evaluation of the**

**training and suggest ways in which it could be modified** create a

calm, relaxed and friendly atmosphere. Request input from the individuals either verbally, written or electronic on suggested modifications. Arrange formal and informal discussions to review the training programme.

**1.4 Take action to resolve situations where training activities, methods and resources are found to be inappropriate** discuss issues with all those involved in the training programme, discuss and agree suitable adaptations to the programme.

**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** lower the level, slow the pace, adapt activity to a less challenging target
- **are set too low** increase the pace, set more targets at a higher level to challenge the team to reach their potential
- **show the animal-person team has more potential in another area** adapt the programme to include targets from other areas to identify other capabilities.

***Learning Outcome 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** Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health and Safety at Work Act 1974, maintain safety of staff and animals, complete and review risk assessments

**LO3 and LO4 are knowledge based outcomes**

***Learning Outcome 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** mental and physical tiredness, excitements, anxiety and stress, stimulation, improved fitness and muscle tone, improved animal/individual relationship.

**3.2 Describe the seasonal and environmental effects on specific activities** day length, weather conditions i.e. extreme heat/sunlight,

extreme cold/winds, snow, rain. Hard ground, wet ground, slippery ground.

**3.3 Explain the methods and value of regular evaluation** formal and informal evaluation. Evaluation by discussion, written or electronic evaluation. Evaluation can be done by evaluating the progress made against outcomes of the programme. Regular evaluation allows current feedback, monitors progress and highlights the need for adaptations to the programme.

**3.4 Explain how training can be modified to improve its outcomes for the animal and the individual and their work as an entity** refer to LO1.4 and LO1.5

**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** refer to LO1.1 to LO1.5

**3.6 Explain why it is important to agree future alterations with all relevant personnel** to ensure all involved parties agree to the alterations and are aware of them. This ensures that the training programme is consistent and effective.

**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** refer to LO1.4 and LO1.5

**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

Refer to LO1.5

#### ***Learning Outcome 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** refer to LO2.1

### **Teaching Strategies And Learning Activities**

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Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners,

including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes (LO) 1 and 2**

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 3 and 4**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff

should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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## **Additional Information**

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**See ABC website for further information**

## Plan and Prepare To Release Native Animals into Natural Habitats

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<b>Unit Reference</b>	<b>F/502/1563</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>33</b>
<b>Unit Summary</b>	<p>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.</p> <p>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</p>
<b>Learning Outcomes (1 to 10)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 10.1)</b> <i>The learner can</i>
<b>1.</b> Be able to plan to release animals	<p><b>1.1</b> Assess suitability for the animal to be released</p> <p><b>1.2</b> Assess the site to determine the suitability of habitat</p> <p><b>1.3</b> Prepare site for release of animals</p>



	<p><b>1.4</b> Ensure your own actions minimise the impact of interference to the planned release from one of the following</p> <ul style="list-style-type: none"> <li>• human/s</li> <li>• pest and/or predators</li> </ul> <p><b>1.5</b> Select and use at least one of the following methods, to identify the animal, in preparation for release monitoring</p> <ul style="list-style-type: none"> <li>• ringing</li> <li>• tagging</li> <li>• identichip</li> <li>• tattoo</li> <li>• individual markings</li> <li>• centre records</li> <li>• hair clippings (short-term solution)</li> </ul>
<p><b>2.</b> Be able to maintain and use relevant equipment</p>	<p><b>2.1</b> Ensure the necessary equipment is correctly and safely prepared for use</p> <ul style="list-style-type: none"> <li>• equipment for identification</li> <li>• transporting</li> <li>• release</li> <li>• handling</li> </ul>
<p><b>3.</b> Be able to release animals</p>	<p><b>3.1</b> Transfer the animal safely to release area in a way which minimises stress</p> <p><b>3.2</b> Release the animal in a manner which maintains their welfare and minimises stress</p> <p><b>3.3</b> Observe behaviour and condition of the animal for signs of stress or disorder – before, during and after release</p> <p><b>3.4</b> Delay release if necessary according to site and animal conditions</p>

<p><b>4.</b> Be able to maintain records</p>	<p><b>4.1</b> Provide clear and accurate information for recording purposes</p>
<p><b>5.</b> Be able to promote health and safety and environmental good practice</p>	<p><b>5.1</b> Work in a way which promotes health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements</p> <p><b>5.2</b> Ensure work is carried out in a manner which minimises environmental damage</p> <p><b>5.3</b> Comply with relevant legislation for handling transport and release of animals</p>
<p><b>6.</b> Understand how to release animals</p>	<p><b>6.1</b> Explain how to determine the suitability of the site</p> <p><b>6.2</b> Explain why and when you identify the animal for release</p> <p><b>6.3</b> Describe the interferences that can affect the release and explain how they can be minimised/controlled covering</p> <ul style="list-style-type: none"> <li>• human/s</li> <li>• pest and/or predators</li> </ul> <p><b>6.4</b> Explain how to minimise damage to natural habitat and wildlife during release</p> <p><b>6.5</b> Explain the appropriate methods of release for the animals you have identified</p>
<p><b>7.</b> Know the type of equipment used for release</p>	<p><b>7.1</b> Describe the types of equipment used within the release process</p> <p><b>7.2</b> Explain the methods and importance of maintaining equipment for use</p>

<p><b>8.</b> Understand how to maintain the health and welfare of animal for release</p>	<p><b>8.1</b> Explain the conditions required to maintain the animals' health, safety and welfare during transfer</p> <p><b>8.2</b> Describe the signs which indicate stress and disorder in animals and the appropriate action to take</p> <p><b>8.3</b> Explain expected behaviour during release and the actions to be taken if behaviour varies from the norm</p>
<p><b>9.</b> Understand how to monitor and record release</p>	<p><b>9.1</b> Describe how and when post-release monitoring and recording is undertaken</p> <p><b>9.2</b> Explain the records required for management and legislative purposes and the importance of maintaining them</p>
<p><b>10.</b> Understand relevant health and safety legislation and environmental good practice</p>	<p><b>10.1</b> Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements</p>
<p><b>Mapping to National Occupational Standards</b> O29NAC20</p>	

## Supporting Unit Information

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### **F/502/1563 Plan and prepare to release native animals into natural habitats** **- Level 3**

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

ABC will provide specialist support for providers wishing to use this unit in order to develop and agree customised delivery and assessment regimes that maximise access and opportunities for the target learners and employers in this sub-sector and ensure that all aspects of content, delivery and assessment are fit for purpose and promote best practice in the sector.

#### Teaching Strategies And Learning Activities

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

#### Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

---

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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**See ABC website for further information**

## Prepare and Construct New Structures or Surfaces

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<b>Unit Reference</b>	<b>J/502/1452</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>33</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 7)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 7.1)</b> <i>The learner can</i>
<b>1.</b> Prepare to construct new structures and surfaces	<b>1.1</b> Prepare the site in a manner appropriate for the structure or surface and which minimises the effects on the surrounding environment  <b>1.2</b> Prepare the necessary materials for construction
<b>2.</b> Construct new structures and/or surfaces	<b>2.1</b> Construct the structure or surface in accordance with the specification <ul style="list-style-type: none"> <li>• setting out and location</li> <li>• materials and resources</li> </ul>

	<ul style="list-style-type: none"> <li>• timescale</li> <li>• working methods</li> <li>• waste management</li> <li>• restitution of site</li> <li>• the relationship of the structure and surface to its context</li> </ul> <p><b>2.2</b> Ensure the structure or surface meet the specification and is fit for purpose on completion of the work</p>
<p><b>3.</b> Be able to promote health and safety and environmental good practice</p>	<p><b>3.1</b> Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements</p> <p><b>3.2</b> Ensure work is carried out in a manner which minimises environmental damage</p> <p><b>3.3</b> Manage and dispose of waste in accordance with legislative requirements and codes of practice</p>
<p><b>4.</b> Be able to maintain and use relevant equipment</p>	<p><b>4.1</b> Ensure equipment is prepared, used and maintained in a safe and effective condition throughout</p>
<p><b>5.</b> Understand how to construct new structures and surfaces</p>	<p><b>5.1</b> Explain how to interpret specifications and the importance of following them covering</p> <ul style="list-style-type: none"> <li>• setting out and location</li> <li>• materials and resource</li> <li>• timescale</li> <li>• working methods</li> <li>• waste management</li> <li>• restitution of item</li> <li>• the relationship of the structure and surface to its context</li> </ul> <p><b>5.2</b> Explain the problems that may arise and how to minimise and the appropriate action to take</p>



	<p>including; remedying the situation and/or informing those who need to act</p> <p><b>5.3</b> Describe methods of constructing the structure or surface and the relationship of this to its planned use</p> <p><b>5.4</b> Explain how the planned use of the surface or structure may affect the methods of construction used</p>
<p><b>6.</b> Understand relevant health and safety legislation and environmental good practice</p>	<p><b>6.1</b> Summarise current health and safety legislation, codes of practice and any additional requirements</p> <p><b>6.2</b> Describe the possible environmental damage that could occur and how to respond appropriately</p> <p><b>6.3</b> Explain the correct and appropriate methods for disposing of waste</p>
<p><b>7.</b> Understand the reasons for maintaining equipment</p>	<p><b>7.1</b> Explain the importance and methods of maintaining equipment for use</p>
<p><b>Mapping to National Occupational Standards</b> O29NCU21.1,2</p>	

## Supporting Unit Information

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### **J/502/1452 Prepare and construct new structures or surfaces – Level 3**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means exclusive

Note 3: The example used in this indicative content is construction of a polythene tunnel on a nursery. The same approach should be used for other structures and surfaces.

**LO1, LO2, LO3 and LO4 are the key area of competence for this unit**

#### ***Learning Outcome 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 by**

- setting out and location; identification of site, existing features, shape, height, gradients, access routes, drainage feature, (to ensure positioning correct, services link to existing, access is as planned)
- materials and resources; types and quantities, containers and delivery method (available on time, match to existing and planned use, within cost)
- timescale; start date, significant points within project, duration/end-date (ensure access to site available, timing to meet project plan or contract, control costs, plan resource use)
- working methods; manual, mechanised, (to identify resources needed)

- waste management; unwanted materials on site, routes, storage available on site, specific policies, recycling opportunities (legal or contractual requirement, good working practice, to control costs)
- restitution of site; features to be retained or replaced, standards and materials to be used, timescale, maintenance (legal or contractual requirement, good practice)
- the relationship of the structure and surface to its context; proposed use, links to existing structures and materials (ensure use and appearance links to existing)

**1.2 Prepare the necessary materials for construction** e.g. frame and fittings is unloaded and checked, concrete (wet or dry) mixed for footings and ground posts (see also LO2.1)

### ***Learning Outcome 2. Construct new structures and/or surfaces***

**2.1 Construct the structure or surface in accordance with the specification** e.g. construction according to layout, slope and orientation. Type of structure relates to material, size, length, method of anchorage. Cover selected from clear, coloured film, netting. Floor – soil, sand/gravel/mypex, concrete, slabs (refer to LO1.1 for details, refer to LO5.3 for impacts of specification on use).

**2.2 Ensure the structure or surface meet the specification and is fit for purpose on completion of the work** refer to LO5.1.

### ***Learning Outcome 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** Health and Safety e.g. Health and Safety at Work Act, Management of Health & Safety at Work Regulations, LOLER, PUWER, Manual Handling, Environmental Protection e.g. Environmental Protection Acts; Waste e.g. Hazardous Waste Regulations; Codes of Practice e.g. Protecting our Water, Soil and Air; Additional requirements including customer regulations, assured produce schemes, certification, Town and Country Planning, England e.g. Town and Country Planning (General Permitted Development) (Amendment) (No 2) (England).

**3.2 Ensure work is carried out in a manner which minimises environmental damage** run-off of water and/or sediments from working areas causing pollution of controlled water (action – bunds and lagoons to retain water, avoid working in adverse conditions, use of permeable surfaces, in event of run-off take steps at a local level to

contain pollution, notify appropriate bodies e.g. Environment Agency). Use of non-sustainable materials (action – check source of all materials, reduce use of materials, reduce usage and wastage of all materials, recycle and re-use).

**3.3 Manage and dispose of waste in accordance with legislative requirements and codes of practice** organic waste – reduce waste removed from growing area, unwanted plant material composted (unless the material poses a threat to plant health or production process e.g. diseased material or perennial weeds). Inorganic waste – wastes from servicing and maintenance of equipment disposed of in appropriate container; wastage of packing material and containers minimised and where unavoidable recycled or disposed of in appropriate container; inorganic waste is carefully controlled until disposed of through licensed contractor.

***Learning Outcome 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** appropriate PPE is made available, selected and safely used by all persons e.g. waterproof clothing, steel toe-capped boots, safety helmet, eye and ear protection, hi-vis jackets, UV Protection, gloves, aprons, hats. Tools and equipment are made available, made ready for use and only used for the operation and in situations as detailed by the manufacturer's / supplier's / supervisor's instructions, current legislation and codes of practice for safe (refer to LO7.1). Tools and equipment are stored safely and securely in accordance with manufacturer's instructions and current legislation, records of maintenance and repairs are maintained, faults reported to line manager.

**L05, L06 and L07 are the key area of knowledge for this unit**

***Learning Outcome 5. Understand how to construct new structures and surfaces***

**5.1 Explain how to interpret specifications and the importance of following them** refer to LO1.1

**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** e.g. limited access to site e.g. unsuitable for vehicles or machines (action – site survey, manual operations only, discuss with client, line manager).

Resources not available e.g. materials, machinery (action – project planning, report to supplier, line manager). Damage to site or existing structures (making restitution difficult) (action – protecting features, remedial action, report to manager/supervisor, discuss with client).

**5.3 Describe methods of constructing the structure or surface and the relationship of this to its planned use** refer to LO2.1 for

specifications. Construction has impact on shading, ventilation, drainage, irrigation; e.g. shading useful for propagation of evergreen crops, minimal shading for winter production, larger structures require additional (roof, side) ventilation. Type of structure has impact on cropping area, layout of crops; e.g. narrow structure limit flexibility of row/bed width, tall crops (e.g. tomatoes) will require headroom, supports. Type of cover has impact on life of cover, temperature regime, ventilation, pest and disease (e.g. double skinning for greater heat retention, clear polythene gives 91% light transmission, white polythene gives 68%, luminance gives 90% provides thermal barrier and anti-condensation. Type of floor has impact on type of cropping, access, use of machinery e.g. soil floor for growing in organic systems, Mypex over sand/gravel for plants in pots or containers, benches for pot plants.

**5.4 Explain how the planned use of the surface or structure may affect the methods of construction used** refer to LO5.3.

***Learning Outcome 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** refer to LO3.1

**6.2 Describe the possible environmental damage that could occur and how to** respond appropriately - refer to LO3.2

**6.3 Explain the correct and appropriate methods for disposing of waste** refer to LO3.3

***Learning Outcome 7. Understand the reasons for maintaining equipment***

**7.1 Explain the importance and methods of maintaining equipment for use** Importance; improved performance, ensuring correct operation and output, prolonged life, greater reliability and reduced breakdown time and cost, available for next time required, reduced contamination and damage to materials and structures, reduced wastage.

Methods: routine checking and calibration of all equipment to ensure effective and efficient operation, lubrications of machinery as directed

by manufacturer, periodic servicing of power units; checking and cleaning all equipment (and recharge batteries if appropriate) after use to ensure readiness for next operation.

## **Teaching Strategies And Learning Activities**

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

### **Learning Outcomes 1, 2, 3 and 4**

Delivery of these learning outcomes is by assessment of competence for those who have experience in this area of work or by supervised practical activities preparing and constructing new structures or surfaces giving learners the opportunity, first to practice the various tasks involved and then to be observed competently doing each task to demonstrate achievement of the assessment criteria.

### **Learning Outcomes 5, 6 and 7**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of work preparing and constructing new structures or surfaces, copies of plans or records, or reporting forms and witness testimony, answering oral or written questions, or assignments referenced to the knowledge evidence.

Prior to, during and after completion of work preparing and constructing new structures or surfaces photographs or video could be taken to provide evidence of progress. Copies of monitoring record can be used to provide evidence of quality and rate of work and of sufficiency of evidence.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2, 3 and 4 link together and competence can be assessed practically by observation competent performance or by generation of diverse evidence. These could also link to Learning Outcomes 5, 6 and 7 to allow knowledge evidence to be gathered during the practical activities

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment

- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

## **Additional Information**

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### **Useful sources of reference**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc.
- The website <http://www.netregs.gov.uk/> provides guidance about environmental regulations.
- The Code of Practice - Protecting our Water, Soil and Air has a list of references in Section 9
- Local Authority websites for Building Control Department
- The Paving Expert website at <http://www.pavingexpert.com/> provides comprehensive information about foundations and laying types of paving

Learners should be directed to relevant publications and websites e.g.

- Horticulture Week ([www.hortweek.com](http://www.hortweek.com))
- The Landscaper ([www.landscapermagazine.com](http://www.landscapermagazine.com))
- *DEFRA website and publications*  
(<http://www.defra.gov.uk/hort/index.htm>)



- *Principles of Horticulture* by C.R. Adams, et al / Paperback / Published 1998
- *The Complete Book of the Greenhouse* by Ian G. Walls, et al / Paperback / Published 1996
- *A Handbook for Horticultural Students* by Peter Dawson
- *The Commercial Greenhouse* by James William Boodley
- *Greenhouse Operation and Management* by Paul Nelson
- *Farm Horticulture* by George W. Wood

**See ABC website for further information**

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

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

	<p>at suitable intervals to include the following</p> <ul style="list-style-type: none"> <li>• appearance</li> <li>• posture and movement</li> <li>• behaviour</li> <li>• bodily functioning</li> <li>• social interaction</li> </ul> <p><b>1.4</b> Identify, record and report five abnormal signs that might indicate the following</p> <ul style="list-style-type: none"> <li>• disease</li> <li>• disability</li> <li>• disorders</li> <li>• pest infestation</li> <li>• trauma</li> <li>• stress</li> </ul> <p><b>1.5</b> Carry out two of the following procedures to promote animal's health and welfare correctly and at a suitable time for the animals concerned</p> <ul style="list-style-type: none"> <li>• preventative care</li> <li>• environmental adjustment</li> <li>• changing feed or water provision</li> </ul> <p><b>1.6</b> Record and report animals' reaction to specific procedures</p> <p><b>1.7</b> Seek assistance immediately for any animals health or welfare emergency and initiate action as appropriate to the situation</p>
<p><b>2.</b> Be able to work safely</p>	<p><b>2.1</b> Work in a way which maintains health and safety and is consistent with relevant legislation, codes of</p>

	<p>practice and any additional requirements</p> <p><b>2.2</b> Dispose of waste safely and correctly</p>
<p><b>3.</b> Be able to maintain accurate records</p>	<p><b>3.1</b> Provide clear and accurate information for recording purposes</p>
<p><b>4.</b> Know how to promote and maintain the health and welfare of animals</p>	<p><b>4.1</b> Identify the purpose for which the animals are being kept</p> <p><b>4.2</b> Describe how to promote the health and general welfare of animals and minimise any stress or injury for at least two species of animals</p> <p><b>4.3</b> Describe why animals need exercise and how the type and amount varies at different stages in an animal's life</p> <p><b>4.4</b> Provide examples of how two different species of animals maintain their own physical condition and appearance</p> <p><b>4.5</b> Describe all the visual signs which indicate the following potential problems with an animal's health and welfare</p> <ul style="list-style-type: none"> <li>• disease</li> <li>• disability</li> <li>• disorders</li> <li>• pest infestation</li> <li>• trauma</li> <li>• stress</li> </ul>

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

**Mapping to National Occupational Standards**

## Supporting Unit Information

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### **H/502/1507 Promote and maintain the health and well-being of animals – Level 2**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: The main example used here are goats however any appropriate animal can be used

**LO1, LO2 LO3 are the key areas of competence for this unit.**

#### ***Learning Outcome 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** goats must be cared for well, in a manner that optimises their health and productivity (see Defras Animal Welfare Act and codes of recommendations for welfare of livestock and other relevant animal health acts, The British Goat Society web site). All types of goat must have a suitable environment (place to live) e.g. milking goats need suitable safe grazing area, and/or hygienic, draft free, well bedded, warm, but well ventilated in door accommodation. A suitable diet, e.g. fresh water, herbage, concentrate feed preferably specifically designed and balanced for goats, and a source of quality fibre hay, hayledge or straw (not oat straw). They must be able to exhibit normal behaviour i.e. move normally play and clean themselves properly, be housed with suitable mates, and be protected from stress (for example-lack of

feed/water/fibre, frightened, too hot or too cold), or pain (for example- bad handling pulling by the ear, leg or neck), injury ( for example inflicted by bad handling, choking, poor environment, incorrect veterinary procedures, and disease (e.g. ringworm, pneumonia, milk fever). i.e. The five freedoms)

**1.2 Provide animals with sufficient and effective opportunities to move, and maintain physical functioning** Animals need time to show natural behaviour to be able to move enough to keep their body functioning correctly (by scratching, licking, grooming themselves and keeping fit), eating and drinking correctly to maintain healthy and be fit for purpose. They need to be able to choose a dry area to lie so they can keep themselves at an optimum temperature and as clean, and healthy as possible. Exercise promotes health; which facilitates easy kidding, so in kid goats need more exercise than feeding goats, as they need to be fit not fat. Stabled horses need more exercise than horses at grass; growing sheep need more exercise than ewes.

**1.3 Monitor and report the animals' physical condition and behaviour at suitable intervals (to include the following)** observe the animals as in LO1.2 to enable a correct prognosis of the animals' health

- **appearance** chewing its cud, vocalising, and breathing normally, looking alert with bright eyes, shiny coat, damp nose, signs of deformities.
- **posture and movement** i.e. standing and moving correctly, standing with weight evenly on all legs, walking and running without limping and nodding its head, moving at an appropriate speed for the situation
- **behaviour** eating, drinking, licking scratching, smelling, looking and reacting to stimuli,
- **bodily functioning** i.e. temperature, pulse rate and respiration rate correct, urinating and defecating normally without scouring or becoming constipated and without pain. Urine and faeces the correct colour and smell
- **social interaction** i.e. interacting or failing to interact with people or other livestock (playing with its mates, fighting with its peers or standing on its own which usually indicates illness or kidding if appropriate)

Report the finding clearly and accurately to the correct person (E.g. Your line manager who could be section manager, farmer, small

holder, pet owner, keeper, teacher, or if required and within your job role vet)

**1.4 Identify, record and report five abnormal signs that might indicate the following** These may indicate potential ill health, but not always. Monitor record and report the findings from LO1.3 that could indicate problems

- **disease** can be indicated by changes in behaviour; involving signs such as lack of cudding, lameness, rapid breathing poor coat, sunken eyes, dry nose are signs of a raised temperature and dehydration all of which can indicate a variety of diseases in goats such as acetonemia, pneumonia, foot rot or Caprine arthritis encephalitis.
- **disabilities** lameness can indicate deformed bent legs or feet, or they may be blind unable to see.
- **disorders** incorrect bodily functions e.g. those brought on by lack of or incorrect food can be identified by choking or scouring, milk fever and staggers.
- **pest infection** goats itching and biting themselves could indicate external parasites such as lice or internal parasites indicated by scouring lose of weight.
- **trauma** lameness, incorrect vocalising, blood cuts etc can indicate pain, signs of injuries, broken legs and horns.
- **stress** can be caused by environmental stressors i.e. too hot, too cold, too dry, too wet, lack of or too much food, over stocked with milk, This type of stress can be sometimes worse than stress from fear of people, unusual noises and violent occurrences; stress can be observed at different levels e.g. Tail swishing, defecating, starey eyed and increased vocalisation (snorting); too ultimately if stressors are not removed by flight and or aggression which can put animal and people in danger.

All signs of ill health must be reported a.s.a.p. to the appropriate person listed in LO3, be recorded (individual animal log book, herd record, diary) and appropriate remedial action can then be investigated. E.g. Goats scouring; supply medication and/or change diet contact veterinary surgeon.

**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** for goats i.e. Care of new born kid. Provision of colostrum, check dry and warm, standing moving and feeding correctly. Vaccinations e.g. clostridial diseases (8



in 1), blue tongue, and internal and external parasite control for the herd

- **environmental changes** i.e. move goats to more appropriate area e.g. move field and or accommodation. Cleaning out of soiled, wet bedding and waste material, change the rate of ventilation, and reducing or increasing stocking density which can all have an effect in the humidity of the air and resulting levels of bacterial or viral infections.

Low temperatures rarely have an adverse effect on goats unless they are inadequately fed or ill, however high temperatures and high humidity can be fatal.

- **changes of food and water provision** i.e. provide the correct feed in the correct amounts in response to for example changes in weather conditions or nutritional demands such as pre/post kidding or when drying off goats.

### **1.6 Record and report animals' reaction to specific procedures**

observe the effects of the procedures completed in LO1.5 and report the benefit/lack of benefit to the animals in question as regards physical condition and behaviour. Ref LO1.3. E.g. goat placed in specifically designed accommodation for kidding. Need to record date, time, outcome, and report to person in charge. Vaccine, wormer used discussed with person in charge and recorded in medicine record

### **1.7 Seek assistance immediately for any animals' health or welfare emergency and initiate action as appropriate to the situation**

unusual signs need to be reported as soon as possible to the person in charge. Ref LO1.3 so he can sort or ring the vet or police if applicable to prevent further problems, illness and even death. Animal health emergencies can be illness, injury or escape e.g. a goat kid with scour (diarrhoea) must have electrolytes and probably antibiotics a.s.a.p. to prevent further deterioration and may well need veterinary attention. A goat choking will need attention quickly to prevent suffocation and death.

## ***Learning Outcome 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** know who to report to if unsure about own roles and queries as regards H & S and animal health and welfare. Ref

LO1.3. Know current legislation. E.g. Animal Health Acts, Health and Safety Acts, PUWER, Environmental Protection Acts, COPs as applicable. Know the risks relating to the animals that will be cared for, e.g. one

goat might be older and more aggressive than the others, and candidates will need to know to take more care when caring for certain highlighted individuals or groups. Use of risk assessments can be a good teaching and learning tool. Candidates should be aware of the five freedoms (freedom from discomfort, hunger and thirst, pain injury and disease, fear and distress, and free to show normal behaviour. To enable the livestock under your care to be content, thrive and grow well.)

**2.2 Dispose of waste safely and correctly** the importance of environmental issues when disposing of all categories of livestock waste products. is paramount, organic waste including feed should be removed and disposed of correctly in the muck heap which must be situated on concrete or solid base to ensure that no run off can occur, which may pollute nearby water courses. Inorganic waste comprising of paper, glass, metal and plastic, must be recycled or disposed of in the municipal bins as instructed by the person in charge. Ref LO1.3. The importance of removal and not feeding contaminated feed and water should be highlighted.

***Learning Outcome 3. Be able to maintain accurate records.***

**3.1 Provide clear accurate information for recording** report procedures in LO1.5 and LO2.2 to the correct person ref LO1.3 in the correct format for e.g. animal medicine book, animal record book, herd record, medicine record, waste disposal records, and diary.

**LO4, LO5 LO6 are the key areas of knowledge for this unit.**

***Learning Outcome 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**

animals may be kept for a variety of reasons; production e.g. farm production e.g. goat milk. Display e.g. zoos, wildlife centres. Pets. Entertainment e.g. circuses. Environmental control.

**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** Ref LOLO1.5 other examples could include;

cat's routine flea protection by use of spot on, flea collars, worming. Red mite of poultry thrives in dirty poultry houses, which therefore must be cleaned and disinfected regularly. Laying hens will not lay at low temperatures and short day length

Modern properly formulated proprietary feeds have been developed for

most species and are useful for counteracting dietary deficiencies. e.g. cats, dogs, poultry, cattle sheep, pigs etc. Environmental and handling stressors - ref LO1.4 must be kept to a minimum and a knowledge of flight zones and correct handling methods for chosen species known.

- 4.3 Describe why animals need exercise and how the type and amount varies at different stages in an animal's life** exercise is important for all classes of livestock. Ref LO1.2 all young growing animals need to play, to help develop strong bones and muscles: animals at grass obtain their exercise naturally. Feeding and finishing livestock need less exercise to promote the laying down of muscle and correct body condition, while pregnant animals need enough exercise to keep them fit and healthy so they are able to give birth more easily, in many mammals the feed intake at the end of gestation is in proportion to the final birth weight of the young e.g. cows, sheep
- 4.4 Provide examples of how two different species of animals maintain their own physical condition and appearance** Ref LO1.2 e.g. well fed animals spend a lot of time looking after themselves by scratching, licking, & grooming themselves. Keeping fit by eating and drinking correctly e.g. grazing or hunting. All animals need to be able to choose a dry area to lie so they can keep themselves at an optimum temperature and as clean, and healthy as possible
- 4.5 Describe all the visual signs which indicate the following potential problems with an animal's health and welfare** Ref LO1.4 e.g. iii. a disorder - a goat with a false pregnancy or 'Cloudburst' suddenly voids from the vulva a large quantity of cloudy fluid after which the abdomen goes back to normal, provide six examples one each for disease, disability, disorder, pest infestation, trauma, and stress.
- 4.6 Describe two types of preventative care used to maintain the health and welfare of animals** ref LO1.5 e.g. Use of 8 in 1 clostridial vaccine for goats.
- 4.7 State how the environment may be adjusted to maintain two species of animals' health and welfare** ref LO 1.5 e.g. Use of extra bedding to keep milking goats clean. Use of lagging 'Hutch Huggers' to keep outside hutches warm in winter (rabbits, guinea pigs).
- 4.8 State the importance of providing an adequate supply of feed and water** ref LO 1.5. All animals need the correct amount of feed and water to keep healthy. This may vary for the specific role of the animal concerned. The milk yield of a goat for example is dependent on its intake of water and a correctly balanced ration in proportion to its milk

yield; it will need more food than a goat in the early stages of pregnancy. Also animals on a sub maintenance diet will eventually die, but sub maintenance diets may be used for short periods to reduce obesity or prevent birth problems for example.

***Learning Outcome 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**

ref LO1.1 and LO2.1. State responsibility for keeping safe when handling animals: It is important that candidates know which animals are safe for them to handle. They must be aware of the flight zone of the animals, and how they can be hurt by for example, biting, scratching, kicking or butting, by crushing, and zoonosis. Also the legislation in place to protect the animals under their care.

**5.2 Describe how environmental damage can be minimised** by disposing of waste correctly. Ref LO2.2. By taking precautions when feeding livestock outside to prevent damage to the ground and surrounding areas, the effect of carbon foot print and air miles on the environment in connection to the animals concerned.

**5.3 Describe the correct methods for disposing of waste** ref LO 2.2

***Learning Outcome 6. Know how to maintain accurate records***

**6.1 Identify the types of records required and explain the**

**importance of accurate record keeping** ref LO1.4 LO1.6 LO3. In many industries legislation is in place to ensure correct records are kept for traceability purposes. The importance of the use of the records to promote the future health and well being of not just the animals being treated, but in the whole of the UK should be impressed on the candidates.

**Teaching Strategies And Learning Activities**

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

**Learning Outcomes (LO) 1, 2 and 3**

Delivery of these learning outcomes could be by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 4, 5 and 6**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching

**It is important that practical assessment activities are supervised appropriately.**

## **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports

- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

## **Additional Information**

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### **Useful sources of reference**

- The Defra web site <http://www.defra.gov.uk> has details of the animal welfare acts and The Code of Recommendations for the Welfare of livestock are useful sources of information for various species however some of the 2007 legislation referred to may be out of date due to rapidly changing legislations. The British Goat Society web site. [www.allgoats.com](http://www.allgoats.com)
- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc.

See ABC website for further information

## Handle Animals

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<b>Unit Reference</b>	<b>J/502/1466</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim 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
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.1)</b> <i>The learner can</i>
<b>1.</b> Be able to handle animals	<p><b>1.1</b> Approach and handle animals in a manner that</p> <ul style="list-style-type: none"> <li>• minimises stress</li> <li>• takes into account the species</li> <li>• takes into account the animal's current temperament</li> <li>• takes into account known behaviour patterns</li> </ul> <p><b>1.2</b> Monitor the animal's behaviour and its response to handling, noting any signi</p>

	<p>ficant changes and take the appropriate action if required</p>
<p><b>2.</b> Be able to work safely</p>	<p><b>2.1</b> Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements</p> <p><b>2.2</b> Wear the appropriate personal protective equipment</p>
<p><b>3.</b> Know how to handle animals</p>	<p><b>3.1</b> State how and where to obtain information about the temperament and the usual behaviour patterns of animals</p> <p><b>3.2</b> Describe safe and effective methods of handling animals</p> <p><b>3.3</b> Explain why it is important to monitor an animal's response to handling</p> <p><b>3.4</b> Describe negative responses to handling and to whom these should be reported and the consequences of not doing so</p> <p><b>3.5</b> Describe the different factors that can affect an animal's behaviour and what to do if these are observed</p> <p><b>3.6</b> Describe how to deal with any contingencies which may arise, before approaching the animal</p> <p><b>3.7</b> Describe the limits of responsibility in handling animals and what to do if assistance is required</p>



**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

**Mapping to National Occupational Standards**

## Supporting Unit Information

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### J/502/1466 Handle animals - Level 2

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

**It would be good practice in this unit if learners were required to handle the following animals:**

- **animals they have handled before and whose behavior and temperament are known**
- **animals they have not handled before, but which have been assessed as suitable for them to handle**

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

#### ***Learning Outcome 1. Be able to handle animals***

##### **1.1 Approach and handle animals in a manner that**

- **minimises stress** ensure appropriate methods and equipment are used. Approach calmly, slowly and at a safe distance. Monitor the animals' response and adapt your approach accordingly.
- **takes into account the species** consider pace, environment, level. With canines approach at a safe distance and allow the canine to come to you.
- **takes into account the animal's current temperament** monitor the animals temperament using history, questioning of owner/carer and monitoring of body language. Ensure the safety of yourself throughout.
- **takes into account known behaviour patterns** gather information from history and questioning of owner/carer.

##### **1.2 Monitor the animal's behaviour and its response to handling, noting any significant changes and take the appropriate action**

**if required** monitor the animals response by observing its reactions, behaviour and body language. Not changes to its body language, posture and behaviour. Monitor the animal during and post handling. If the animal shows signs of stress or aggression then adapt your handling. If changes in behaviour continue then ensure the animal is safe and secure and cease the handling. Report these changes to the supervisor.

### ***Learning Outcome 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** refer to the Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health & Safety at Work Act 1974, maintain safety of staff and animals. Complete and review risk assessments.

**2.2 Wear the appropriate personal protective equipment** gloves to include latex or gauntlets, aprons, boots to include rubber or steel toe capped.

### **LO3 and LO4 are knowledge based outcomes**

### ***Learning Outcome 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** history of the animal, questioning of owner/carer, observations of animals behaviour, knowledge of the species (text book, internet, specialists).

**3.2 Describe safe and effective methods of handling animals** handle in a firm, calm manner. Ensure you have control of the head at all times; ensure handling method allows procedure to be completed. Use appropriate handling equipment such as lead, collar, harness, muzzle, dog catcher.

**3.3 Explain why it is important to monitor an animal's response to handling** to ensure the animal is not becoming stressed or injured. To ensure the handling is safe and effective. To ensure a positive experience for the animal. To enable handling to be adapted or ceased when necessary.

- 3.4 Describe negative responses to handling and to whom these should be reported and the consequences of not doing so** to include signs of stress such as panting, vocalisation, hyper salivation, changes in behaviour. Injury due to incorrect handling. Aggression. Negative responses should be reported to supervisor and all those involved in handling the animal. Failing to do so can lead to injury to animal and handler and negative responses to future handling.
- 3.5 Describe the different factors that can affect an animal's behaviour and what to do if these are observed** pain, stress, anxiety, excitement, fear, season, time of day, environmental temperature. Monitor behaviour changes, adapt or cease handling, report and record the changes.
- 3.6 Describe how to deal with any contingencies which may arise, before approaching the animal** ensure you have all equipment ready. Ensure you are aware of the purpose of handling the animal. Ensure you know how you are going to approach and handle the animal. Gather all required information.
- 3.7 Describe the limits of responsibility in handling animals and what to do if assistance is required** only handle an animal if you feel it is safe to do so. Do not handle animals that you don't feel trained or equipped for. If assistance is required ensure the animal is in a safe and secure location and seek assistance required.

***Learning Outcome 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** refer to LO2.1

## **Teaching Strategies And Learning Activities**

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

### **Learning Outcomes (LO) 1 and 2**

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and

then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 3 and 4**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

**It would be good practice in this unit if learners were required to handle the following animals:**

- **animals they have handled before and whose behavior and temperament are known**
- **animals they have not handled before, but which have been assessed as suitable for them to handle**

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

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**See ABC website for further information**

## Select and Prepare Animals for Breeding

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<b>Unit Reference</b>	<b>J/502/1659</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>26</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 7)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 7.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to select and prepare animals for breeding	<p><b>1.1</b> Select animals which are suitable for breeding</p> <p><b>1.2</b> Assess the physical condition of the animals selected for breeding for four of the following criteria</p> <ul style="list-style-type: none"> <li>• appearance and condition</li> <li>• weight</li> <li>• posture and movement</li> <li>• behaviour</li> <li>• reproductive cycle</li> <li>• inherited diseases</li> <li>• sexually transmitted diseases</li> <li>• age of animal and its last pregnancy</li> </ul>

	<p><b>1.3</b> Facilitate fertilisation using one of the following methods</p> <ul style="list-style-type: none"> <li>• natural methods</li> <li>• artificial insemination</li> </ul> <p><b>1.4</b> Maintain the health and condition of breeding animals</p> <p><b>1.5</b> Provide clear and accurate information for recording purposes</p>
<p><b>2.</b> Be able to use and maintain relevant equipment</p>	<p><b>2.1</b> Ensure equipment is prepared, used and maintained in a safe and effective condition throughout</p>
<p><b>3.</b> Be able to promote animal welfare and health and safety</p>	<p><b>3.1</b> Work in a way which promotes animal health and welfare, health and safety, is consistent with relevant legislation and codes of practice</p> <p><b>3.2</b> Manage and dispose of waste in accordance with legislative requirements and codes of practice</p>
<p><b>4.</b> Understand how to prepare animals for breeding</p>	<p><b>4.1</b> Explain the principles of selecting individual animals for breeding</p> <p><b>4.2</b> Explain how each of the criteria listed below are used to assess the suitability of animals for breeding</p> <ul style="list-style-type: none"> <li>• appearance and condition</li> <li>• weight</li> <li>• posture and movement</li> <li>• behaviour</li> <li>• reproductive cycle</li> <li>• sexually transmitted diseases</li> <li>• inherited diseases</li> <li>• age of animal and its last pregnancy</li> </ul>



	<p><b>4.3</b> Explain how to determine the optimum time for breeding including identification of oestrus</p> <p><b>4.4</b> Explain suitable preparation methods for animal and/or equipment for mating</p> <p><b>4.5</b> Explain the arrangements for the care of animals for breeding</p>
<p><b>5.</b> Understand the breeding of animals</p>	<p><b>5.1</b> Explain why and when artificial or natural breeding methods are used in animals</p> <p><b>5.2</b> Explain species specific mating behaviour which determines or precludes mating methods including how animals should be introduced</p> <p><b>5.3</b> Explain the factors which influence conception in animals</p> <p><b>5.4</b> Explain the anatomy of male and female reproductive systems</p> <p><b>5.5</b> Explain the arrangements for the care of breeding and non-breeding males</p> <p><b>5.6</b> Identify the types of records required and explain the importance of accurate record keeping</p>
<p><b>6.</b> Understand relevant animal welfare and health and safety legislation</p>	<p><b>6.1</b> Summarise current health and safety legislation, animal health and welfare, codes of practice and any additional requirements</p> <p><b>6.2</b> Explain the correct and appropriate methods for disposing of waste</p>
<p><b>7.</b> Understand the reasons for</p>	<p><b>7.1</b> Explain the importance and methods of maintaining equipment for use</p>

maintaining equipment	
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**Mapping to National Occupational Standards**

O29NCU36.1

O29NLP28.2

## Supporting Unit Information

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### J/502/1659 Select and prepare animals for breeding - Level 3

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive

Note 3: Note 3: For the purpose of this indicative content a canine will be discussed, however this should be adapted to apply to a range of species.

#### **LO1, LO2 and LO3 are competence based outcomes**

#### ***Learning Outcome 1. Be able to select and prepare animals for breeding***

**1.1 Select animals which are suitable for breeding** select animals suitable to breed taking into account age, reproductive status/health, species/breed, behaviour, condition, genetic pool/lines, and breed/species standards compared to appearance/characteristics of animal.

#### **1.2 Assess the physical condition of the animals selected for breeding for four of the following criteria**

- **appearance and condition** appearance compared to breed/species standards. Body condition to include skin, coat and body scoring.
- **weight** is weight within the desired range for that breed. Is the animal overweight/malnourished.
- **posture and movement** is posture and movement as desired for specific breed.
- **behaviour** consider whether the animal is aggressive, submissive, assertive or confident and friendly. Does the animal demonstrate any

abnormal behaviour. Consider of any abnormal behaviours are inherited or learnt.

- **reproductive cycles is the animal reproductively mature, at what stage in their cycle are they/ are they receptive to a male.**
- **inherited diseases** consider known inherited diseases for the breed e.g. hip dysplasia in German Shepherds, are their screening systems in place and have these been performed e.g. Hip Scoring, do the results of screening tests indicate that the animal is suitable to breed from.
- **sexually transmitted diseases** consider screening tests to identify diseases, treat diseases prior to breeding or cease breeding with the animal.
- **age of animal and its last pregnancy** is the animal reproductively mature/too old to reproduce. Has a suitable time elapsed since last pregnancy for female to be in optimum condition to breed again?

### **1.3 Facilitate fertilisation using one of the following methods**

- **natural methods** introduce dam and sire at optimum times to ensure that female is receptive to the male. Introduce during oestrus once discharge has become straw coloured. Provide a suitable environment to encourage mating.
- **artificial insemination** performed by a veterinary surgeon

**1.4 Maintain the health and condition of breeding animals** ensure adequate nutrition is provided, suitable accommodation to meet all their needs, regular health checks and veterinary treatments when required. Ensure all preventative treatments such as vaccinations and parasite control are regularly provided; allow freedom to express normal behaviours to prevent stress and abnormal behaviours. Refer to Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms and Breeding and Sale of Dogs Act 1999, and Breeding of Dogs Act 1973

### **1.5 Provide clear and accurate information for recording purposes**

to include animal details – age, sex, weight, breed, breeding lines, reproductive cycle, screening results, and client details. Details of mating to include animal details, date and time, natural or artificial, how many times mated, success of mating. Record either written or electronically.

## ***Learning Outcome 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** ensure equipment is clean from debris and disinfected/sterilised. Ensure equipment is in working order

prior to and after use. Ensure equipment is safe prior to and after use e.g. no sharp edges, exposed cables. Ensure equipment is stored in a safe and secure location. Maintain and service regularly following the manufacturer's guidelines.

***Learning Outcome 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** Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Breeding and Sale of Dogs Act 1999, and Breeding of Dogs Act 1973 Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health and Safety at Work Act 1974, maintain safety of staff and animals, complete and review risk assessments

**3.2 Manage and dispose of waste in accordance with legislative requirements and codes of practice** dispose of waste materials following correct procedures, clinical waste, domestic waste, industrial waste. Segregate waste according to current legislation. Dispose of according to current legislation using licensed companies. Refer to LO3.1

**LO4, LO5, and LO6 are knowledge based outcomes**

***Learning Outcome 4. Understand how to prepare animals for breeding***

**4.1 Explain the principles of selecting individual animals for breeding** refer to LO1.1 and LO1.2

**4.2 Explain how each of the criteria listed below are used to assess the suitability of animals for breeding**

- **appearance and condition** refer to LO1.2
- **weight** refer to LO1.2
- **posture and movement** refer to LO1.2
- **behaviour** refer to LO1.2
- **reproductive cycle** refer to LO1.2
- **sexually transmitted diseases** refer to LO1.2
- **inherited diseases** refer to LO1.2
- **age of animal and its last pregnancy** refer to LO1.2

**4.3 Explain how to determine the optimum time for breeding including identification of oestrus** the optimum time of breeding is

once the Bitch is mature. Optimum time to mate is when the bitch ovulates. Ovulation occurs during oestrus. Oestrus vaginal cytology and hormone screening can determine when the bitch is ovulating. Ovulation detector kits can be used with variable results. Oestrus can be identified by when vaginal discharge changes from bloody to straw colour and the bitch is receptive to the male.

**4.4 Explain suitable preparation methods for animal and/or equipment for mating**

ensure the animals are of optimum health and have received all required preventative treatments e.g. worming and vaccination. Ensure the environment is safe, secure and clean.

**4.5 Explain the arrangements for the care of animals for breeding**

refer to LO1.4

***Learning Outcome 5. Understand the breeding of animals***

**5.1 Explain why and when artificial or natural breeding methods are used in animals**

natural breeding methods are used in most circumstances when a suitable bitch and sire are available. Artificial methods may be chosen when the breed is in decline in the country of residence, the desire to re-introduce breed lines, the selected stud dog has been exported, to widen the gene pool by using semen from other countries, lack of bloodlines in the country, to improve the health/conformation/type/temperament of a breed, breeder has lost their blood line, chosen stud dog is deceased.

**5.2 Explain species specific mating behaviour which determines or precludes mating methods including how animals should be introduced**

the dog and bitch will exhibit play behaviour when first introduced. The bitch should be taken to the area first. The male should be introduced and restrained on a lead until it has been established whether the bitch is receptive to him. The bitch will settle and stand with her tail deviated to the side. The dog will then mount the bitch.

**5.3 Explain the factors which influence conception in animals**

optimum time of mating, dam/sire health, dam/sires fertility, dam/sires age, dam/sires previous matings.

**5.4 Explain the anatomy of male and female reproductive systems**

the female system consists of two ovaries, two infundibulum, two fallopian tubes, two uterine horns, one uterine body, one cervix, one vagina and the vulva. The ovaries contain the developing ova which are released into the infundibulum and travel to the fallopian tube at oestrus. Embryos embed and develop in the uterine horns. During parturition the foetus travels down into the uterine body, through the

cervix, vagina and vulva. The male consists of two testes, two epididymis, spermatic cord and penis. The testis produces sperm which is stored in the epididymis.

**5.5 Explain the arrangements for the care of breeding and non-breeding males** provide preventative health care e.g. vaccinations.

Provide suitable accommodation, nutrition and exercise. Refer to LO1.4

**5.6 Identify the types of records required and explain the importance of accurate record keeping** refer to LO1.5. To enable genetic lines to be followed, to monitor breeding success of pairs/individuals, to evaluate breeding procedures, legislation purposes.

### ***Learning Outcome 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** refer to LO3.1

**6.2 Explain the correct and appropriate methods for disposing of waste** refer to LO3.2

### ***Learning Outcome 7: Understand the reasons for maintaining equipment***

**7.1 Explain the importance and methods of maintaining equipment for use** refer to LO2.1. To ensure that equipment is in a safe, working order. To prevent injury/disease transmission to animal and operator. To prevent unnecessary financial expenditure.

## **Teaching Strategies And Learning Activities**

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

### **Learning Outcomes (LO) 1, 2 and 3**

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 4, 5 and 6**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

**It is important that practical assessment activities are supervised appropriately**

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

**It is important that practical assessment activities are supervised appropriately.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks



- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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**See ABC website for further information**

## Manage the Care of Young Animals

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<b>Unit Reference</b>	<b>F/502/1661</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>19</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.4)</b> <i>The learner can</i>
<b>1.</b> Be able to care for young animals	<p><b>1.1</b> Ensure the appropriate food and water is provided to the young, from birth to weaning</p> <p><b>1.2</b> Carry out weaning using an appropriate method</p> <p><b>1.3</b> Monitor the health and condition of the young</p> <p><b>1.4</b> Carry out artificial rearing (including fostering), where applicable, in a manner which is appropriate to the animal</p> <p><b>1.5</b> Provide clear and accurate information for recording purposes</p>

<p><b>2.</b> Be able to promote health and safety and environmental good practice</p>	<p><b>2.1</b> 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</p> <p><b>2.2</b> Ensure work is carried out in a manner which minimises environmental damage</p> <p><b>2.3</b> Manage and dispose of waste in accordance with legislative requirements and codes of practice</p>
<p><b>3.</b> Understand how to care for young animals</p>	<p><b>3.1</b> Explain the signs of good and ill-health in young animals</p> <p><b>3.2</b> Explain how to promote the health and welfare of young animals</p> <p><b>3.3</b> Explain methods of weaning, and the appropriateness of their use</p> <p><b>3.4</b> Explain potential problems encountered by young animals and actions to resolve them. Problems to include</p> <ul style="list-style-type: none"> <li>• loss of parent</li> <li>• competition</li> <li>• risk of injury</li> <li>• risk of disease</li> </ul> <p><b>3.5</b> Explain the options for artificial rearing (including fostering) and the different management requirements of each system</p> <p><b>3.6</b> Explain the records required for management and legislative purposes and the importance of maintaining them</p>
<p><b>4.</b> Understand relevant health and</p>	

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

## Supporting Unit Information

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### F/502/1661 Manage the care of young animals - Level 3

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: For the purpose of this indicative content a canine will be discussed, however this should be adapted to apply to a range of species.

#### **LO1 and LO2 are competence based outcomes**

##### ***Learning Outcome 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** ensure there is constant access to fresh water. Allow access to the Dam to feed the young by lactation. When access to the Dam is not available (orphaned young) then milk substitutes must be prepared and provided following the manufacturers guidelines.

**1.2 Carry out weaning using an appropriate method** begin at approximately 2-3 weeks and aim to complete weaning by 5 weeks. Continue to allow the dam access to the litter during the weaning process. Offer small quantities of food on a finger. Increase the volume of food over a period of time, lowering finger to a bowl until the puppy feeds from the bowl. Ensure to use a proprietary puppy food to ensure adequate nutrition.

**1.3 Monitor the health and condition of the young** weigh at regular intervals to ensure they are gaining weight. Monitor urinary and faecal output. Monitor growth and development of the young e.g. movement, hair growth, eyes opening. Perform regular health checks. Provide preventative treatments such as worming.

- 1.4 Carry out artificial rearing (including fostering), where applicable, in a manner which is appropriate to the animal** a foster dam can be used if she is lactating and has lost a litter or is lactating during a pseudo pregnancy. When artificially rearing provide the neonates with colostrum in the first 24 hours if possible. A commercially prepared milk substitute should be used for rearing. Warm the milk to body temperature before feeding. Feed according to the manufacturer's instruction, bodyweight and age of the neonate. Neonates will normally feed every 2-4 hours for the first five days, then changing to every 4 hours. Use a commercial bottle and teat to provide the feed, alternatively a syringe or dropper bottle. Hold the head in its normal position and open the mouth using your finger and thumb. Clean the anogenital area with damp cotton wool to stimulate urination and defaecation every 2 hours.
- 1.5 Provide clear and accurate information for recording purposes** animal details such as weight, sex, age. Client/carer details. Details of feeding and whether artificial rearing. Type, quantity and frequency of feeds.

***Learning Outcome 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** Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health and Safety at Work Act 1974, maintain safety of staff and animals, complete and review risk assessments
- 2.2 Ensure work is carried out in a manner which minimises environmental damage** follow appropriate legislation. Refer to LO3.1, dispose of waste and chemicals according to above legislation, be responsible for own actions
- 2.3 Manage and dispose of waste in accordance with legislative requirements and codes of practice** dispose of waste materials following correct procedures, clinical waste, domestic waste, industrial waste. Segregate waste according to current legislation. Dispose of according to current legislation using licensed companies. Refer to LO2.1

## **LO3 and LO4 are knowledge based outcomes**

### ***Learning Outcome 3. Understand how to care for young animals***

#### **3.1 Explain the signs of good and ill-health in young animals**

good health includes clear and bright eyes, clean ears, clean teeth, salmon pink mucous membranes, clean skin and coat, normal posture and movement, normal behaviour. Feeding and drinking appropriately, normal urinary and faecal outputs. Signs of ill health include discharge from eyes, nose and ears. Smelly ears. Abnormal colour of mucous membranes e.g. yellow, blue, red. Foul smelling breath, dull scurfy coat, inflamed skin, lumps, signs of parasites e.g. flea dirt, dirty anus, discharge from genital areas, abnormal posture and movement. Changes in behaviour, feeding patterns and faecal or urinary outputs to include diarrhoea and constipation.

#### **3.2 Explain how to promote the health and welfare of young animals**

refer to LO1.3. Ensure owners/carers are aware of how to care for animals. Home young animals responsibly to competent owners. Refer to Animal Welfare Act 2006, Pet Animals Act 1951, And Five Freedoms

#### **3.3 Explain methods of weaning, and the appropriateness of their use**

refer to LO1.2 and LO1.4

#### **3.4 Explain potential problems encountered by young animals and actions to resolve them. Problems to include**

- **loss of parent** death during parturition, death post parturition due to other external causes, abandonment.
- **competition** competition for feed and care from other young in litter
- **risk of injury** injury caused by Dam, other litter mates, other animals, humans or environment/accommodation
- **risk of disease** inherited, congenital, transmitted from other animals, from contaminated/unsuitable environment.

#### **3.5 Explain the options for artificial rearing (including fostering) and the different management requirements of each system**

refer to LO1.2 and LO1.4

#### **3.6 Explain the records required for management and legislative purposes and the importance of maintaining them**

refer to LO1.5

### ***Learning Outcome 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**

refer to LO2.1

- 4.2 Summarise own responsibilities under animal health and welfare and health and safety legislation** refer to LO2.1
- 4.3 Describe the possible environmental damage that could occur and how to respond appropriately** refer to LO2.2
- 4.4 Explain the correct and appropriate methods for disposing of waste** refer to LO2.3

### **Teaching Strategies And Learning Activities**

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

#### **Learning Outcomes (LO) 1 and 2**

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

#### **Learning Outcomes (LO) 3 and 4**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

**It is important that practical assessment activities are supervised appropriately**

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.



All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

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### **Additional Information**

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**See ABC website for further information**

## Select Animals for Training

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<b>Unit Reference</b>	<b>L/502/1601</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>26</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.11)</b> <i>The learner can</i>
<b>1.</b> Be able to select animals for training	<p><b>1.1</b> Specify selection criteria to identify the requirements of the animals to be trained, including the following</p> <ul style="list-style-type: none"> <li>• physical characteristics</li> <li>• behavioural characteristics</li> <li>• age</li> <li>• intended outcome of training</li> <li>• history</li> <li>• temperament</li> <li>• relevant documentation</li> </ul> <p><b>1.2</b> Evaluate possible sources to acquire the necessary animals and select the best source</p>

	<p><b>1.3</b> Assess potential animal recruits against the selection criteria</p> <p><b>1.4</b> Select the animal best able to meet the selection criteria</p> <p><b>1.5</b> Seek additional advice when information is insufficient to make a decision</p> <p><b>1.6</b> Evaluate the potential of the animals which were not selected and provide the information to the pre-selectors</p>
<p><b>2.</b> Understand how to select animals for training</p>	<p><b>2.1</b> Explain the reasons for setting selection criteria</p> <p><b>2.2</b> Describe the selection criteria which are necessary for the animal types and breed concerned and what it is being trained for, covering the following</p> <ul style="list-style-type: none"> <li>• physical characteristics</li> <li>• behavioural characteristics</li> <li>• age</li> <li>• intended outcome of training</li> <li>• history</li> <li>• temperament</li> <li>• relevant documentation</li> </ul> <p><b>2.3</b> Explain how and why certain breeds and types are suited to particular activities</p> <p><b>2.4</b> Explain the importance of identifying the individual characteristics of animals that affect their suitability for training</p> <p><b>2.5</b> Explain the psychological and physiological effects which training activities may have on the animal</p>

	<p><b>2.6</b> Describe seasonal and environmental effects on specific activities</p> <p><b>2.7</b> Describe effective methods of selecting animals for specific activities</p> <p><b>2.8</b> State the different sources of supply of the animal breed</p> <p><b>2.9</b> Describe how to assess the animal characteristics and any specific measurements which are needed</p> <p><b>2.10</b> Explain the additional information which it might be to gain and where to obtain it from</p> <p><b>2.11</b> Outline the importance of consultation with relevant parties</p>
<p><b>Mapping to National Occupational Standards</b> O29NCU40.1</p>	

## Supporting Unit Information

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### L/502/1601 Select animals for training - Level 3

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: For the purpose of this indicative content a canine will be discussed, however this should be adapted to apply to a range of species.

#### **LO1 is a competence based outcome**

#### ***Learning Outcome 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** size, structure, strength, coat types, skull type e.g. doliocephalic
- **behavioural characteristics** temperament e.g. aggressive, passive/submissive, assertive. Excitability, eagerness to learn/please, intelligence levels/ability to focus
- **age** mature enough to learn commands, young enough to be able to complete the training to the desired levels
- **intended outcome of training** to what level, within what time limit. Purpose of the training e.g. pleasure, working, assistance e.g. guide dog, sport
- **history** previous medical history, history of care, previous training
- **temperament** see behavioural characteristics
- **relevant documentation** training programme, animal history, medical notes, review and progress, training specifications.

- 1.2 Evaluate possible sources to acquire the necessary animals and select the best source** private breeders, domestic breeders e.g. one of litters, rehoming centres. Consider the requirements of the training programme/animal and match these against animals from these sources. Consider history and success of animals from each source.
- 1.3 Assess potential animal recruits against the selection criteria** assess the animals against the criteria. Consider criteria which has been met, which is achievable or which criteria are not achievable with individual animal.
- 1.4 Select the animal best able to meet the selection criteria** compare the potential against the criteria. Select the animal that meets the criteria or demonstrates the most potential to meet the criteria.
- 1.5 Seek additional advice when information is insufficient to make a decision** seek advice from supervisor, colleagues, personnel where animal is sourced, review history of the animal and source, seek advice from specialists
- 1.6 Evaluate the potential of the animals which were not selected and provide the information to the pre-selectors** consider the reasons for not selecting the animals, do they have the potential to meet the criteria, do they show potential for other areas of training. Provide verbal, electronic or written feedback on the animal's potential.

LO2 is a knowledge based outcome

***Learning Outcome 2. Understand how to select animals for training***

- 2.1 Explain the reasons for setting selection criteria** to document the expectations of the animal, to ensure the animal either meets the criteria or has the potential to meet the criteria, to ensure the animal is suitable for the purpose/programme, to ensure the most suitable animal is selected.
- 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**

Refer to LO1.1

**2.3 Explain how and why certain breeds and types are suited to particular activities** certain breeds and types may be more suited due to their size, strength, stamina, speed, agility, temperament, appearance and behaviour.

**2.4 Explain the importance of identifying the individual characteristics of animals that affect their suitability for training** refer to LO1.1, LO1.3 and LO1.4

**2.5 Explain the psychological and physiological effects which training activities may have on the animal** mental and physical tiredness, excitements, anxiety and stress, stimulation, improved fitness and muscle tone, improved animal/individual relationship.

**2.6 Describe seasonal and environmental effects on specific activities** day length, weather conditions i.e. extreme heat/sunlight, extreme cold/winds, snow, rain. Hard ground, wet ground, slippery ground.

**2.7 Describe effective methods of selecting animals for specific activities** refer to LO1.2 to LO1.4

**2.8 State the different sources of supply of the animal breed** refer to LO1.2

**2.9 Describe how to assess the animal characteristics and any specific measurements which are needed** refer to LO1.3 and LO1.4. Monitor and observe the animal and its characteristics. Make notes of specific criteria required and compare to the characteristics of the animal.

**2.10 Explain the additional information which it might be to gain and where to obtain it from** medical information from source or vets, training history from previous trainers, breeding information from the breeder e.g. sire and dam, breed statistics/characteristics

**2.11 Outline the importance of consultation with relevant parties** to ensure all relevant information is gathered and disseminated between all parties. This information ensures the most suitable animal is selected.

## **Teaching Strategies And Learning Activities**

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Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning

difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes (LO) 1**

Delivery of this learning outcome is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 2**

Delivery of this learning outcome is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately**

### **Minimum requirements when assessing this unit**

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## **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
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This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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### **Additional Information**

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**See ABC website for further information**

## Design Individual Training Programmes for Animals

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<b>Unit Reference</b>	<b>R/502/1602</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>26</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to x4) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.1) <i>The learner can</i></b>
<b>1.</b> Be able to design individual training programmes for animals	<p><b>1.1</b> Assess the training needs of the animal and establish training objectives</p> <p><b>1.2</b> Set realistic targets to meet training objectives</p> <p><b>1.3</b> Select appropriate training methods and activities to meet training objectives</p> <ul style="list-style-type: none"> <li>• handling</li> <li>• obedience</li> </ul> <p><b>1.4</b> Identify any additional requirements and include them in the training programme, including</p>

	<ul style="list-style-type: none"> <li>• environment</li> <li>• diet</li> <li>• living conditions</li> <li>• health and welfare</li> <li>• exercise</li> </ul> <p><b>1.5</b> Identify resources necessary for the training activities and include them in the training programme</p> <p><b>1.6</b> Design suitable methods for evaluating progress in the training programme</p> <p><b>1.7</b> Communicate with others on the design of the training programme and its objectives</p>
<p><b>2.</b> Be able to promote health and safety and environmental good practice</p>	<p><b>2.1</b> Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements</p>
<p><b>3.</b> Understand how to design individual training programmes for animals</p>	<p><b>3.1</b> Explain the psychological and physiological effects which training activities may have on the animal</p> <p><b>3.2</b> Describe seasonal and environmental effects on the design of training programmes</p> <p><b>3.3</b> Explain how to identify the objectives of the training programme for the individual animal</p> <ul style="list-style-type: none"> <li>• handling</li> <li>• obedience</li> </ul> <p><b>3.4</b> Explain how to set targets towards achieving training objectives</p> <p><b>3.5</b> Explain the advantages and disadvantages of different training methods and activities</p>

	<p><b>3.6</b> Explain how to identify additional requirements which the animal may have to enable it to achieve the training objectives in relation to</p> <ul style="list-style-type: none"> <li>• environment</li> <li>• diet</li> <li>• living conditions</li> <li>• health and welfare</li> <li>• exercise</li> </ul> <p><b>3.7</b> Explain factors which may limit the animal achieving the required standard</p> <p><b>3.8</b> Explain how to identify and apply suitable training resources</p> <p><b>3.9</b> Explain methods of evaluating animals' progress towards objectives and targets</p>
<p><b>4.</b> Understand relevant health and safety legislation and environmental good practice</p>	<p><b>4.1</b> Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements</p>
<p><b>Mapping to National Occupational Standards</b> O29NCU40.2, O29NAC18.1</p>	

## Supporting Unit Information

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### **R/502/1602 Design individual training programmes for animals - Level 3**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: For the purpose of this indicative content a canine will be discussed, however this should be adapted to apply to a range of species.

#### **LO1 and LO2 are competence based outcomes**

##### ***Learning Outcome 1. Be able to design individual training programmes for animals***

**1.1 Assess the training needs of the animal and establish training objectives** consider prior training, purpose of the training and its intended outcome. Purposes may include pleasure/domestic obedience, working, assistance dogs e.g. guide dogs, sport, show/competition, agility. Establish a training programme to meet the needs, purpose and specific criteria.

**1.2 Set realistic targets to meet training objectives** use SMART targets – Specific, measurable, achievable, realistic and timely. Ensure targets are within the capabilities of the animal, trainer and available resources.

**1.3 Select appropriate training methods and activities to meet training objectives**

- **handling** natural scenarios, simulated scenarios, training to accept handling equipment such as harnesses

- **obedience** basic commands such as sit, heel, come, stay. Working scenarios. Clicker training, positive reinforcements i.e. praise/treats/toys/play

**1.4 Identify any additional requirements and include them in the training programme, including**

- **environment** suitable to purpose, safe, secure, free from disease
- **diet** increased protein/calorie for working dogs
- **living conditions** secure, safe, clean, free from draughts, suitable size, appropriate bedding
- **health and welfare** refer to five freedoms. Regular health checks, preventative health care i.e. flea/worm treatment, veterinary attention when needed
- **exercise** regular, controlled exercise. Method and duration appropriate to breed

**1.5 Identify resources necessary for the training activities and include them in the training programme** restraint equipment, positive rewards, specialist equipment, information on the individuals and the animal's needs, observation records, media to collect evidence i.e. video camera. Stimulation of work scenarios if appropriate. Ensure all necessary resources are present and close to hand. Ensure all equipment is in safe working order. Ensure the location of the assessment is a safe and secure area.

**1.6 Design suitable methods for evaluating progress in the training programme** direct observation, natural gathering of evidence i.e. natural situations, simulated situations, video evidence.

**1.7 Communicate with others on the design of the training programme and its objectives** communicate clearly, accurately and in a timely manner. Ensure all parties involved are aware of the programme and its objectives. Communication can be verbal, written or electronic.

***Learning Outcome 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** Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health and Safety at Work Act 1974, maintain safety of staff and animals, complete and review risk assessments

## **LO3 and LO4 are knowledge outcomes**

### ***Learning Outcome 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** mental and physical tiredness, excitements, anxiety and stress, stimulation, improved fitness and muscle tone, improved animal/individual relationship.

**3.2 Describe seasonal and environmental effects on the design of training programmes** day length, weather conditions i.e. extreme heat/sunlight, extreme cold/winds, snow, rain. Hard ground, wet ground, slippery ground.

**3.3 Explain how to identify the objectives of the training programme for the individual animal**

- handling
- obedience

Refer to LO1.3. identify objectives through discussion of needs and purpose of training, progression of training, review of training programmes.

**3.4 Explain how to set targets towards achieving training objectives** use SMART targets. Specific, measurable, achievable, realistic and timely. Discuss and review targets with all parties involved.

**3.5 Explain the advantages and disadvantages of different training methods and activities** consider required resources, space, cost, physical and mental demands on the individual and animal.

**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**

refer to LO1.3

**3.7 Explain factors which may limit the animal achieving the required standard** poor relationship/communication, physical or mental ability, injury/illness, ineffective training programmes, unsuitable temperament, unwillingness of individual.

### **3.8 Explain how to identify and apply suitable training resources**

refer to LO1.5. Review the training programme and highlight the required resources.

### **3.9 Explain methods of evaluating animals' progress towards objectives and targets** refer to LO1.6.

## ***Learning Outcome 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**

refer to LO2.1

## **Teaching Strategies And Learning Activities**

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

### **Learning Outcomes (LO) 1 and 2**

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 3 and 4**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

**It is important that practical assessment activities are supervised appropriately**



## Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence Of Achievement

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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**See ABC website for further information**

## Implement Individual Training Programmes For Animals

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<b>Unit Reference</b>	<b>Y/502/1603</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>26</b>
<b>Unit Summary</b>	<p>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</p>
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.1)</b> <i>The learner can</i>
<b>1.</b> Be able to implement training programmes for animals	<p><b>1.1</b> Ensure that the animal's needs are met prior to the commencement of the training programme including</p> <ul style="list-style-type: none"> <li>• physical needs</li> <li>• emotional needs</li> </ul>

	<p><b>1.2</b> Ensure that appropriate resources are available for the training programme including</p> <ul style="list-style-type: none"> <li>• training environment</li> <li>• equipment</li> <li>• personnel</li> </ul> <p><b>1.3</b> Use training methods and activities in accordance with the training programme</p> <p><b>1.4</b> Monitor the mental condition and physical behaviour of the animal throughout the training and use the results to modify the training programme</p> <p><b>1.5</b> Handle the animal correctly and in a way which promotes the animal's health and welfare</p> <p><b>1.6</b> Modify training methods and activities when objectives are not being met including</p> <ul style="list-style-type: none"> <li>• cease the activity</li> <li>• find an alternative activity</li> <li>• adapt the activity</li> </ul> <p><b>1.7</b> Report progress towards achieving training objectives accurately to the relevant people</p> <p><b>1.8</b> Take remedial action when training methods, activities or resources are found to be inappropriate</p>
<p><b>2.</b> Be able to promote health and safety</p>	<p><b>2.1</b> 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</p>
<p><b>3.</b> Understand how to implement training programmes for animals</p>	<p><b>3.1</b> Explain the psychological and physiological effects which training activities may have on the animal</p>

	<p><b>3.2</b> Describe seasonal and environmental effects on the use of training activities</p> <p><b>3.3</b> Explain the difference between basic discipline training and training for specific activities and how this may affect the training programme as a whole</p> <p><b>3.4</b> Describe the animals' preparation requirements for training</p> <p><b>3.5</b> Describe the signs which indicate the mental condition and physical behaviour of the animals</p> <p><b>3.6</b> Describe the importance of accurately assessing animal behaviour and condition and taking appropriate action</p> <p><b>3.7</b> Explain the importance of assessing animals' confidence levels and how these are related to performance</p> <p><b>3.8</b> 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</p> <p><b>3.9</b> Identify how to adapt techniques to reach the required standard</p> <p><b>3.10</b> Explain how and when to modify training methods and activities including</p> <ul style="list-style-type: none"><li>• cease the activity</li><li>• find an alternative activity</li><li>• adapt the activity</li></ul> <p><b>3.11</b> Explain how to recognise the limits to which effective training can be applied to achieve success</p> <p><b>3.12</b> Identify effective ways of assessing progress towards objectives and why they should be reported</p>
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**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

## Supporting Unit Information

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### **Y/502/1603 Implement individual training programmes for animals - Level 3**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive

Note 3: For the purpose of this indicative content a canine will be discussed, however this should be adapted to apply to a range of species.

LO1 and LO2 are competence based outcomes

#### ***Learning Outcome 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** food/water, exercise, opportunity to urinate and defecate, play, suitable shelter and accommodation, medical attention if necessary.
- **emotional needs** companionship (human or animal), reassurance, security|  
Refer to the five freedoms

##### **1.2 Ensure that appropriate resources are available for the training programme including**

- **training environment** suitable to purpose, safe, secure, free from disease
- **equipment** suitable to purpose i.e. harness, lead and collar, clickers, positive reinforcement i.e. treats/toys, specialist equipment such as agility equipment



- **personnel** carer/owner, trainer
- 1.3 Use training methods and activities in accordance with the training programme** - natural situations such as crossing roads (guide dogs), simulated situations, retrieving, seeking, agility, herding, basic obedience, and handling. Use repetition with positive reinforcers e.g. treats/toys/play/praise.
- 1.4 Monitor the mental condition and physical behaviour of the animal throughout the training and use the results to modify the training programme** monitor for signs of stress or anxiety e.g. panting, hyper salivation, excessive vocalisation, signs of boredom/lack of focus, signs of injury, fatigue. Modifications may require changes in activity, level or pace.
- 1.5 Handle the animal correctly and in a way which promotes the animal's health and welfare** handle in a firm but calm manner. Use correct handling techniques suitable to species. Ensure you have control over the dog when required. Allow supervised freedom when appropriate. Ensure method of handling prevents injury to both animal and handler.
- 1.6 Modify training methods and activities when objectives are not being met including**
- **cease the activity** stop the activity if necessary e.g. due to injury, stress, ineffective activity
  - **find an alternative activity** find a more suitable activity if previous is ineffective, animal/individual not capable, resources not suitable
  - **adapt the activity** change the level or pace either up or down as appropriate, adapt to suit the team, environment and resources.
- 1.7 Report progress towards achieving training objectives accurately to the relevant people** report progress in a timely manner. Report can be verbal, written or electronic
- 1.8 Take remedial action when training methods, activities or resources are found to be inappropriate** temporarily adapt or cease the activity. Record and report problems and actions to be reviewed and activities adapted.

***Learning Outcome 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** - Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and

Dangerous Occurrences 1995, Health and Safety at Work Act 1974, maintain safety of staff and animals, complete and review risk assessments

### **LO3 and LO4 are knowledge based outcomes**

#### ***Learning Outcome 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** mental and physical tiredness, excitements, anxiety and stress, stimulation, improved fitness and muscle tone, improved animal/individual relationship.
- 3.2 Describe seasonal and environmental effects on the use of training activities** day length, weather conditions i.e. extreme heat/sunlight, extreme cold/winds, snow, rain. Hard ground, wet ground, slippery ground.
- 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** basic training is used to create an animal which is controllable and safe in a domestic environment such as sit, heel, come and stay. Specific training is for specific purposes such as working dogs, agility, competition and show. This will affect the specific details and outcomes of the programme, resources required and pace of training.
- 3.4 Describe the animals' preparation requirements for training** refer to LO1.1.
- 3.5 Describe the signs which indicate the mental condition and physical behaviour of the animals** refer to LO1.4
- 3.6 Describe the importance of accurately assessing animal behaviour and condition and taking appropriate action** to prevent the animal from stress, animal and handler from injury. To ensure the programme is effective and that future training sessions will be successful.
- 3.7 Explain the importance of assessing animals' confidence levels and how these are related to performance** is the animal eager to complete the task, is it eager to return for further tasks. Does the animal complete the task or does it refuse or show hesitation. Eagerness shows confidence and is likely to improve the animal's performance. Any negative responses are likely to have a negative impact on 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** refer to LO1.5

**3.9 Identify how to adapt techniques to reach the required standard** refer to LO1.6

**3.10 Explain how and when to modify training methods and activities including**

- **cease the activity**
- **find an alternative activity**
- **adapt the activity**

Refer to LO1.6

**3.11 Explain how to recognise the limits to which effective training can be applied to achieve success** assess the limits of the animal and handler. Monitor, observe, assess and review the team's physical and mental capabilities, eagerness, confidence and progress. Use these factors to recognise the team's limits and adapt their targets accordingly.

**3.12 Identify effective ways of assessing progress towards objectives and why they should be reported** direct observation, natural gathering of evidence i.e. natural situations, simulated situations, video evidence. Progress should be reported to track progress of the team and to highlight the effectiveness or need to adapt the programme.

#### ***Learning Outcome 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** refer to LO2.1

### **Teaching Strategies And Learning Activities**

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

### **Learning Outcomes (LO) 1 and 2**

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 3 and 4**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

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### **Additional Information**

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**See ABC website for further information**

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

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<b>Unit Reference</b>	<b>D/502/1604</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>13</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.7)</b> <i>The learner can</i>
<b>1.</b> Be able to evaluate and improve training programmes which enable animals to achieve specific objectives	<p><b>1.1</b> Evaluate the results of training activities against planned training objectives</p> <p><b>1.2</b> Take action to resolve situations where training activities, methods and resources are found to be inappropriate</p> <p><b>1.3</b> Recognise and modify training targets which</p> <ul style="list-style-type: none"> <li>• are too difficult a level for the animal to achieve</li> <li>• are set too low</li> <li>• show the animal has more potential in another area</li> </ul>

**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

## Supporting Unit Information

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### **Y/502/1603 Implement individual training programmes for animals - Level 3**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive

Note 3: For the purpose of this indicative content a canine will be discussed, however this should be adapted to apply to a range of species.

LO1 and LO2 are competence based outcomes

#### ***Learning Outcome 1. Be able to implement training programmes for animals***

##### **1.9 Ensure that the animal's needs are met prior to the commencement of the training programme including**

- **physical needs** food/water, exercise, opportunity to urinate and defecate, play, suitable shelter and accommodation, medical attention if necessary.
- **emotional needs** companionship (human or animal), reassurance, security|  
Refer to the five freedoms

##### **1.10 Ensure that appropriate resources are available for the training programme including**

- **training environment** suitable to purpose, safe, secure, free from disease
- **equipment** suitable to purpose i.e. harness, lead and collar, clickers, positive reinforcement i.e. treats/toys, specialist equipment such as agility equipment



- **personnel** carer/owner, trainer
- 1.11 Use training methods and activities in accordance with the training programme** - natural situations such as crossing roads (guide dogs), simulated situations, retrieving, seeking, agility, herding, basic obedience, handling. Use repetition with positive reinforcers e.g. treats/toys/play/praise.
- 1.12 Monitor the mental condition and physical behaviour of the animal throughout the training and use the results to modify the training programme** monitor for signs of stress or anxiety e.g. panting, hyper salivation, excessive vocalisation, signs of boredom/lack of focus, signs of injury, fatigue. Modifications may require changes in activity, level or pace.
- 1.13 Handle the animal correctly and in a way which promotes the animal's health and welfare** handle in a firm but calm manner. Use correct handling techniques suitable to species. Ensure you have control over the dog when required. Allow supervised freedom when appropriate. Ensure method of handling prevents injury to both animal and handler.
- 1.14 Modify training methods and activities when objectives are not being met including**
- **cease the activity** stop the activity if necessary e.g. due to injury, stress, ineffective activity
  - **find an alternative activity** find a more suitable activity if previous is ineffective, animal/individual not capable, resources not suitable
  - **adapt the activity** change the level or pace either up or down as appropriate, adapt to suit the team, environment and resources.
- 1.15 Report progress towards achieving training objectives accurately to the relevant people** report progress in a timely manner. Report can be verbal, written or electronic
- 1.16 Take remedial action when training methods, activities or resources are found to be inappropriate** temporarily adapt or cease the activity. Record and report problems and actions to be reviewed and activities adapted.

***Learning Outcome 2. Be able to promote health and safety***

**2.2 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** - Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and

Dangerous Occurrences 1995, Health and Safety at Work Act 1974, maintain safety of staff and animals, complete and review risk assessments

### **LO3 and LO4 are knowledge based outcomes**

#### ***Learning Outcome 3. Understand how to implement training programmes for animals***

- 3.13 Explain the psychological and physiological effects which training activities may have on the animal** mental and physical tiredness, excitements, anxiety and stress, stimulation, improved fitness and muscle tone, improved animal/individual relationship.
- 3.14 Describe seasonal and environmental effects on the use of training activities** day length, weather conditions i.e. extreme heat/sunlight, extreme cold/winds, snow, rain. Hard ground, wet ground, slippery ground.
- 3.15 Explain the difference between basic discipline training and training for specific activities and how this may affect the training programme as a whole** basic training is used to create an animal which is controllable and safe in a domestic environment such as sit, heel, come and stay. Specific training is for specific purposes such as working dogs, agility, competition and show. This will affect the specific details and outcomes of the programme, resources required and pace of training.
- 3.16 Describe the animals' preparation requirements for training** refer to LO1.1.
- 3.17 Describe the signs which indicate the mental condition and physical behaviour of the animals** refer to LO1.4
- 3.18 Describe the importance of accurately assessing animal behaviour and condition and taking appropriate action** to prevent the animal from stress, animal and handler from injury. To ensure the programme is effective and that future training sessions will be successful.
- 3.19 Explain the importance of assessing animals' confidence levels and how these are related to performance** is the animal eager to complete the task, is it eager to return for further tasks. Does the animal complete the task or does it refuse or show hesitation. Eagerness shows confidence and is likely to improve the animal's performance. Any negative responses are likely to have a negative impact on performance.

**3.20 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** refer to LO1.5

**3.21 Identify how to adapt techniques to reach the required standard** refer to LO1.6

**3.22 Explain how and when to modify training methods and activities including**

- **cease the activity**
- **find an alternative activity**
- **adapt the activity**

Refer to LO1.6

**3.23 Explain how to recognise the limits to which effective training can be applied to achieve success** assess the limits of the animal and handler. Monitor, observe, assess and review the team's physical and mental capabilities, eagerness, confidence and progress. Use these factors to recognise the team's limits and adapt their targets accordingly.

**3.24 Identify effective ways of assessing progress towards objectives and why they should be reported** direct observation, natural gathering of evidence i.e. natural situations, simulated situations, video evidence. Progress should be reported to track progress of the team and to highlight the effectiveness or need to adapt the programme.

#### ***Learning Outcome 4. Understand relevant health and safety legislation***

**4.2 Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements** refer to LO2.1

### **Teaching Strategies And Learning Activities**

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

#### **Learning Outcomes (LO) 1 and 2**

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 3 and 4**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

### **Methods Of Assessment**

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All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

---

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

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- Worksheets/job sheets/workbooks
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- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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**See ABC website for further information**

## Handle Animals to Enable Them to Work Effectively

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<b>Unit Reference</b>	<b>F/502/1644</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>45</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to handle animals to enable them to work effectively	<p><b>1.1</b> Correctly prepare the animal for work</p> <p><b>1.2</b> Move the animal and introduce it to the working environment in a manner which minimises stress</p> <p><b>1.3</b> Check that the following resources are suitable for the planned work</p> <ul style="list-style-type: none"> <li>• equipment</li> <li>• personnel</li> <li>• environment</li> </ul>

	<p><b>1.4</b> 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</p> <ul style="list-style-type: none"> <li>• verbal</li> <li>• non-verbal</li> </ul> <p><b>1.5</b> Encourage the animal to perform to the best of its ability and offer the appropriate reward and praise</p> <p><b>1.6</b> Take the necessary action if the animal is not realising its potential or unexpected circumstances arise</p>
<p><b>2.</b> Be able to work safely and minimise environmental damage</p>	<p><b>2.1</b> Work in a way which maintains health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements</p>
<p><b>3.</b> Know how to handle animals to enable them to work effectively</p>	<p><b>3.1</b> 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</p> <p><b>3.2</b> Describe the methods of handling and moving animals which promote their health and welfare and minimise their stress</p> <p><b>3.3</b> Describe the resources which will be necessary for the work and how they should be used covering</p> <ul style="list-style-type: none"> <li>• equipment</li> <li>• personnel</li> <li>• environment</li> </ul>

	<p><b>3.4</b> Describe the aspects of the environment which may affect the animal and signs which indicate this</p> <p><b>3.5</b> Describe the limitations of the animal breed and of the particular animal concerned</p> <p><b>3.6</b> Describe methods of controlling the animal effectively in the situations in which it is being worked</p> <p><b>3.7</b> Describe how to encourage the animal to work effectively</p> <p><b>3.8</b> Describe the actions which may be necessary if the animal is not realising its potential or unexpected circumstances arise</p>
<p><b>4.</b> Know relevant health and safety legislation and environmental good practice</p>	<p><b>4.1</b> Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements</p>

**Mapping to National Occupational Standards**



## Supporting Unit Information

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### **F/502/1644 Handle animals to enable them to work effectively - Level 2**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: The examples used here are ferrets however any appropriate species or mixture of species can be used

#### **LO1, LO2 are the key areas of competence for this unit**

#### ***Learning Outcome 1. Be able to handle animals to enable them to work effectively***

**1.1 Correctly prepare the animal for work** choose ferret or ferrets required, these must be fit and healthy, well-handled ferrets which will be easier to handle, control and be less likely to be lost when working, and preferably been trained to come to a whistle or call. Ferrets must be well fed and watered, and should not have been be fed meat especially pork. Feed and water ferret before work to prevent kills underground. Ferrets need to be used to carrying box, so ferret is keen to return to box after work.

**1.2 Move the animal and introduce it to the working environment in a manner which minimises stress** animals show stress in varying ways e.g. stress in ferrets recognised by wriggling, scenting when panicked, squealing if bitten by dog for example. Transport animals with due regard to stress level e.g. ferret transported in ferret carrying box with adequate holes for ventilation. Working ferrets must be keen to go into box as associated with hunting, and sanctuary, the more use

the less stress seen. To reduce stress animals need a lot of handling. So ferrets get used to being lifted by hand under chest, and can be introduced calmly and sensibly into carry box, then into the rabbit burrows when ready with nets etc. in place to catch any bolting rabbits - ref LO1.1.

### **1.3 Check that the following resources are suitable for the planned work**

- equipment suitable for activity e.g. ferret carrying box with bedding, electronic ferret finder and collars, purse, nets, spade or graft, sharp knife, bag or carrying strap for catch. All equipment should be fit for purpose, clean and well maintained.
- personnel for activity required: personnel sourced dependant on activity e.g. to work ferrets, for a small burrow and only one or two ferrets, no help may be needed but with a very large burrow it may be useful to have more people and more ferrets. If burrow is in a dyke or hedge one person each side is beneficial.
- environment required for working animals - land use sorted with land owner or tenant. For ferrets, initial site visit essential to check burrows, rabbit activity, remove problem vegetation. Safety issues e.g. proximity of roads, watercourses, houses, fences, stone walls etc. - ref LO2.1

### **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 control of all animals requires training and is essential for most working animals, although not so essential for ferrets however useful e.g. use of rabbit squeaks and whistles, or pet calls help capture of ferret at end of day or to move burrows. Listening to locate ferrets stuck underground is also essential.
- non-verbal - use of signs and signals, for ferrets use good handling to reduce stress, and encourage it to be caught - ref LO1.1. Use of carrying box clothing etc., to attract ferret out of burrow for example, minimises stress and provides sanctuary - ref LO1.6

### **1.5 Encourage the animal to perform to the best of its ability and offer the appropriate reward and praise** most working animals respond well to praise and encouragement, e.g. trail hound at end of a race. However ferrets are out of sight and hearing most of the time, but when collected, as they leave the burrows after the rabbits they need to be handled appropriately so they allow themselves to be caught. They should want to enter carrying box or rolled up coat or blanket feeling that it is home and a safe sanctuary.

### **1.6 Take the necessary action if the animal is not realising its potential or unexpected circumstances arise** working animals not

reaching required standard may benefit from extra training; or change of occupation. Ferrets for example that cannot be trained may need to be re-homed as pets. Unexpected circumstances can be varied, with all types of working animals such as escapes, fights, illness, and disappearances. Ferrets need to be prepared correctly - ref LO1.1 to prevent kills below ground which are a common ferret problem happening when ferrets are hungry and kill, feed, then sleep below ground usually on the pelt. Use of electronic ferret finder, or a ferret usually a hob on a line, a spade to dig ferret out. It is important to keep looking; provision of sanctuary to attract escapee like the carry box or rolled up jacket at burrow entrance. Illness e.g. worms, food poisoning salmonella, pneumonia, injury and loss can all occur; action needed may be first aid and or veterinary attention.

***Learning Outcome 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** Work safely within the law according to current legislation with due regard to animal health and welfare, land access e.g. Countryside Acts, Trespass law, Animal Health Acts, Health and Safety, PUWER, Environmental Protection Acts, Codes of Practices as applicable, risk assessment and any other additional requirements. Learners do not need to know the intricacies of these laws but they do need to know they must have the landowners, tenant or farmers permission, basic safety requirements, cleanliness, feed bedding and ventilation requirements for the animals concerned. Animal waste including feed should be removed and disposed of correctly as instructed, in accordance to environmental legislation e.g. muck heap or allocated container. The importance of not feeding contaminated feeds should be highlighted, also the importance of environmental issues when disposing of all categories of livestock waste products.

**LO3 and LO4 are the key areas of knowledge for this unit.**

***Learning outcomes 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** Ref LO1.1, LO 1.2,

**3.2 Describe the methods of handling and moving animals which promote their health and welfare and minimise their stress** ref LO1.2, LO 1.4, LO 1.5

**3.3 Describe the resources which will be necessary for the work and how they should be used covering**

- equipment
- personnel
- environment

Ref LO1.3

**3.4 Describe the aspects of the environment which may affect the animal and signs which indicate this** discuss environmental aspects with land owner - ref LO1.3. Environment checked before planned activity e.g. ferreting burrows examined for potential size and length to calculate number of ferrets required. Burrows checked for activity; leaves cobwebs, indicating dead warren; live warren indicated by rabbit muck and rabbit activity or if requested by farmer. Checked re Health and Safety - ref LO 2.1 For hazards to humans (roads fences walls, livestock) and hazards to ferrets (deep burrows, walls roots soft ground)

**3.5 Describe the limitations of the animal breed and of the particular animal concerned**

ref LO1.5 & LO1.6 breeds of animals being known e.g. ferrets - albinos are small and sharp and make good workers. Pole cat - wilder and can be harder to handle, others such as Silvers and Sandie's relate to colouring and maybe not such good workers but prettier making better pets.

**3.6 Describe methods of controlling the animal effectively in the situations in which it is being worked** working animals vary greatly in their ability to be trained, controlled and or manipulated e.g. police dogs are well trained and hence can be well controlled by whistle, voice, and hand signals. Ferrets working instinctively need to be managed well to avoid losses and to facilitating their innate ability - ref LO1.4, LO1.6

**3.7 Describe how to encourage the animal to work effectively** ref LO1.5

**3.8 Describe the actions which may be necessary if the animal is not realising its potential or unexpected circumstances arise** ref LO1.6

***Learning outcome 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** ref LO 2.1

### **Teaching Strategies And Learning Activities**

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

#### **Learning Outcomes (LO) 1 and 2**

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

#### **Learning Outcomes (LO) 3 and 4**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

**It is important that practical assessment activities are supervised appropriately**

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

## Additional Information

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### Useful sources of reference

- The British Ferret club <http://www.britishferretclub.co.uk>
- The National Ferret Welfare Society (NFWS )  
<http://www.ntlworld.com/ferreter>
- Joint Nature Conservation Committee <http://www.jncc.gov.uk/page-3614>
- The Defra web site <http://www.defra.gov.uk> has details of the new animal welfare acts and The Code of Recommendations for the Welfare of livestock are useful sources of information on transporting livestock.
- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc

**See ABC website for further information**

## Care for Animals After They Have Worked

<b>Unit Reference</b>	<b>F/502/1594</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.1)</b> <i>The learner can</i>
<b>1.</b> Be able to care for animals after they have worked	<p><b>1.1</b> Prepare conditions ready to receive the animal following work</p> <p><b>1.2</b> Provide the following types of care for the animal to maintain and promote its health and welfare</p> <ul style="list-style-type: none"> <li>• diet</li> <li>• exercise</li> <li>• appearance</li> <li>• rest</li> <li>• health</li> </ul> <p><b>1.3</b> Assess the health and condition of the animal and take the appropriate action</p>



	<b>1.4</b> Re-establish the animal in its living conditions to ensure comfort and safety
<b>2.</b> Be able to work safely	<b>2.1</b> 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
<b>3.</b> Know how to care for animals after they have worked	<p><b>3.1</b> Describe methods of assessing the health and condition of animals following work activity</p> <p><b>3.2</b> Describe the particular health and welfare requirements of animals following work activity covering</p> <ul style="list-style-type: none"> <li>• diet</li> <li>• exercise</li> <li>• appearance</li> <li>• rest</li> <li>• health</li> </ul> <p><b>3.3</b> Describe the living conditions which will promote the health and safety of the animal and any particular requirements for these following work</p>
<b>4.</b> Know relevant health and safety legislation	<b>4.1</b> Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements
<b>Mapping to National Occupational Standards</b>	



## Supporting Unit Information

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### F/502/1594 Care for animals after they have worked – Level 2

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: The examples used here are ferrets, however any appropriate species or mixture of species can be used

**LO1, LO2 are the key areas of competence for this unit.**

***Learning Outcome 1. Be able to care for animals after they have worked***

**1.1 Prepare conditions ready to receive the animal following work**

hutch at base prepared ready, clean (toilet area cleaned daily), dry with appropriate food, water, bedding e.g. ferrets have large hutches with sleeping area well bedded with soft hay, do not use wood chip (causes respiratory problems). Carrying box ready clean, dry, with little bedding, known to ferret as a sanctuary. Rolled coat or blanket may be used at the burrow entrance to entice ferret after work if not keen to be caught.

**1.2 Provide the following types of care for the animal to maintain and promote its health and welfare**

- **diet** appropriate feed and water. Working ferrets need a biscuit meat based diet (not fish) they should not be fed fresh meat as it encourages kills underground. Bread and milk should not normally be fed as it encourages obesity, but can be used as a treat after work. Treats may also be fresh fruits including dates and raisins and some vegetables but ferrets cannot digest and must not be fed seeds.

- **exercise** after work ferrets may sleep for up to 18hrs or more. Ferrets need a good sized hutch with areas to exercise so they can choose when they are ready for exercise. Play and activity are essential for good health and recovery. Ferrets need 4 – 6 hours exercise a day, more is preferable. A ferret that is caged too much will become depressed resulting in either refusing food or getting too fat, eating out of boredom and uninterested in work.
- **appearance** animals health is mainly judged on appearance. Fit ferrets have good shiny coats, bright eyes, damp nose, regular breathing and heartbeat. They are alert and active. Look for cuts, bruises and other injuries. Ferrets can be washed if needed after work use proprietary small animal shampoo
- **rest** ferrets need plenty of rest after work in well bedded sleeping area. Ref Lo1.2 (ii)
- **health** ferrets health judged on appearance and promoted by correct food, water , accommodation and exercise, ref LO1.3.

**1.3 Assess the health and condition of the animal and take the appropriate action** if ferret does not appear right and it looks weak, lying flat down, quiet, puffing, mouth open, dull eyed, scoured, emaciated or injured, remedial action needs to be taken. Check ferret's normal rectal body temp 39.4 C. Care needed taking rectal temp. Respiration rate 33 to 36 breaths per minute. Average heart rate should be 225 beats per minute. Higher temperatures, rapid pulse, and shallow breathing indicate heatstroke Check gums and pads for either inflammation (redness) or white (going into shock) Care needed when transporting in cars for example. Excessive panting salivating followed by collapse, coma, even seizures indicate heat stroke/stress. Once ferret assessed second opinions from fellow ferreters can also be useful. Appropriate action needs to be taken e.g. isolation, extra food, electrolytes, water, bedding, or if the following symptoms are seen; blood in urine, severe hair loss, breathing difficulty, inability to urinate, dramatic weight loss, lethargy and weakness, loss of colour in gums, and constant scratching or chewing of the paws, veterinary attention should be obtained.

**1.4 Re-establish the animal in its living conditions to ensure comfort and safety** after work ferrets put back carefully in hutch at base which should be a good roomy purpose built house. Ref LO1.1 with clean soft hay in living area. Ferrets introduced straight from carrying box to reduce chance of escape or by careful handling.

## ***Learning Outcome 2 Be able to work safely***

**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** Work safely within the law according to current legislation with due regard to animal health and welfare, land access e.g. Countryside Acts, Trespass law, Animal Health Acts, Health and Safety, PUWER, Environmental Protection Acts, Codes of Practices as applicable, risk assessment and any other additional requirements. Learners do not need to know the intricacies of these laws but they do need to know they must have the landowners, tenant or farmers permission, basic safety requirements, cleanliness, feed bedding and ventilation requirements for the animals concerned.

### **LO3, LO4 are the key areas of knowledge for this unit**

#### ***Learning outcome 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** methods including observation of general appearance injuries etc. - ref LO1.2. Health and condition checked - ref LO1.2 and LO1.3, only use thermometer; if ill health indicated, observe for heat stroke. Always observe respiration and heart rate.

**3.2 Describe the particular health and welfare requirements of animals following work activity covering**

- **diet** full description of appropriate feed as in LO1.2
- **exercise** describe link between rest and exercise to enable a full recovery - ref LO1.2.
- **appearance** be able to describe a fit healthy ferret - ref LO1.2
- **rest** - ref LO1.2
- **health** know health problems to look for in ferrets after work - ref LO1.2 and LO1.3

**3.3 Describe the living conditions which will promote the health and safety of the animal and any particular requirements for these following work** describe a large airy hutch with well bedded sleeping area, with food and water as in LO1.1, with appropriate company to enable ferret to relax and recover. Also how animal waste including feed should be removed and disposed of correctly as instructed, in accordance to environmental legislation e.g. muck heap or allocated container. The importance of not feeding contaminated feeds should be highlighted, also the importance of environmental issues when disposing of all categories of livestock waste products.

#### ***Learning outcome 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 - ref LO2.1**

### **Teaching Strategies And Learning Activities**

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

#### **Learning Outcomes (LO) 1 and 2**

Delivery of these learning outcomes could be by supervised practical operational work giving learners the opportunity, first to practice the various tasks involved in handling and working animals, and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

#### **Learning Outcomes (LO) 3 and 4**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

### **Methods Of Assessment**

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**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

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### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
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### **Additional Information**

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#### **Useful sources of reference**

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<http://www.ntlworld.com/ferreter>
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**See ABC website for further information**



## Prepare For the Transportation of Animals

<b>Unit Reference</b>	<b>T/502/1494</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills required 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
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.10)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare to transport animals	<p><b>1.1</b> Correctly complete all relevant documentation and records related to movement of animals</p> <p><b>1.2</b> Plan a journey for the transport of animals in line with instructions</p> <p><b>1.3</b> Check that the transportation equipment, suitability and condition are correct for the transport of animals</p> <p><b>1.4</b> Provide for the animals needs for the journey within the transportation environment considering their health and welfare and nutritional requirements</p>

<p><b>2.</b> Be able to prepare animals for transport</p>	<p><b>2.1</b> Prepare and handle animals in preparation for loading</p> <p><b>2.2</b> Assess animals for fitness to travel and where appropriate take appropriate action if animals are unfit for travel</p> <p><b>2.3</b> Load and contain the animals within the transportation equipment, make safe and secure for the journey in a manner which minimises their stress</p> <p><b>2.4</b> Segregate animals correctly if required</p>
<p><b>3.</b> Be able to work safely and minimise environmental damage</p>	<p><b>3.1</b> Work in a way which maintains health and safety and animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements</p> <p><b>3.2</b> Dispose of waste safely and correctly</p>
<p><b>4.</b> Know who has responsibilities with regard to the transport animals</p>	<p><b>4.1</b> 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</p> <p><b>4.2</b> State the authorities that have the right to inspect animals, documentation and vehicles and their powers</p> <p><b>4.3</b> State the authorities to contact, for inquiries about transport conditions, and matters of law</p>

	<p><b>4.4</b> Describe the communication required between all parties involved with transportation of animals</p>
<p><b>5.</b> Know how to prepare to transport animals</p>	<p><b>5.1</b> State the types of authorisation required to move animals and when they are required</p> <p><b>5.2</b> Describe the requirements of planning a journey including</p> <ul style="list-style-type: none"> <li>• requirements for journey recording systems</li> <li>• the records which are necessary and required</li> </ul> <p><b>5.3</b> Explain the different requirements of documentation for transporting animals dependent on length of travel</p> <p><b>5.4</b> Describe the requirements for condition and suitability of vehicles and containers used for transport of animals including</p> <ul style="list-style-type: none"> <li>• cleanliness</li> <li>• health and safety</li> <li>• security</li> <li>• travel requirements of animals</li> <li>• environmental conditions</li> </ul> <p><b>5.5</b> Outline the appropriate nutritional and water requirement levels for the animals concerned</p>
<p><b>6.</b> Know how to prepare animals for transport</p>	<p><b>6.1</b> Describe indicators used to assess the animal health and welfare</p> <p><b>6.2</b> State when unfit animals can be transported</p>

	<p><b>6.3</b> Describe the correct methods for preparing and handling animals for loading</p> <p><b>6.4</b> State the animal requirements during loading, in relation to flight zone, visual field and lighting</p> <p><b>6.5</b> Describe the appropriate methods of loading and containing the animals which minimises their stress</p> <p><b>6.6</b> Describe possible protective measures required for animals during transportation</p> <p><b>6.7</b> Outline the possible unplanned occurrences which may occur and how each may best be handled</p> <p><b>6.8</b> State when animals need to be segregated</p> <p><b>6.9</b> Outline the legal requirements in relation to density and number of animals in transport including the effects of overstocking and under stocking</p> <p><b>6.10</b> Describe the circumstances when stocking densities may be adjusted to take into account changing conditions</p>
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**Mapping to National Occupational Standards**

## Supporting Unit Information

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### T/502/1494 Prepare for the transportation of animals – Level 2

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: For the purpose of this indicative content a canine will be discussed, however this should be adapted to apply to a range of species

#### **LO1, LO2 and LO3 are competence based outcomes**

##### ***Learning Outcome 1. Be able to prepare to transport animals***

###### **1.1 Correctly complete all relevant documentation and records**

**related to movement of animals** accurately complete paperwork relevant to reason/method transport e.g. change of location, pet passport, Animal Transport Certificate. Ensure all documentation is present and fully completed.

###### **1.2 Plan a journey for the transport of animals in line with**

**instructions** plan to include method of transport, route to be taken, number of animals transported, animal welfare. Refer to Welfare of Animals during Transport 2006

###### **1.3 Check that the transportation equipment, suitability and**

**condition are correct for the transport of animals** check the equipment is clean and in safe working order. Equipment is suitable for the species/breed and number of animals to be transported.

###### **1.4 Provide for the animals needs for the journey within the transportation environment considering their health and**

**welfare and nutritional requirements** refer to the Welfare of Animals during Transport 2006 and the Five Freedoms. Ensure the

accommodation is suitable, adequate space, food and water is provided. Sufficient floor space, height and rest are provided. Dogs must be fed at intervals no greater than every 24 hours and provided with fresh water at intervals no greater than every 8 hours.

***Learning Outcome 2. Be able to prepare animals for transport***

**2.1 Prepare and handle animals in preparation for loading** ensure the animal is fit to travel. Allow the animal access to food, water and exercise prior to travel. Ensure the animal has had appropriate treatments such as vaccinations and parasite control. Handle in a calm, firm manner.

**2.2 Assess animals for fitness to travel and where appropriate take appropriate action if animals are unfit for travel** perform a thorough health check on the animal. Check for any abnormalities, illness or injury. Assess both physical and mental fitness i.e. stress levels, behaviours. Ensure all screening tests have been performed and produced satisfactory results e.g. Rabies vaccination screening. If the animal is deemed unsuitable to travel inform all personnel involved and cancel journey.

**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** ensure the transportation equipment is clean, safe and secure. Load the animal in calmly allowing the animal to load at its own pace to avoid stress. Allow the animal time to settle in the transportation equipment, monitor for signs of stress.

**2.4 Segregate animals correctly if required** follow instruction for segregation accurately when required. Ensure all animals are segregated into safe enclosures as requested e.g. segregated into sex, species, maximum numbers, size and age, animals which are hostile to each other.

***Learning Outcome 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** refer to the Animal Welfare Act 2006, Welfare of Animals during Transport 2006, Pet Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health

Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health & Safety at Work Act 1974, maintain safety of staff and animals. Complete and review risk assessments. Refer to LO1.4

**3.2 Dispose of waste safely and correctly** dispose of waste materials following correct procedures, clinical waste, domestic waste, industrial waste. Segregate waste according to current legislation. Dispose of according to current legislation using licensed companies. Refer to LO3.1

**LO4, LO5 and LO6 are knowledge based outcomes**

***Learning Outcome 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** any persons transporting an animal is responsible for the animal's health and welfare. Refer to Animal Welfare during Transport legislation. Refer to LO3.1

**4.2 State the authorities that have the right to inspect animals, documentation and vehicles and their powers** local authorities, Animal Health Agency and DEFRA. They enforce welfare checks, transportation checks, checks at markets, ports and roadside, checks on journey times and journey documentation. Enforcement action is up to and including prosecution.

**4.3 State the authorities to contact, for inquiries about transport conditions, and matters of law** Local Authorities, Animal Health Office, Department for Environment Food and Rural Affairs.

**4.4 Describe the communication required between all parties involved with transportation of animals** communication regarding journey route, plan and time, transportation vehicles, animal checks and welfare, feeding, watering and rest information. Communication regarding documentation i.e. journey logs.

***Learning Outcome 5: Know how to prepare to transport animals***

**5.1 State the types of authorisation required to move animals and when they are required** refer to LO1.1

**5.2 Describe the requirements of planning a journey including requirements for journey recording systems** refer to LO1.1, LO1.2, LO1.3 and LO1.4

**the records which are necessary and required** refer to LO1.1, LO1.2, LO1.3 and LO1.4. Journey logs.

**5.3 Explain the different requirements of documentation for transporting animals dependent on length of travel**

documentation varies depending on whether the journey is over or under 65km and over or under 8 hours. Refer to Animal Welfare during Transport legislation. Refer to LO3.1

**5.4 Describe the requirements for condition and suitability of vehicles and containers used for transport of animals including**

- **cleanliness** vehicles and containers must be cleaned and maintained to avoid injury, stress and disease
- **health and safety** safe and free from hazards
- **security** provide a secure holding container for the journey
- **travel requirements of animals** suitable size and space, allows segregation, prevents stress and suffering
- **environmental conditions** suitable temperature, humidity and ventilation.

Refer to LO3.1

**5.5 Outline the appropriate nutritional and water requirement levels for the animals concerned** refer to LO1.4

***Learning Outcome 6. Know how to prepare animals for transport***

**6.1 Describe indicators used to assess the animal health and**

**welfare** journey is planned, time is kept to a minimum, animals are checked and their needs met during the journey, animals are health checked and deemed fit to travel, handlers are trained and competent, vehicles and containers are suitable, water, feed and rest is provided. Container has sufficient floor space and height. Refer to LO3.1

**6.2 State when unfit animals can be transported** to veterinary practices and clinics under veterinary advice

**6.3 Describe the correct methods for preparing and handling animals for loading** refer to LO2.3

**6.4 State the animal requirements during loading, in relation to flight zone, visual field and lighting** flight zone is the animal's personal space. If you move too close to the flight zone the animal will move away from you. Flight zone is determined by tameness of the animal. Ensure you do not enter the animal's flight zone too deeply or quickly. Ensure there are no distractions within their visual field, using sides and barriers where necessary. Lighting should be of a suitable level and evenly distributed.



- 6.5 Describe the appropriate methods of loading and containing the animals which minimises their stress** refer to LO2.3 and LO2.4
- 6.6 Describe possible protective measures required for animals during transportation** refer to LO3.1. Use protective bandages where necessary. Suitable containers and restraint equipment.
- 6.7 Outline the possible unplanned occurrences which may occur and how each may best be handled** injury to the animal: cease transport, administer first aid treatment and inform supervisor and veterinary staff, break down of transport vehicle: leave the animals in the transport vehicle. Ensure the animals remain calm. Alert supervisor. Breakdown vehicles are not permitted to transport vehicles containing animals. Arrangements will need to be made for the animals to be transferred to another approved transport vehicle at roadside under the supervision of the police or other competent authority.
- 6.8 State when animals need to be segregated** refer to LO2.4
- 6.9 Outline the legal requirements in relation to density and number of animals in transport including the effects of overstocking and under stocking** density is dependent on individuals and species. Refer to LO3.1. Incorrect stoking can lead to stress, injury, illness, unstable transport equipment, un-economical.
- 6.10 Describe the circumstances when stocking densities may be adjusted to take into account changing conditions** illness or death of animals, changes of transport, change to journey plan, drop offs or collections at points during the journey.

## Teaching Strategies And Learning Activities

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### Learning Outcomes (LO) 1, 2 and 3

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### Learning Outcomes (LO) 4, 5 and 6

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions,

assignments or internet research cross referenced to the knowledge evidence.

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

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements

- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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**See ABC website for further information**

## Maintain the Health and Welfare of Animals during Transportation

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<b>Unit Reference</b>	<b>K/502/1542</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills required for maintaining the health and welfare of animals during transportation and unloading. It does not cover the driving of vehicles
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.5)</b> <i>The learner can</i>
<b>1.</b> Be able to monitor and maintain animals during transportation	<p><b>1.1</b> Monitor animals' health and welfare at the required times during transportation to identify any causes for concern</p> <p><b>1.2</b> Recognise changes in animal health and welfare which might signify stress, ill health or injury and take the appropriate actions</p> <p><b>1.3</b> Take the appropriate action without delay where there are any concerns over animal health and welfare</p> <p><b>1.4</b> Ensure the containment of animals complies with legislation and optimises their health and welfare</p>

	<p><b>1.5</b> Ensure that transport temperature and ventilation conditions maintain animal health and welfare</p> <p><b>1.6</b> Control animals during transportation in the correct manner using relevant handling aids if applicable</p>
<p><b>2.</b> Be able to carry out post transportation activities</p>	<p><b>2.1</b> Clarify who is to receive the animals and communicate any information which they may require</p> <p><b>2.2</b> Unload the animals using appropriate methods and in a manner which minimises their stress and risk of injury</p> <p><b>2.3</b> Place the animals in suitable lairage/holding area after transport, that is in compliance with legislation</p> <p><b>2.4</b> Clean the transportation equipment in accordance with legislation</p> <p><b>2.5</b> Maintain accurate and complete records as required</p>
<p><b>3.</b> Be able to work safely and minimise environmental damage</p>	<p><b>3.1</b> Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements</p> <p><b>3.2</b> Carry out work in a manner which minimises environmental damage</p> <p><b>3.3</b> Dispose of waste safely and correctly</p>

<p><b>4.</b> Know how to monitor and maintain animals during transportation</p>	<p><b>4.1</b> Describe signs of animal health and welfare deterioration in relation to appearance, body functions and behaviour</p> <p><b>4.2</b> State the importance and methods of maintaining the correct temperature and ventilation when transporting animals</p> <p><b>4.3</b> Explain when to monitor health and welfare according to the animals being transported, relevant legislation and the method of transportation being used</p> <p><b>4.4</b> Describe the causes and signs of stress in animals</p> <p><b>4.5</b> Describe the causes, effects and prevention of thermal stress in animals</p> <p><b>4.6</b> Describe how to care for unfit or injured animals during transportation</p> <p><b>4.7</b> Describe how to assess ill health and determine the actions to be taken and their urgency</p> <p><b>4.8</b> Explain when to seek help, and from whom when problems occur during transportation</p> <p><b>4.9</b> 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</p> <p><b>4.10</b> Describe methods of handling animals during transportation using handling aids if applicable</p>
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	<p><b>4.11</b> State circumstances in which animals can be left and how safety and security may be maintained</p> <p><b>4.12</b> Outline the possible unplanned or unforeseen occurrences which may occur and how each may best be handled</p> <p><b>4.13</b> Summarise their responsibilities under health and safety, animal welfare and animal transportation legislation</p>
<p><b>5.</b> Know relevant health and safety legislation and environmental good practice</p>	<p><b>5.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements</p> <p><b>5.2</b> Describe how environmental damage can be minimised</p> <p><b>5.3</b> Describe the correct methods for disposing of waste</p>
<p><b>6.</b> Know how to carry out post transportation activities</p>	<p><b>6.1</b> State the importance of communicating information to appropriate people</p> <p><b>6.2</b> Explain animal requirements when handling animals during unloading, in relation to flight zone, visual field and lighting</p> <p><b>6.3</b> Describe the requirements of the holding area/lairage post transportation</p> <p><b>6.4</b> Describe how to maintain and clean the transportation equipment after use</p> <p><b>6.5</b> Explain any necessary documentation and their responsibility in relation to it</p>

<b>Mapping to National Occupational Standards</b>	

**Supporting Unit Information**

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**K/502/1542 Maintain the health and welfare of animals during transportation - Level 2****Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: For the purpose of this indicative content a canine will be discussed, however this should be adapted to apply to a range of species

**LO1, LO2 and LO3 are knowledge based outcomes*****Learning Outcome 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**

monitoring should take place prior to transport and during rest intervals. Any changes in health, behaviour and signs of stress would indicate cause for concern.

**1.2 Recognise changes in animal health and welfare which might signify stress, ill health or injury and take the appropriate actions** visible injuries - lameness, abnormal discharges from eyes, mouth, ears, anogenital area. Abnormal urination or defaecation. Not eating or drinking, and vomiting. Signs of stress such as hyper salivation, excessive vocalisation, aggression, self-mutilation, stereotypical behaviour such as tail chasing. Any changes must be



noted, reported to the supervisor and steps taken to alleviate the situation e.g. cease travelling, provide alternative container, and seek veterinary attention.

**1.3 Take the appropriate action without delay where there are any concerns over animal health and welfare** refer to LO1.2

**1.4 Ensure the containment of animals complies with legislation and optimises their health and welfare** container provides suitable floor space and height. Is clean and safe for use. Refer to Animal Welfare during Transport 2006.

**1.5 Ensure that transport temperature and ventilation conditions maintain animal health and welfare** temperature is maintained at an ambient level to prevent stress and illness. Suitable form of ventilation is provided to allow adequate air changes. Refer to LO1.4

**1.6 Control animals during transportation in the correct manner using relevant handling aids if applicable** control the animals in a calm, suitable manner to prevent escape and injury to both handlers and the animal. Handling aids can be used when necessary e.g. crates, harnesses, leads and collars.

## ***Learning Outcome 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** make verbal checks with supervisor and also check relevant documentation to clarify who is to receive the animal. Communicate information clearly and accurately to include behaviour of the animal, feeding and watering information, information regarding the journey i.e. journey logs and any notes of concern.

**2.2 Unload the animals using appropriate methods and in a manner which minimises their stress and risk of injury** unload holding containers and remove animal in a secure manner whilst under control e.g. lead and collar. Allow animal to unload from containers at its own pace and monitor for signs of stress and injury.

**2.3 Place the animals in suitable lairage/holding area after transport, that is in compliance with legislation** refer to LO1.4

**2.4 Clean the transportation equipment in accordance with legislation** remove debris and soiled bedding. Clean with detergent and disinfect using suitable products and following the manufacturer's instructions. Refer to LO1.4

**2.5 Maintain accurate and complete records as required** fully complete all appropriate paperwork in an accurate manner. File records in an appropriate system.

***Learning Outcome 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** refer to the Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Animal Welfare during Transport 2006, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health & Safety at Work Act 1974, maintain safety of staff and animals. Complete and review risk assessments.

**3.2 Carry out work in a manner which minimises environmental damage** keep noise levels low to prevent noise pollution, use chemicals safely and at the manufacturers recommendations. Dispose of chemicals and waste correctly - refer to LO3.1

**3.3 Dispose of waste safely and correctly** dispose of waste materials following correct procedures, clinical waste, domestic waste, industrial waste. Segregate waste according to current legislation. Dispose of according to current legislation using licensed companies

**LO4, LO5 and LO6 are knowledge based outcomes**

***Learning Outcome 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** changes in posture and movement - refer to LO1.2

**4.2 State the importance and methods of maintaining the correct temperature and ventilation when transporting animals** to prevent hyper/hypothermia. To maintain the health and welfare of the animal - refer to LO1.5

**4.3 Explain when to monitor health and welfare according to the animals being transported, relevant legislation and the method of transportation being used** - refer to LO1.1, LO1.2 and LO1.3

**4.4 Describe the causes and signs of stress in animals** causes include inappropriate container e.g. too small, number of animals in container

too high/dense, other animals, inappropriate temperature/ventilation, lack of rest stops, unsuitable feed and water. Signs – refer to LO1.2

**4.5 Describe the causes, effects and prevention of thermal stress in animals** causes include high external temperatures, lack of ventilation, density of animals, illness. Effects include dehydration, panting, increased fluid requirements, collapse and death. Prevention includes suitable density of animals, reduced environmental temperatures, appropriate ventilation, and regular rest intervals.

**4.6 Describe how to care for unfit or injured animals during transportation** cease transport when necessary, provide suitable treatment/first aid. Ensure container is suitable. Seek advice from supervisor and vets.

**4.7 Describe how to assess ill health and determine the actions to be taken and their urgency** refer to LO1.1, LO1.2 and LO1.3

**4.8 Explain when to seek help, and from whom when problems occur during transportation** help should be sought when injury, stress or illness is detected with the animal. Any signs of stress or damage to health and welfare should be noted. Help should be sought from supervisors and veterinary team.

**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** follow suitable feeding regimes to provide suitable nutrition and fresh water. Dogs must be fed at intervals no greater than every 24 hours and provided with fresh water at intervals no greater than every 8 hours. Regular rest intervals must be provided - refer to LO1.4 and LO1.5

**4.10 Describe methods of handling animals during transportation using handling aids if applicable** handle in a calm, firm manner. Reassure the animal to ensure they remain calm during transport. Handling aids can be used e.g. crates, leads and collars, haltis, harnesses and dog catchers.

**4.11 State circumstances in which animals can be left and how safety and security may be maintained** once loaded into a secure container the animal can be left for appropriate time periods. Refer to the Welfare of Animals during Transport 2006. Ensure that the animal is safe and the container is free from hazards, a suitable temperature and there is adequate ventilation. Ensure the container is secure to prevent escape.

**4.12 Outline the possible unplanned or unforeseen occurrences which may occur and how each may best be handled** injury to the

animal: cease transport, administer first aid treatment and inform supervisor and veterinary staff, break down of transport vehicle: leave the animals in the transport vehicle. Ensure the animals remain calm. Alert supervisor. Breakdown vehicles are not permitted to transport vehicles containing animals. Arrangements will need to be made for the animals to be transferred to another approved transport vehicle at roadside under the supervision of the police or other competent authority.

**4.13 Summarise their responsibilities under health and safety, animal welfare and animal transportation legislation** refer to LO3.1

***Learning Outcome 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** refer to LO3.1

**5.2 Describe how environmental damage can be minimised** refer to LO3.2

**5.3 Describe the correct methods for disposing of waste** refer to LO3.3

***Learning Outcome 6. Know how to carry out post transportation activities***

**6.1 State the importance of communicating information to appropriate people** to maintain the welfare of the animal, to ensure all personnel involved are aware of the journey plan and animal information, to ensure effective transportation - refer to LO2.1

**6.2 Explain animal requirements when handling animals during unloading, in relation to flight zone, visual field and lighting**  
flight zone is the animal's personal space. If you move too close to the flight zone the animal will move away from you. Flight zone is determined by tameness of the animal. Ensure you do not enter the animal's flight zone too deeply or quickly. Ensure there are no distractions within their visual field, using sides and barriers where necessary. Lighting should be of a suitable level and evenly distributed

**6.3 Describe the requirements of the holding area/lairage post transportation** refer to LO2.3

**6.4 Describe how to maintain and clean the transportation equipment after use** refer to LO2.4

**6.5 Explain any necessary documentation and their responsibility in relation to it** refer to LO2.1, LO2.5 and LO3.1

## Teaching Strategies And Learning Activities

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### **Learning Outcomes (LO) 1, 2 and 3**

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 4, 5 and 6**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

## Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

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### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

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### **Additional Information**

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**See ABC website for further information**

## Plan, Monitor and Evaluate the Transportation of Animals

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<b>Unit Reference</b>	<b>L/502/1517</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>19</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.5)</b> <i>The learner can</i>
<b>1.</b> Be able to plan the transportation of animals	<p><b>1.1</b> Select the most appropriate form of transportation for an animal type</p> <p><b>1.2</b> Plan a journey taking into account all of the following factors</p> <ul style="list-style-type: none"> <li>• distance</li> <li>• health and welfare of animals</li> </ul>

	<ul style="list-style-type: none"> <li>• containment</li> <li>• means of transport</li> <li>• resource availability</li> <li>• legislation</li> <li>• timing to include stopovers</li> <li>• health and safety</li> <li>• nutritional requirements</li> </ul> <p><b>1.3</b> Identify methods for maintaining the health and welfare of the animals throughout the journey</p> <p><b>1.4</b> Prepare all necessary documentation consistent with current legislation and relevant codes of practice to include documentation required by</p> <ul style="list-style-type: none"> <li>• the organisation</li> <li>• the carrier</li> </ul> <p><b>1.5</b> Specify procedures for dealing with contingencies</p> <p><b>1.6</b> 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</p>
<p><b>2.</b> Be able to monitor and evaluate the transportation of animals</p>	<p><b>2.1</b> Develop a monitoring programme capable of evaluating animal transportation and encouraging good practice, including</p> <ul style="list-style-type: none"> <li>• timing</li> <li>• resources</li> <li>• contingency management</li> <li>• regulatory demands</li> </ul> <p><b>2.2</b> Establish effective control systems to monitor progress including lines of communication relating to</p> <ul style="list-style-type: none"> <li>• animal health and well-being</li> <li>• timescale</li> <li>• containment</li> </ul>



	<ul style="list-style-type: none"> <li>• regulatory demands</li> <li>• health and safety</li> </ul> <p><b>2.3</b> Monitor transportation at optimal frequencies to determine progress</p> <p><b>2.4</b> Record any deviations from the monitoring programme and take the appropriate action</p> <p><b>2.5</b> Redefine the monitoring programme outcomes where monitoring indicates this is necessary</p>
<p><b>3.</b> Understand how to plan the transportation of animals</p>	<p><b>3.1</b> Describe the safe methods of transport for the animals concerned</p> <p><b>3.2</b> Explain the reasons for using particular carriers and modes of transportation, including resource implications</p> <p><b>3.3</b> Outline the resource issues which need to be taken into account and appropriate actions to resolve any lack of resources</p> <p><b>3.4</b> Explain how to produce the transportation plan covering</p> <ul style="list-style-type: none"> <li>• distance</li> <li>• health and welfare of animals</li> <li>• containment</li> <li>• means of transport</li> <li>• resource availability</li> <li>• legislation</li> <li>• timing to include stopovers</li> <li>• health and safety</li> <li>• nutritional requirements</li> </ul> <p><b>3.5</b> Explain the methods for maintaining animal health, welfare and safety during transportation</p> <p><b>3.6</b> Outline the legal and carrier requirements for transportation</p>

	<p><b>3.7</b> Explain why it is necessary to plan the handling of contingencies</p> <p><b>3.8</b> Summarise what information carriers will need and why</p> <p><b>3.9</b> Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements</p>
<p><b>4.</b> Understand how to monitor and evaluate the transportation of animals</p>	<p><b>4.1</b> Describe an effective monitoring programme for the transportation of animals and why the following factors are essential, including</p> <ul style="list-style-type: none"> <li>• timing</li> <li>• resources</li> <li>• contingency management</li> <li>• regulatory demands</li> </ul> <p><b>4.2</b> Outline what lines of communication are necessary for effective monitoring of the transportation of animals</p> <p><b>4.3</b> Explain the purpose and principles of establishing effective control systems relating to</p> <ul style="list-style-type: none"> <li>• animal health and well-being</li> <li>• timescale</li> <li>• containment</li> <li>• regulatory demands</li> <li>• health and safety</li> </ul> <p><b>4.4</b> Explain how to recognise deviations from programme and assess their criticality and their potential effects to determine the appropriate action</p> <p><b>4.5</b> Explain how to evaluate the effectiveness of the programme and how to determine when programme needs modifying</p>

**Mapping to National Occupational Standards**

O29NCU44.1,2

## Supporting Unit Information

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### **L/502/1517 Plan, monitor and evaluate the transportation of animals – Level 3**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

Note 3: For the purpose of this indicative content a canine will be discussed, however this should be adapted to apply to a range of species

#### **LO1 and LO2 are competence based outcomes**

#### ***Learning Outcome 1: Be able to plan the transportation of animals***

**1.1 Select the most appropriate form of transportation for an animal type** crate/container. Travel by road, air or sea.

**1.2 Plan a journey taking into account all of the following factors**

- **distance** consider how far the journey is. Review route to ensure that the journey chosen is the shortest possible distance.
- **health and welfare of animals** consider the needs of the animals to include feeding and watering, rest stops, carrier space. Include health checks prior to travel to ensure they are fit.
- **containment** floor space, height, maintenance, ventilation.
- **means of transport** road, air or sea.
- **resource availability** what resources are required and available. Expense of resources.
- **legislation** refer to refer to the Welfare of Animals during Transport 2006 and the Five Freedoms.
- **timing to include stopovers** consider the distance travelled, timing of travel. Plan regular and appropriate stopovers.

- **health and safety** Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health & Safety at Work Act 1974, maintain safety of staff and animals. Complete and review risk assessments.
- **nutritional requirements** fresh water. Balanced diet to include protein, fats, carbohydrates, vitamins and minerals. Consider type, quantity and frequency of feeding.

**1.3 Identify methods for maintaining the health and welfare of the animals throughout the journey** provide suitable containment, ensure distances travelled are acceptable and appropriate stopovers and rest stops are provided. Provide food and water as required. Ensure the animals are health checked prior to travel to ensure they are fit to travel the distance.

Dogs must be fed at intervals no greater than every 24 hours and fresh water at intervals no greater than every 8 hours. Regular rest intervals must be provided. Refer to LO1.2

**1.4 Prepare all necessary documentation consistent with current legislation and relevant codes of practice to include documentation required by**

- **the organisation** refer to Welfare of Animals during Transport 2006
- **the carrier** refer to Welfare of Animals during Transport 2006

**1.5 Specify procedures for dealing with contingencies** cease transport. Report the contingency to supervisor and all involved. Follow instructions on adaptations to plan.

**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** communicate clearly and accurately to all those involved prior to transport, during transport and at end location. Ensure all details of the plan have been clearly communicated and all information regarding the animals and their welfare.

## ***Learning Outcome 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** consider when are suitable times to monitor the animal. Prior to, during and after transportation. Monitor the animals at all rest and stopover periods.

- **resources** consider resources needed, availability, and expense. Are resources appropriate to task.
- **contingency management** plan for contingencies e.g. breakdown transport, alternative routes.
- **regulatory demands** refer to LO1.2. Consider whether regulatory demands are being met and current changes in demands.

## **2.2 Establish effective control systems to monitor progress including lines of communication relating to**

- **animal health and well-being** monitor the animal's health prior, during and post transportation. Monitor for signs of injury, poor health and stress.
- **timescale** monitor the timescales of journeys, average times. Are these timescales appropriate?
- **containment** monitor floor space, height, maintenance and cleanliness
- **regulatory demands** refer to LO2.1
- **health and safety** refer to LO1.2  
Communicate clearly and regularly with all involved to update them on all control systems.

## **2.3 Monitor transportation at optimal frequencies to determine progress** monitor prior to journey, during journey at rest stops and stopovers, and on completion of the journey.

## **2.4 Record any deviations from the monitoring programme and take the appropriate action** any deviations should be highlighted and recorded. Deviations should be reported to supervisor and all involved. Adaptations to the programme should be made when necessary.

## **2.5 Redefine the monitoring programme outcomes where monitoring indicates this is necessary** refer to LO2.4

### **LO3 and LO4 are knowledge based outcomes**

#### ***Learning Outcome 3. Understand how to plan the transportation of animals***

### **3.1 Describe the safe methods of transport for the animals concerned** travel by road, rail, air or sea.

### **3.2 Explain the reasons for using particular carriers and modes of transportation, including resource implications** reasons to include species, breed and size of animal, number of animals, distance, journey, resources available, and expense.

**3.3 Outline the resource issues which need to be taken into account and appropriate actions to resolve any lack of resources** broken resources-mark as faulty, report to supervisor, and replace, lacking resources – note required resources and report to supervisor, expense of resource – budget to cover requirements, dirty resources – clean and maintain following manufacturer’s instructions.

**3.4 Explain how to produce the transportation plan covering**

- **distance** refer to LO1.2
- **health and welfare of animals** refer to LO1.2
- **containment** refer to LO1.2
- **means of transport** refer to LO1.2
- **resource availability** refer to LO1.2
- **legislation** refer to LO1.2
- **timing to include stopovers** refer to LO1.2
- **health and safety** refer to LO1.2
- **nutritional requirements** refer to LO1.2

**3.5 Explain the methods for maintaining animal health, welfare and safety during transportation** refer to LO1.3

**3.6 Outline the legal and carrier requirements for transportation** refer to LO1.4

**3.7 Explain why it is necessary to plan the handling of contingencies** refer to LO1.5. To maintain the health and welfare of the animals. To ensure an effective plan and journey.

**3.8 Summarise what information carriers will need and why** refer to LO1.4

**3.9 Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements** refer to the Animal Welfare Act 2006, Welfare of Animals during Transport 2006, Pet Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health & Safety at Work Act 1974, maintain safety of staff and animals. Complete and review risk assessments.

***Learning Outcome 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** refer to LO2.1

- **resources** refer to LO2.1
  - **contingency management** refer to LO2.1
  - **regulatory demands** refer to LO2.1
- 4.2 Outline what lines of communication are necessary for effective monitoring of the transportation of animals** refer to LO1.6 and LO2.2
- 4.3 Explain the purpose and principles of establishing effective control systems relating to**
- **animal health and well-being** refer to LO2.2
  - **timescale** refer to LO2.2
  - **containment** refer to LO2.2
  - **regulatory demands** refer to LO2.2
  - **health and safety** refer to LO2.2
- 4.4 Explain how to recognise deviations from programme and assess their criticality and their potential effects to determine the appropriate action** refer to LO2.4
- 4.5 Explain how to evaluate the effectiveness of the programme and how to determine when programme needs modifying** refer to LO2.1, LO2.2, LO2.3, LO2.4 and LO2.5

## Teaching Strategies And Learning Activities

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

### Learning Outcomes (LO) 1 and 2

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### Learning Outcomes (LO) 3 and 4

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational



work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

## Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence Of Achievement

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
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- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion

- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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**See ABC website for further information**

## Determine and Agree Policies for the Management of Animals

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<b>Unit Reference</b>	<b>K/502/1606</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>33</b>
<b>Unit Summary</b>	<p>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.</p> <p>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</p>
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.10)</b> <i>The learner can</i>
<b>1.</b> Be able to determine and agree policies for the management of animals	<p><b>1.1</b> Clearly establish the intended purposes for keeping the animals</p> <p><b>1.2</b> Identify and evaluate the following opportunities and constraints relevant to animal management</p> <ul style="list-style-type: none"> <li>• environmental impact</li> <li>• resource implications</li> <li>• needs of key interest groups</li> <li>• external opportunities and constraints</li> <li>• other organisational policies and objectives</li> </ul>

	<ul style="list-style-type: none"> <li>• new knowledge and ideas which open up new possibilities</li> <li>• resources</li> </ul> <p><b>1.3</b> Review policy options available for animal management to determine the preferred option</p> <p><b>1.4</b> Consider the following animal characteristics in your selection of policy options</p> <ul style="list-style-type: none"> <li>• purposes for which the animals are being kept</li> <li>• types and mix of animals</li> <li>• numbers of animals</li> <li>• quality of animals</li> </ul> <p><b>1.5</b> Identify a preferred option which is feasible and viable striking the optimum balance between the animal characteristics and policy options</p> <p><b>1.6</b> Agree policies with the appropriate people in accordance with organisational requirements</p> <p><b>1.7</b> Communicate agreed policy to key interest groups in an appropriate way, including those</p> <ul style="list-style-type: none"> <li>• directly involved</li> <li>• affected by the site</li> </ul> <p><b>1.8</b> Specify arrangements for reviewing policies</p>
<p><b>2.</b> Understand how to determine and agree policies for the management of animals</p>	<p><b>2.1</b> Describe the intended purpose(s) for keeping the animals and whether any of the purposes takes primacy</p> <p><b>2.2</b> Explain the nature of opportunities and constraints and how these might be used to the organisation's benefit</p> <ul style="list-style-type: none"> <li>• environmental impact</li> <li>• resource implications</li> <li>• needs of key interest groups</li> <li>• external opportunities and constraints</li> </ul>

	<ul style="list-style-type: none"> <li>• other organisational policies and objectives</li> <li>• new knowledge and ideas which open up new possibilities</li> <li>• resources</li> </ul> <p><b>2.3</b> Describe how to assess and evaluate the opportunities and constraints to determine a course of action</p> <p><b>2.4</b> Explain how to consider animal health and welfare when determining policy options</p> <p><b>2.5</b> Explain how different animal characteristics affect the selection of policy options</p> <ul style="list-style-type: none"> <li>• purposes for which the animals are being kept</li> <li>• types and mix of animals</li> <li>• numbers of animals</li> <li>• quality of animals</li> </ul> <p><b>2.6</b> Describe the resources which will be required to put the policies into effect</p> <p><b>2.7</b> Describe the factors within and the inter relationships between</p> <ul style="list-style-type: none"> <li>• the environmental impact of keeping animals</li> <li>• the surrounding area and the wider community of people</li> <li>• flora and fauna</li> <li>• resource implications in keeping animals</li> <li>• needs of key interest groups, who they are</li> <li>• their legitimacy and sources of influence</li> <li>• external opportunities and constraints relating to policies, legislation, regulations and designations</li> <li>• organisational policies and objectives</li> </ul> <p><b>2.8</b> Explain the rationale for reviewing policies and how this can best be achieved</p>
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	<p><b>2.9</b> Identify effective means of communicating agreed policy/policies to interest groups</p> <p><b>2.10</b> Summarise the legislation, regulations and codes of conduct affecting the keeping and management of animals</p>
<p><b>Mapping to National Occupational Standards</b> O29NCU51.1</p>	

## Supporting Unit Information

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### **K/502/1606 Determine and agree policies for the management of animals - Level 3**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

LO1 is a competence based outcome

#### ***Learning Outcome 1. Be able to determine and agree policies for the management of animals***

##### **1.1 Clearly establish the intended purposes for keeping the animals**

discuss and agree a clear intended purpose for keeping the animals i.e. breeding, education, rehabilitation, re-homing, and tourism.

##### **1.2 Identify and evaluate the following opportunities and constraints relevant to animal management**

- **environmental impact** space, noise pollution, planning permissions, neighbouring properties (residential and business), access.
- **resource implications** required and available resources i.e. accommodation, services e.g. electricity/water supply, required and available resources i.e. accommodation, services e.g. electricity/water supply, exercise areas, specialist equipment. Consider availability and cost of resources.
- **needs of key interest groups** consider key groups i.e. general public, students. Consider what their needs are and whether you are able to meet these needs and how you will meet these needs.
- **external opportunities and constraints** neighbouring facilities and resources as opportunities for development and shared usage. Also business and marketing opportunities. External constraints may

include planning permissions, competitive businesses, and lack of demand.

- **other organisational policies and objectives** health and safety policies, management policies, objectives of the business, mission statements.
- **new knowledge and ideas which open up new possibilities** consider current issues, legislations, needs and developments which may alter and develop management. Ensure staffs remain up to date with continuing professional developments.
- **resources** consider required resources, available resources, storage and expense

**1.3 Review policy options available for animal management to determine the preferred option** review policies with all those involved in the animal management. Discuss formally and informally. Discuss and agree on preferred options and review regularly.

**1.4 Consider the following animal characteristics in your selection of policy options**

- **purposes for which the animals are being kept** are the characteristics suitable for the purpose. Consider behaviour, temperament, size and species.
- **types and mix of animals** consider species and breeds, mix of ages, mix of sex.
- **numbers of animals** required number of animals, number of animals that resources are available for.
- **quality of animals** consider purpose as to what quality is required e.g. quality of the individual if purpose is for showing or breeding.

**1.5 Identify a preferred option which is feasible and viable striking the optimum balance between the animal characteristics and policy options** consider the available animal characteristics, what is available and what is desired. Select an option which meets a balance between the characteristics and policies.

**1.6 Agree policies with the appropriate people in accordance with organisational requirements** discuss and agree policies with all those involved in the animal management, following organisational requirements throughout the process.

**1.7 Communicate agreed policy to key interest groups in an appropriate way, including those**

- **directly involved** those involved with the management of the animal, or those supervising those managing the animal.
- **affected by the site** people on site, external groups affected.



Communicate promptly keeping all involved current with any developments. Communication can be verbal, written or electronic. Arrange formal and informal discussions.

**1.8 Specify arrangements for reviewing policies** agree on policies for reviewing to include at what intervals, with whom, how and where.

## **LO2 is a knowledge based outcome**

### ***Learning Outcome 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** refer to LO1.1

**2.2 Explain the nature of opportunities and constraints and how these might be used to the organisation's benefit**

- **environmental impact** refer to LO1.2
- **resource implications** refer to LO1.2
- **needs of key interest groups** refer to LO1.2
- **external opportunities and constraints** refer to LO1.2
- **other organisational policies and objectives** refer to LO1.2
- **new knowledge and ideas which open up new possibilities** refer to LO1.2
- **resources** refer to LO1.2

**2.3 Describe how to assess and evaluate the opportunities and constraints to determine a course of action** identify all possible factors. Consider the opportunities or constraints these pose. Evaluate the level of possibility or constraint for each factor. Consider courses of action to harness these opportunities or work around constraints. Consider the use of SWOT analysis.

**2.4 Explain how to consider animal health and welfare when determining policy options** refer to Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms

**2.5 Explain how different animal characteristics affect the selection of policy options**

- **purposes for which the animals are being kept** refer to LO1.4
- **types and mix of animals** refer to LO1.4
- **numbers of animals** refer to LO1.4
- **quality of animals** refer to LO1.4

**2.6 Describe the resources which will be required to put the policies into effect e.g.** animal accommodation, exercise facilities, facilities to feed and water the animal, staff, trained personnel. Identify required resources from the policy.

## **2.7 Describe the factors within and the inter relationships between**

- **the environmental impact of keeping animals** space, required buildings, noise pollution, chemical usage, visual impact on the environment.
- **the surrounding area and the wider community of people** key interest groups, needs and requirements from the wider community, objections from the wider community
- **flora and fauna** disruption of natural flora and fauna, usage as a natural resource, protected areas.
- **resource implications in keeping animals** required resources, availability, cost.
- **needs of key interest groups, who they are** requirements, marketing to key groups, identifying your key groups.
- **their legitimacy and sources of influence** legitimacy of key groups, sources of knowledge and reasons for need
- **external opportunities and constraints relating to policies, legislation, regulations and designations** planning, protected areas, current legislation relating to health and safety, environment and animal welfare. Highlight areas which pose opportunities and those which pose as constraints. Consider SWOT analysis
- **organisational policies and objectives** consider current policies and objectives. Refer to organisation mission statements.

**2.8 Explain the rationale for reviewing policies and how this can best be achieved** refer to LO1.8. To ensure policies are current, suitable and relevant. To enable changes to be discussed, agreed and implemented when appropriate.

**2.9 Identify effective means of communicating agreed policy/policies to interest groups** refer to LO1.7

**2.10 Summarise the legislation, regulations and codes of conduct affecting the keeping and management of animals** Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health and Safety at Work Act 1974, maintain safety of staff and animals, complete and review risk assessments

## **Teaching Strategies And Learning Activities**

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

### **Learning Outcome (LO) 1**

Delivery of this learning outcome is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcome (LO) 2**

Delivery of this learning outcome is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

**It is important that practical assessment activities are supervised appropriately**

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence Of Achievement

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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## Additional Information

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**See ABC website for further information**

## Monitor and Evaluate the Implementation of Animal Management Policies

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<b>Unit Reference</b>	<b>H/502/1605</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>26</b>
<b>Unit Summary</b>	<p>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.</p> <p>The learner will obtain information on implementation of the policy, evaluate and take appropriate action</p>
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.9)</b> <i>The learner can</i>
<b>1.</b> Be able to monitor and evaluate the implementation of animal management policies	<p><b>1.1</b> Obtain data and information from the implementation of animal management policies in a form which allows their effectiveness to be evaluated</p> <p><b>1.2</b> Monitor the following external conditions regularly to determine the affect which they may have on policies and the effectiveness of animal management</p> <ul style="list-style-type: none"> <li>• changes in public opinion, markets and competitor activity</li> <li>• legislation</li> <li>• advances in knowledge and practice</li> </ul>

	<ul style="list-style-type: none"> <li>• lobbying/public pressure</li> <li>• technology</li> </ul> <p><b>1.3</b> Take appropriate action to deal with the following variations from plans</p> <ul style="list-style-type: none"> <li>• financial resource use</li> <li>• physical resource use</li> <li>• human resource use</li> <li>• working methods and systems</li> </ul> <p><b>1.4</b> Evaluate management systems and methods to confirm they comply with legal requirements and promote good practice</p> <p><b>1.5</b> Provide clear and accurate information for recording purposes</p> <p><b>1.6</b> Take action appropriate to the conclusions of the evaluation</p>
<p><b>2.</b> Understand how to monitor and evaluate the implementation of animal management policies</p>	<p><b>2.1</b> Explain the data and information which management systems should produce including</p> <ul style="list-style-type: none"> <li>• quantitative</li> <li>• qualitative</li> </ul> <p><b>2.2</b> Describe the different ways of presenting qualitative and quantitative data and information and those which might be most useful for the activity concerned</p> <p><b>2.3</b> Explain how changes in public opinion, markets and competitor activity, legislation, knowledge and practice and technology may affect management systems and practice</p> <p><b>2.4</b> Explain how public pressure and lobbying may affect how people think about the management of animals and the effect this may have</p>

	<p><b>2.5</b> Describe methods available for effectively monitoring external conditions and how to determine the appropriate action to be taken when there are variances covering</p> <ul style="list-style-type: none"> <li>• financial resource use</li> <li>• physical resource use</li> <li>• human resource use</li> <li>• working methods and systems</li> </ul> <p><b>2.6</b> Summarise the relevant legal requirements for animal management and how to apply these to the setting up and running of such establishments</p> <p><b>2.7</b> Identify the records which are required and the importance of accurate record keeping</p> <p><b>2.8</b> State how long records should be stored to comply with relevant legislation and organisational requirements</p> <p><b>2.9</b> Explain the action which may be necessary following evaluation and how to decide the timing of action</p>
<p><b>Mapping to National Occupational Standards</b> O29NCU51.2</p>	

## Supporting Unit Information

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### **H/502/1605 Monitor and evaluate the implementation of animal management policies**

#### **- Level 3**

### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

### **LO1 is a competence based outcome**

#### ***Learning Outcome 1. Be able to monitor and evaluate the implementation of animal management policies***

- **Obtain data and information from the implementation of animal management policies in a form which allows their effectiveness to be evaluated** obtain data verbally, written and electronic. Obtain data on animal behaviour, health, feeding and exercise patterns, general husbandry and management. Consider the effectiveness of the policy identifying strengths and weaknesses.
- **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** changes in public opinions about your organisation, current legislation or animal welfare/management. Consider the current market, demand and opportunities. Identify competitors and changes they may be making.
  - **legislation** ensure you are current with relevant legislation adapting policies to remain within legislation.



- **advances in knowledge and practice** ensure personnel within the organisation remain current with knowledge and practices relevant to the industry. Ensure regular continuing professional development is completed.
- **lobbying/public pressure** relevant to animal welfare, current issues and legislation.
- **technology** consider developing technology, new and available equipment and resources
- **LO1.3 Take appropriate action to deal with the following variations from plans**
  - **financial resource use** consider available finances. Allocate finances in according to priority. Adapt plan if financial resource falls short, or consider where further finances can be accessed.
  - **physical resource use** consider required resources and those available. Source resources externally if possible. Consider shared resources with other external organisations.
  - **human resource use** available staffs and expertise. Plans may be adapted if human resources are low due to absence.
  - **working methods and systems** review the methods and systems which are in place. Any changes to the plan which affect the systems must be documented and relayed to all those involved to ensure all personnel are working from the same methods and systems.
- **Evaluate management systems and methods to confirm they comply with legal requirements and promote good practice** evaluate systems and methods at regular intervals. Identify changes and updates in legislation and current “good practice”. Adapt systems and methods if current systems do not meet identified requirements.
- **Provide clear and accurate information for recording purposes** information can be provided verbally, written or electronic. Record either written or electronically. Ensure information is recorded accurately and timely.
- **Take action appropriate to the conclusions of the evaluation** report conclusions to all personnel involved. Record conclusions clearly. Agree, discuss and implement any required changes as a result of the evaluation.

## **LO2 is a knowledge based outcome**

### ***Learning Outcome 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** e.g. questionnaires, experiments. Quantitative data usually involves numbers and frequencies and provides data which can be analysed.
- **qualitative** e.g. case studies, interviews. Qualitative data has in-depth description and meaning.

**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** quantitative data can be presented in tables, graphs, charts and spread sheets. Qualitative data is presented as reports, interviews and questionnaires.

**2.3 Explain how changes in public opinion, markets and competitor activity, legislation, knowledge and practice and technology may affect management systems and practice,** refer to LO1.2. management systems and practice should be reviewed and adapted to meet current changes. Any modifications should be clearly communicated to all those involved.

**2.4 Explain how public pressure and lobbying may affect how people think about the management of animals and the effect this may have** may have effect on people's views of how animals should be managed, ethical views, and changes in opinions of acceptable purposes for keeping animals. Lobbying may include animal rights opinions. Changes in legislation may contribute to public pressure and lobbying. This may have an impact in the organisation, effect on business and may result in the need for changes to systems and practices.

**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** refer to LO1.3 monitoring of accounts, outgoings and incomings.
- **physical resource use** refer to LO1.3 completion of inventory's
- **human resource use** refer to LO1.3 data of staff numbers, staff skills, qualifications and experience
- **working methods and systems** refer to LO1.3 review current systems, legislations and practices.

**2.6 Summarise the relevant legal requirements for animal management and how to apply these to the setting up and running of such establishments** refer to LO1.4. Refer to Animal Welfare Act 2006, Pet Animals Act 1951, And Five Freedoms. Ensure

that all aspects of legislation relevant to the establishment are incorporated into the animal management policies and procedures. Continually review legislations and amend policies and procedures to comply with current legislation.

**2.7 Identify the records which are required and the importance of accurate record keeping** animal details, client details, details of management provided to the animal to include aspects such as environment, feeding and exercise. Financial records and records of resources. Accurate records enable analysis of the business, financial analysis, continuity of animal and client care, and to comply with legislation.

**2.8 State how long records should be stored to comply with relevant legislation and organisational requirements** legislation must be consulted to distinguish how long different records should be kept e.g. consent forms, accident records, animal boarding information. Refer to Animal Welfare Act 2006, Pet Animals Act 1951, and Zoo licensing Act 1981, Breeding of Dogs Act 1973, and Animal Boarding Establishment Act 1963

**2.9 Explain the action which may be necessary following evaluation and how to decide the timing of action** refer to LO1.4 and LO1.6. Timing must be discussed and agreed with all involved. Prompt timing is essential to ensure that the actions are current and relevant, ensuring effective animal management procedures.

## **Teaching Strategies And Learning Activities**

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

### **Learning Outcomes (LO) 1**

Delivery of this learning outcome is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

## **Learning Outcomes (LO) 2**

Delivery of this learning outcome is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

**It is important that practical assessment activities are supervised appropriately**

## **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

## **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects

- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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**See ABC website for further information**

## Encourage and Motivate Volunteers

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<b>Unit Reference</b>	<b>J/502/1645</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>33</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.5)</b> <i>The learner can</i>
<b>1.</b> Be able to motivate volunteers by promoting the special ethos and values of volunteering	<p><b>1.1</b> Assess the needs and wishes of individuals and/or groups to help determine the starting point for their involvement</p> <p><b>1.2</b> Support volunteers in ways which match volunteer expectations, motivations and needs</p> <p><b>1.3</b> Demonstrate an awareness of individual and/or group volunteers abilities and aptitudes</p> <p><b>1.4</b> Recognise volunteers and their commitment which are likely to enhance their motivation to continue</p>

	<p><b>1.5</b> Take account of equal opportunities issues as they affect volunteers</p>
<p><b>2.</b> Recognise voluntary effort by valuing volunteer contributions</p>	<p><b>2.1</b> Show appreciation of the individual contributions made by volunteers by</p> <ul style="list-style-type: none"> <li>• providing feedback to volunteers</li> <li>• communicating this information to others</li> </ul> <p><b>2.2</b> Encourage further development of volunteers' capabilities</p> <p><b>2.3</b> Record individual and group effort in terms of its worth and contribution to organisational objectives</p>
<p><b>3.</b> Understand how to motivate volunteers by promoting the special ethos and values of volunteering</p>	<p><b>3.1</b> Explain what volunteering entails and the implications of volunteering for the volunteer, the voluntary organisation and the client</p> <p><b>3.2</b> Explain why people volunteer and why organisations involve volunteers</p> <p><b>3.3</b> Explain ways of assessing and confirming the needs and wishes of individuals and/or groups to help determine the starting point for their involvement</p> <p><b>3.4</b> Describe how equal opportunities issues and values affect volunteers and volunteering and the organisation</p> <p><b>3.5</b> Explain ways of recognising the commitment of volunteers and how that will enhance their motivation to continue</p>
<p><b>4.</b> Understand how to recognise voluntary effort by valuing</p>	<p><b>4.1</b> Explain how to respond positively to personal and group voluntary effort by</p> <ul style="list-style-type: none"> <li>• providing feedback to volunteers</li> </ul>

<p>volunteer contributions</p>	<ul style="list-style-type: none"> <li>• communicating this information to others</li> </ul> <p><b>4.2</b> Describe how to assess and record individual and group effort in terms of its worth and contribution to organisational objectives</p> <p><b>4.3</b> Describe how to evaluate an individual's voluntary effort in ways which can help further his/her or a group's capabilities</p> <p><b>4.4</b> Describe ways of recognising formally the skills and abilities shown</p> <p><b>4.5</b> Describe how to provide feedback at an appropriate level in the organisation</p>
<p><b>Mapping to National Occupational Standards</b> O29NCU89.1, 2</p>	



## Supporting Unit Information

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### J/502/1645 Encourage and motivate volunteers - Level 3

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

**LO1 and LO2 are the key areas of competence for this unit.**

***Learning Outcome 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** career e.g. to obtain work experience; rehabilitation e.g. after illness; personal e.g. get fit; social e.g. to meet people; contribute e.g. to biodiversity. Needs and wishes of groups e.g. to improve the appearance of a local area, build a sense of community. Assessed to help determine the starting point for their involvement e.g. by questioning at initial contact - why do they wish to volunteer? Or by providing options and gauging response e.g. support for qualifications available. Record assessment e.g. as notes, question sheet / registration form or volunteer database

**1.2 Support volunteers in ways which match volunteer expectations, motivations and needs** expectations e.g. to gain work experience - supported by teaching new skills / how to work safely. Types of motivation e.g. to contribute, achieve, obtain recognition, sense of belonging, power. Support to match motivation e.g. recognition - public praise, badges, certificates of achievement. Needs e.g. career in conservation - supported by recording of CPD evidence, development towards achievement of a qualification

### **1.3 Demonstrate an awareness of individual and/or group**

**volunteers abilities and aptitudes** abilities - power, skill, knowledge to accomplish task e.g. awareness demonstrated by allocation of suitable tasks - volunteer lacks physical strength to dig planting holes for trees so allocate less physically demanding tasks such as grouping trees, adding compost etc. Aptitudes - natural talents or skills e.g. awareness demonstrated by structuring tree planting working groups with complementary abilities/aptitudes such as strength to dig holes, sensitivity to handle trees/roots without damage, planning to group trees and arrange resources such as stakes/protectors in right place for use.

### **1.4 Recognise volunteers and their commitment which are likely to**

**enhance their motivation to continue** what is recognition for e.g. hard work, quality finish or innovative recycling? On the spot recognition e.g. individual / group praise - amount or quality of work done, giving a break. Ongoing recognition e.g. mention in newsletter, picked for special responsibilities, training offered. Ensuring recognition enhances motivation by matching motivational needs e.g. volunteers motivated by power - involve them in planning, consult about how tasks could be done efficiently

### **1.5 Take account of equal opportunities issues as they affect**

**volunteers** practical issues that might present barriers and lead to inequality in take up of volunteering opportunities e.g. availability / costs of transport, over formal/time consuming registration process - taken account of by arranging pick up points for volunteers, informal chat at registration. Issues affecting particular groups e.g. disabled people - taken account of by treating each person as an individual, finding out what they can do, what are their needs. Perceptions e.g. about suitable roles, tasks or the capabilities of males/females, ethnic groups, people of different ages, people with learning disadvantages or disabilities, people with different religious beliefs - taken account of by not pigeon-holing people, varying the tasks they are given and the people they work with

## ***Learning Outcome 2. Recognise voluntary effort by valuing volunteer contributions***

### **2.1 Show appreciation of the individual contributions made by volunteers by**

- **providing feedback to volunteers** types of feedback e.g. quality/speed of finish, benefits of work carried out, good/safe working practices, help and support for others. Method of feedback

e.g. constructive, positive, supportive, in tune with volunteer's motivational needs.

- **communicating this information to others** e.g. draw attention of group to notable and real achievements during or at end of work, achievement bulletins, newsletter or magazine/newspaper articles, pub evenings to celebrate achievement radio announcements, website newsflash

**2.2 Encourage further development of volunteers capabilities** e.g. by opportunities to explain or demonstrate to group, to assist with planning, lead groups, shadow others with particular skills, training or development towards achievement of qualifications

**2.3 Record individual and group effort in terms of its worth and contribution to organisational objectives** e.g. value for money, improved environment, skills/knowledge development. Individual and group effort recorded in terms of its worth e.g. hours of volunteer time - individual and group, expertise/skills of volunteers - both rated at chosen values. Contribution to organisational objectives such as value for money e.g. number of projects, average volunteer hours per project type, total project hours, value of expertise against costs of transport, training/qualification provision, tools and PPE etc

**LO3 and LO4 are the key areas of knowledge for this unit**

***Learning Outcome 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** e.g. people give their time, efforts, skills, knowledge and sometimes resources without expecting payment. The implications of volunteering - for the volunteer e.g. will need to get to the place of work/pick up point, bring food, wear suitable clothing, work safely with regard to own and others health and safety. For the voluntary organisation e.g. will need to be clear who is paying for materials, equipment hire, provide transport / tools / PPE / refreshments, training and appropriately experienced people to supervise, check certification for some types of equipment use, provide specialist equipment for volunteers with learning difficulties/disabilities, appropriate insurance cover. For the client e.g. clarify what is to be provided/paid for, obtain permissions such as from Local Authority, neighbouring landowners, provide the specification including location and directions.

### **3.2 Explain why people volunteer and why organisations involve**

**volunteers** e.g. refer to LO1.1. Why organisations involve volunteers e.g. to deliver projects/services that would otherwise be precluded on cost/time grounds, to stretch reducing financial resources

### **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**

e.g. refer to LO1.1. Initial assessment confirmed by observation of performance, inter-relationships, attendance and formal or informal discussions during voluntary activities.

### **3.4 Describe how equal opportunities issues and values affect volunteers and volunteering and the organisation**

refer to LO1.5 - type of issues. Values known and actively worked towards e.g. diversity, challenge, personal development, supportive, fun, contribution. Affect volunteers e.g. more likely to be able to meet motivational needs, more likely to stay, develop new knowledge and skills, and contribute to volunteering task and supporting new members. Affect volunteering e.g. attracts and retains greater numbers of interested volunteers, range of tasks that can be done increases. Affect the volunteering organisation e.g. benefits from the diversity of ideas, different methods of doing tasks, improved credibility with local / different sectors of the community / funding bodies, becomes more welcoming to new members.

### **3.5 Explain ways of recognising the commitment of volunteers and how that will enhance their motivation to continue**

e.g. refer to LO1.4

## ***Learning Outcome 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** types of feedback e.g. client satisfaction, positive comments from the public, council, accolades from conservation organisations, successful achievement of organisational objectives. Method of feedback e.g. refer to LO2.1.

**Communicating this information to others** e.g. refer to LO2.1.

### **4.2 Describe how to assess and record individual and group effort in terms of its worth and contribution to organisational objectives**

refer to LO2.3

### **4.3 Describe how to evaluate an individual's voluntary effort in ways which can help further his/her or a group's capabilities**

evaluation systems such as SWOT, Training Needs Analysis, Skills Mapping or informal in-field with immediate constructive feedback e.g. SWOT - strengths - hard working, weaknesses - does not listen to instructions, opportunities - natural leader, threats - does not like wearing PPE.

#### **4.4 Describe ways of recognising formally the skills and abilities**

**shown** e.g. promotion to supervisory / leadership / instruction roles, rewards such as allowing materials that would be wasted or that need recycling to be taken home, special T. Shirts / badges / brooches, organisation diary, presentation of certificates for CPD file, letter commending achievement, use photo for publicity, offer opportunity to obtain further qualifications.

#### **4.5 Describe how to provide feedback at an appropriate level in the organisation**

levels of feedback e.g. amongst volunteers, project leaders, volunteer hub managers, national managers - publicity, training achievement departments, chief executive. Methods of feedback e.g. follow organisational procedures and hierarchy - informal chat, email or memo, letter, compliments form. Ensure line managers are informed / consulted. Details needed e.g. name(s) of person/group involved, what is the achievement and any special significance, where and when did it take place, photographs available, tie in with local / national initiatives. Refer to LO2.1 and LO4.1.

### **Teaching Strategies And Learning Activities**

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

#### **Learning Outcomes 1 and 2**

Delivery of these learning outcomes is by assessment of competence for those who have experience in this area of work or by supervised work with volunteers giving learners the opportunity first to practice the techniques and skills involved and then to be observed correctly encouraging and motivating volunteers to demonstrate competence in each of the assessment criteria.

### **Learning Outcomes 3 and 4**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of the learner encouraging and motivating volunteers, witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1 and 2 link together and competence can be assessed practically by observation or by generation of diverse evidence. These could also link to Learning Outcomes 3 and 4 to allow knowledge evidence to be gathered during the practical activities.

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where this unit is included in qualifications which verify competent performance.**

#### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

## **Additional Information**

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### **Useful sources of reference**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations.
- National Federation of Biological Recording website lists all Local/Biological Recording Centres - helps find local Biodiversity Action Plans <http://www.nbn-nfbr.org.uk/nfbr.php>

- BTCV Fencing - practical handbooks. BTCV also have a website summarising information from the practical handbooks at <http://handbooks.btcv.org.uk/>. Also refer to
  - Environmental Volunteering in the UK: The Policy Context and Practical Implications - Miles Sibley, Development Director, BTCV
- National Biodiversity Network has a number of useful sections including - Engaging with Volunteers - Setting up and managing volunteer networks in conjunction with the Tracking Mammals Partnership at <http://www.nbn.org.uk/Guidebooks/Business/Accreditation-standards.aspx>

**See ABC website for further information**



## Manage the Work of Volunteers

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<b>Unit Reference</b>	<b>D/502/1599</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>39</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 12)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 12.1)</b> <i>The learner can</i>
<b>1.</b> Be able to plan the work of volunteers	<p><b>1.1</b> Give opportunities to volunteers to contribute to the planning and organisation of their work</p> <p><b>1.2</b> Produce plans that take into account the relevant factors of volunteering including</p> <ul style="list-style-type: none"> <li>• your team's objectives</li> <li>• the volunteers whose work you are responsible for and their development needs</li> <li>• constraints under which volunteers may be working</li> <li>• meeting the motivational needs of your volunteers</li> </ul>

	<p><b>1.3</b> Produce plans and schedules that are realistic and achievable within organisational constraints</p> <p><b>1.4</b> Explain the plans to others clearly and in sufficient detail to gain support, motivation and commitment</p> <p><b>1.5</b> Update plans at regular intervals and take account of any changes</p>
<p><b>2.</b> Be able to prepare resources for volunteers</p>	<p><b>2.1</b> Check that resources are available and suitable for the planned work and take the appropriate action where there are any problems</p> <p><b>2.2</b> Allocate resources so that volunteers can do the work to the required standard</p> <p><b>2.3</b> Make sure volunteers are using resources according to organisational, legal and regulatory requirements</p> <p><b>2.4</b> Make sure volunteers are using resources efficiently and effectively and encourage them to suggest improvements</p>
<p><b>3.</b> Be able to lead the work of volunteers</p>	<p><b>3.1</b> Make volunteers feel welcome and introduce any new volunteers to each other and the rest of the team</p> <p><b>3.2</b> Clearly explain organisational policy in relation to</p> <ul style="list-style-type: none"> <li>• volunteering</li> <li>• confidentiality</li> <li>• welfare</li> <li>• health and safety</li> <li>• volunteer insurance</li> <li>• training and developing volunteers</li> <li>• equal opportunities</li> </ul>

	<p><b>3.3</b> Provide volunteers with clear instructions on tasks they have to do in line with organisational and legal requirements</p> <p><b>3.4</b> Correctly demonstrate the tasks and check that volunteers understand what is expected</p> <p><b>3.5</b> Let the volunteers practise the tasks under competent supervision until they can consistently achieve the required standard on their own</p> <p><b>3.6</b> Identify and correct any mistakes in a way that supports their self-confidence and praise them when they perform tasks correctly</p> <p><b>3.7</b> Identify volunteers who could take on new responsibilities and agree what development would be appropriate to their needs</p> <p><b>3.8</b> Identify volunteer work that does not meet agreed standards and take the appropriate action</p>
<p><b>4.</b> Be able to assess the work of volunteers and provide feedback</p>	<p><b>4.1</b> Explain the purpose of assessment clearly to all involved</p> <p><b>4.2</b> Give opportunities to volunteers to assess their own work</p> <p><b>4.3</b> Carry out assessments at times most likely to maintain and improve effective performance</p> <p><b>4.4</b> Make your assessments objectively against clear and agreed criteria</p> <p><b>4.5</b> Provide feedback to volunteers in a situation and manner most likely to maintain and improve motivation</p>

	<p><b>4.6</b> Provide feedback which recognises team members' achievements and provide constructive suggestions and encouragement for improving their work</p> <p><b>4.7</b> Show respect for the individuals involved and treat all feedback to individuals and teams confidentially</p> <p><b>4.8</b> Give opportunities to team members to respond to feedback</p>
<p><b>5.</b> Be able to promote health and safety and environmental good practice</p>	<p><b>5.1</b> Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements</p>
<p><b>6.</b> Be able to maintain accurate records</p>	<p><b>6.1</b> Provide clear and accurate information for recording purposes</p>
<p><b>7.</b> Understand how to plan the work of volunteers</p>	<p><b>7.1</b> Explain how to provide volunteers with the opportunity to contribute to the planning and organisation of their work</p> <p><b>7.2</b> Describe how to produce plans that take into account the relevant factors of volunteering including</p> <ul style="list-style-type: none"> <li>• your team's objectives</li> <li>• the volunteers whose work you are responsible for and their development needs</li> <li>• constraints under which volunteers may be working</li> <li>• meeting the motivational needs of your volunteers</li> </ul> <p><b>7.3</b> Explain how to develop realistic and achievable work plans both in the short and medium term</p>

	<p><b>7.4</b> Describe how to present work plans in a way that gains support, motivation and commitment</p> <p><b>7.5</b> Explain the need to regularly review work plans</p>
<p><b>8.</b> Understand how to prepare resources for volunteers</p>	<p><b>8.1</b> Explain how to check that the appropriate resources are available and outline the procedures to follow for obtaining resources</p> <p><b>8.2</b> Outline the procedure for reporting problems with resources</p> <p><b>8.3</b> Summarise organisational, legal and regulatory standards for the resources that the work uses</p> <p><b>8.4</b> Explain how to allocate resources in a way that enables the achievement of objectives</p> <p><b>8.5</b> Explain the need to ensure resources are used efficiently and effectively and the implications for not doing so</p> <p><b>8.6</b> Explain the impact that the use of resources could have on the environment</p> <p><b>8.7</b> Explain the reasons for getting others to suggest ways of improving the use of resources</p>
<p><b>9.</b> Understand how to lead the work of volunteers</p>	<p><b>9.1</b> Describe the induction process for new volunteers and the importance of making volunteers feel welcome and part of the team</p> <p><b>9.2</b> Describe how to ensure that new volunteers understand organisational policy in relation to</p> <ul style="list-style-type: none"> <li>• volunteering</li> <li>• confidentiality</li> <li>• welfare</li> </ul>

	<ul style="list-style-type: none"> <li>• health and safety</li> <li>• volunteer insurance</li> <li>• training and developing volunteers</li> <li>• equal opportunities</li> </ul> <p><b>9.3</b> Describe how to instruct volunteers and to demonstrate tasks clearly and correctly to ensure that volunteers understand what they have to do</p> <p><b>9.4</b> 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</p> <p><b>9.5</b> Describe how to correct mistakes without undermining self-confidence</p> <p><b>9.6</b> Explain how to recognise the potential for volunteers to take on new responsibilities and outline the development opportunities available to them</p> <p><b>9.7</b> Outline the organisational and legal requirements that are relevant to the tasks the volunteers are being developed to undertake</p> <p><b>9.8</b> Describe how organisations gives recognition and reward to volunteers</p> <p><b>9.9</b> Explain methods of handling difficulties with volunteer work, and procedures for dealing with problems</p>
<p><b>10.</b> Understand how to assess the work of volunteers and provide feedback</p>	<p><b>10.1</b> Explain the need to communicate clearly the purpose of assessment to all involved</p> <p><b>10.2</b> Explain the reasons for providing opportunities to volunteers to assess their own work</p>

	<p><b>10.3</b> Explain the principles of fair and objective assessment of work and how to ensure this is achieved</p> <p><b>10.4</b> Explain how to provide feedback to volunteers on their performance based on assessment</p> <p><b>10.5</b> Explain the principles of respect and confidentiality when providing feedback</p> <p><b>10.6</b> Describe how to motivate volunteers and gain their commitment by providing feedback</p> <p><b>10.7</b> Explain how to provide constructive suggestions on how performance can be improved</p> <p><b>10.8</b> Describe how to give those involved the opportunity to respond to feedback and provide suggestions on how to improve their work</p>
<p><b>11.</b> Understand relevant health and safety legislation and environmental good practice</p>	<p><b>11.1</b> Summarise current health and safety legislation, codes of practice and any additional requirements</p>
<p><b>12.</b> Understand the importance of accurate record keeping</p>	<p><b>12.1</b> Explain the records required for management and legislative purposes and the importance of maintaining them</p>
<p><b>Mapping to National Occupational Standards</b>  O29NCU90  O29NCU89.3</p>	

## Supporting Unit Information

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### D/502/1599 Manage the work of volunteers - Level 3

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

**LO1, LO2, LO3, LO4, LO5 and LO6 are the key areas of competence for this unit**

#### ***Learning Outcome 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** opportunities e.g. volunteers asked as individuals/group session or individuals appointed on rotational basis to contribute to planning - availability, preferred timing, help/plant needed and to organisation - materials placement, team size/make up

##### **1.2 Produce plans** e.g. check objectives - clear/precisely stated/SMART - Specific, Measurable, Achievable, Realistic, Timed, identify objectives for any sub stages of achievement/timing/milestones, produce plans for how to achieve each sub-stage **that take into account the relevant factors of volunteering including**

- **your team's objectives** e.g. anticipated volunteer numbers too low achieve objectives - recruitment /extend number project days
- **the volunteers whose work you are responsible for and their development needs** e.g. gaps in current skills relative to objectives filled by one to one instruction/shadowing skilled workers.
- **constraints under which volunteers may be working** e.g. volunteer health issues/disabilities - difficulty walking to work site solved by putting in charge of tool transport using ATV.



- **meeting the motivational needs of your volunteers** e.g. motivational need is power - planned to put volunteer in charge of work section and provide supervision training

**1.3 Plans and schedules produced that are realistic and achievable within organisational constraints** plans/schedules produced using Standard Operating Procedures (SOP's) of organisation e.g. job/project planning forms, milestones plan, Gantt chart, SOP guidance - all objectives must be SMART - LO1.2. Realistic within organisational constraints e.g. reflecting budget, available administration time. Achievable e.g. organisation able to supply tools/plant/transport, enough volunteers

**1.4 Explain the plans to others clearly and in sufficient detail to gain support, motivation and commitment** explain e.g. overview of plan identifying what needs to be done - main tasks - LO7.3. Clearly e.g. logical sequence, manageable chunks, presentation aids - maps, summarise. Sufficient detail e.g. background/aims/objectives, 'How to do' detail covered with those specifically involved/at site. Gain support e.g. right amount of detail for audience - manager/volunteer, enthusiasm, body language, benefits, give credit for contributions of volunteers, encourage involvement - LO1.1

**1.5 Update plans at regular intervals and take account of any changes** e.g. plans relating to 'How to do' updated more frequently to account for changes timing, material quantities, equipment needs; aims/objectives stay fairly stable - plans little changed

***Learning Outcome 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** check e.g. against plan, specification and/or visit stores/warehouse/work site - eyes on appraisal. Resources e.g. transport to/accommodation/toilet at site, enough workers/skills, PPE, tools, plant. Appropriate action e.g. tools - order more/different tools, repairs, training given.

**2.2 Allocate resources so that volunteers can do the work to the required standard** allocate e.g. quantities per specification/area/task/team - effective placement for usage rate - consider efficiency, access, environment, H&S; team capabilities - workers/organisers/particular skills; allocate teams to appropriate jobs - heavy manual work/skilled tasks; H & S resources - high visibility jackets, first aid kits per area.

**2.3 Make sure volunteers are using resources according to organisational, legal and regulatory requirements** organisational e.g. resources used / maintained / stored / replaced to organisation's SOP's. Legal e.g. contractual requirements such as specification for certain resources to be used, manufacturer's / supplier's instructions on how equipment to be/not to be used. Regulatory e.g. according to Health & Safety at Work Act, Management of Health & Safety at Work Regulations, Provision and Use of Work Equipment Regulations (PUWER) - refer to LO 8.3.

**2.4 Make sure volunteers are using resources efficiently and effectively and encourage them to suggest improvements** efficient e.g. movement/placement/use support economy of effort, no/minimum loss/breakage. Effective e.g. deliver specified result - to/below cost, on/before deadline, desired quality. Improvement suggestions e.g. inform - suggestions welcome/methods; manner - open to receive, listen, question to clarify/demonstrate interest; motivate - adopt if practicable, recognition praise/reward.

### ***Learning Outcome 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** welcome e.g. verbally, volunteer letter/leaflet/induction pack stating welcome, show around site/facilities, check regularly in induction phase, team up with friendly, caring and enthusiastic volunteer(s). Introduce e.g. name, general details - common interest, particular details - experience, skills, first aider; if several new volunteers - group introduction as icebreaker

**3.2 Clearly explain organisational policy in relation to**

- **volunteering** e.g. mission / aims / intentions of organisation, what organisation expects/provides, types / duration/ location of volunteering opportunities, how to apply/join.
- **confidentiality** e.g. details protected - in, volunteering with sickness, disability, HIV.
- **health and safety** e.g. PPE/training in safe use of tools/equipment provided.
- **volunteer insurance** e.g. public liability / personal accident, what is/is not covered.
- **training and developing volunteers** e.g. provision of on the job/certificated training, specified qualifications/levels, support towards CPD.

- **equal opportunities** e.g. intention/aims of organisation - anti discrimination, accessibility of volunteering opportunities, procedures/responsibilities

**3.3 Provide volunteers with clear instructions on tasks they have to do in line with organisational and legal requirements** clear instructions e.g. pre-start generic / specific on-task instructions - LO1.4. Organisational requirements e.g. to SOP's - location, objectives, risk assessment, environmental considerations, task allocation, safe use of tools, PPE, generic/specific instructions. Legal requirements e.g. equipment use by volunteers with appropriate training/certification/insurance, work breaks, health and safety responsibilities, expenses claims by those on state benefits

**3.4 Correctly demonstrate the tasks and check that volunteers understand what is expected** demonstrate e.g. preparation - organise tools/PPE/materials/site/visual aids; demonstrate - appropriate speed/logical steps/manageable chunks, actions/details visible to volunteers, wear appropriate PPE, use safe procedures. Check understanding e.g. ask questions/if there are any questions/observe performance - refer to LO3.3

**3.5 Let the volunteers practise the tasks under competent supervision until they can consistently achieve the required standard on their own** competent supervision e.g. appropriate level for age, experience, physical/mental capabilities by appropriately experienced/trained/qualified volunteers/supervisors with responsible attitude, interest in development of volunteer, knowledge of how to deal with contingencies. Consistently achieve e.g. reliable outcome each time task completed - fence posts always upright, level, correctly spaced. Required standard of e.g. client, specification, qualification

**3.6 Identify and correct any mistakes in a way that supports their self-confidence and praise them when they perform tasks correctly** identify e.g. observe work, inspect product. Correct mistakes e.g. if possible get volunteer to identify/correct own mistakes - ask how work is going, if answer indicates awareness of mistake ask questions until mistake is clarified, ask volunteer what they could do differently; when a workable answer is given encourage trying the solution. Tasks performed correctly praised e.g. be fair/consistent with praise, only praise genuine achievement, offer praise to individual, draw group's attention to individual performance.

**3.7 Identify volunteers who could take on new responsibilities and agree what development would be appropriate to their needs** identify e.g. LO3.6, talk to volunteer's supervisor/senior volunteers.

New responsibilities e.g. part of team to supervising team.

Development e.g. training - supervisory/communication skills, first aid.

**3.8 Identify volunteer work that does not meet agreed standards and take the appropriate action** identify e.g. LO3.7. Evaluate reasons e.g. not enough practice. Appropriate action e.g. LO3.6 or change task/volunteer's co-workers, offer incentives.

***Learning Outcome 4. Be able to assess the work of volunteers and provide feedback***

**4.1 Explain the purpose of assessment clearly to all involved**

assessment e.g. process of making judgements about extent to which a volunteer's work meets the relevant standards. Purposes of assessment of work e.g. to correct completion against specifications to ensure client satisfaction; to assess skills/knowledge/responsibility in doing work against organisation framework, grading system to enable selection for supervisory roles; to evaluate effectiveness of training against training aims/outcomes to improve provision; to improve volunteer's engaged progress; to satisfy assessment criteria of a formal qualification/unit.

**4.2 Give opportunities to volunteers to assess their own work** give opportunities e.g. right atmosphere created - trust/safety in volunteer group so self-assessment can be honest, without defensiveness. Assess e.g. quantitatively/qualitatively against personal targets, specification - what went well/could be better, help/learning support needs.

**4.3 Carry out assessments at times most likely to maintain and improve effective performance** carry out e.g. assessment against specification or organisation's grading system by observation of performance, inspection of finished product, questioning to check knowledge. Timing to maintain performance e.g. during task, when things have just started to go wrong - LO3.6. Timing improve performance e.g. start/early - new task

**4.4 Make your assessments objectively against clear and agreed criteria** objectively e.g. without bias or prejudice. Agreed criteria e.g. client requirements, specification, organisation framework, grading system or scale, training aims, assessment criteria.

**4.5 Provide feedback to volunteers in a situation and manner most likely to maintain and improve motivation** provide feedback e.g. positive/negative, behaviours that represent good/best practice or improvement needs specifically described - generally starting with positive feedback - LO4.6, manageable chunks, modified according to

situation and given when recipient(s) ready for feedback/likely to act on it. Manner e.g. constructive focus on what has been seen/heard, honest, fair, atmosphere of trust, non-judgemental; avoid jumping to conclusions about attitude etc. - LO10.7. Feedback situations e.g. on work site urgent changes needed/H&S issues; in privacy - feedback about discrimination/improvement needs/attitude. Methods e.g. verbal - singly/in group, written form.

**4.6 Provide feedback which recognises team members achievements and provide constructive suggestions and encouragement for improving their work** recognise achievements e.g. quality/speed of finish, amount/benefits of work, good/safe working practices. Constructive suggestions e.g. refer to LO4.5, address things that can be improved, suggest alternative approaches. Encouragement e.g. provide feedback related to volunteer's motivational needs, achievement, invite suggestions/ideas - involvement, clearly set/agree new standards.

**4.7 Show respect for the individuals involved and treat all feedback to individuals and teams confidentially** respect e.g. genuine care for volunteer development with equal regard notwithstanding their views, religious beliefs, capabilities etc. Confidential e.g. follow organisational policy, maintain confidentiality - contact/personal details - medical, educational, development needs, problems as may be divulged verbally, on websites, in letters/forms, from databases, data transfer methods - memory sticks/CD's

**4.8 Give opportunities to team members to respond to feedback** e.g. encouragement to seek clarification/support/guidance on improvement feedback - as given/after period of consideration - response may be verbal and/or in writing/using formal feedback form.

### ***Learning Outcome 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** promotes Health & Safety e.g. risk assessment, PPE, safe manual handling, tools - safe work practices. Consistent with relevant legislation e.g. Equal Opportunities Acts, Data Protection Acts, Environmental Protection Acts, Conservation of Habitats and Species Regulations. COPs as applicable e.g. ACOP - First Aid at Work. Additional requirements e.g. Natural England Advisory Leaflets - Bio-security Guidance to Prevent the Spread of Animal Diseases, vaccinations, changing weather.

## ***Learning Outcome 6. Be able to maintain accurate records***

### **6.1 Provide clear and accurate information for recording purposes**

recording purposes e.g. planning, management, equality/diversity, funding applications. Types of information e.g. volunteer numbers, contact details, attendance records, hours of volunteer time - individual/group, training/qualification provision, equality and diversity monitoring. Clear e.g. legible, information makes sense. Accurate e.g. complete, figures add up, information captures all activities - nothing to come later, no ambiguities

**LO7, LO8, LO9, LO10, LO11 and LO12 are the key areas of knowledge for this unit**

## ***Learning Outcome 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** refer to LO1.1

### **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** refer to LO1.2 and LO1.3

### **7.3 Explain how to develop realistic and achievable work plans both**

**in the short and medium term** develop work plans e.g. i) results required/what to do/timeline, ii) how to do it; prepare plan with separate layers of information covering i) and ii). What to do e.g. objectives, milestones, sub stages. How to do it e.g. break down into further layers/sections as required to enable details to be disseminated/involve specific responsible individuals/teams; cover e.g. deployment of skills, tools, equipment. Realistic - refer to LO1.3, check understanding managers/supervisors/volunteers, consider organisational constraints and external factors - public usage of site, weather conditions. Achievable e.g. how to do planned to be efficient with right resources / timing / place / quantities, obtain involvement/input of those who will be doing tasks, consider organisational constraints - LO1.3 and external factors - distant

materials source, environmental/legal constraints. Match size/detail of plan to work duration - short or medium term, avoid over-planning; what to do should remain realistic for any duration of plan, how to do can be adapted as necessary to keep plan achievable in response to constraints.

**7.4 Describe how to present work plans in a way that gains support, motivation and commitment** refer to LO1.4

**7.5 Explain the need to regularly review work plan** e.g. ensure meeting specification, complete on time, within budget, satisfy client's needs by making adjustments to factor in the type of considerations listed in LO1.2, allow timely renegotiation of specification if serious problems arise, allow readjustment of other plans utilising the same resources.

### ***Learning Outcome 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** check availability - refer to LO2.1. Obtaining resources e.g. organisation's SOP's for preferred suppliers, obtaining quotes, spending limits, purchase requisition, receipt/checking/storage.

**8.2 Outline the procedure for reporting problems with resources** organisation's SOP's e.g. report verbal/email/tool return log/maintenance report, chain of reporting - volunteer to supervisor to project manager, mark resource to prevent use - clear warning sign identifying problem, segregate for maintenance/repair/return.

**8.3 Summarise organisational, legal and regulatory standards for the resources that the work uses** refer to LO2.3. Summarise - organisational e.g. tools logged out/back in to store, stored on shadow board, faults reported to supervisor via tool use log; legal e.g. equipment used only for the operation/in situations as detailed by the manufacturer's / supplier's instructions; regulatory e.g. PUWER - equipment suitable, maintained, information and instruction provided, guards/markings/warnings in place.

**8.4 Explain how to allocate resources in a way that enables the achievement of objectives** refer to LO2.2. Allocate with reference to 'How to do' layer of planning.

**8.5 Explain the need to ensure resources are used efficiently and effectively and the implications for not doing so** efficient use e.g. to avoid wasting energy/resources, longer working life span - tools/equipment/volunteers. Implications inefficient use e.g. resources

run out/break/need more maintenance - environmentally unfriendly/project delays/extra cost/de-motivated volunteers. Effective use e.g. ref to LO2.4. Implications ineffective use e.g. cost/time overruns, specification not met, diminished quality.

**8.6 Explain the impact that the use of resources could have on the environment** e.g. carbon emissions, pollution, litter/debris, structural damage - ruts/panning, changed appearance - unnatural looking, disturbance of wildlife, introduction invasive species.

**8.7 Explain the reasons for getting others to suggest ways of improving the use of resources** e.g. different viewpoints/ideas, learning/evaluative thinking, spread of good practices, motivation, and involvement of volunteers in planning/organisation/work activities.

### ***Learning Outcome 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** induction process e.g. refer to LO3.1, plus completion of relevant details for volunteering organisation - contact, health - illnesses/conditions, vaccinations, any support needs - transport to work site, equal opportunities details. Importance e.g. organisational requirement, learn where equipment / facilities are, general ethos/how things are done, retention, health and safety

**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** refer to LO3.2. All of above items could be covered by summary information in induction pack/leaflet; items (i), (vi) - welcome letter; also introductory talk, short film of activities, computer based interactive induction program

**9.3 Describe how to instruct volunteers and to demonstrate tasks clearly and correctly to ensure that volunteers understand what they have to do** refer to LO3.3 and LO3.4

**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** reasons for



continued supervision e.g. avoid possible H & S risk to self and others/environmental damage, recognition that some volunteers learn more slowly than others but most should be able to reach standard, prevent de-motivation / inefficiency spreading to other volunteers.

**9.5 Describe how to correct mistakes without undermining self-confidence** refer to LO3.6, also manner during correction - honest, fair, genuinely concerned for volunteers' welfare, listen to/clarify their point of view. Refer to LO4.5 and LO4.7.

**9.6 Explain how to recognise the potential for volunteers to take on new responsibilities and outline the development opportunities available to them** recognise potential e.g. consider skills, knowledge, communication / interpersonal / organisation skills, confidence, motivational needs. Development opportunities e.g. team/project leader, modern apprenticeships, courses, qualifications.

**9.7 Outline the organisational and legal requirements that are relevant to the tasks the volunteers are being developed to undertake** refer to LO3.3 and briefly outline what is involved for types of requirements given.

**9.8 Describe how organisations give recognition and reward to volunteers** e.g. clearly define what recognition is for - hard work, quality finish. On the spot recognition e.g. individual/group praise/break. Ongoing recognition e.g. mention in newsletter. Reward e.g. picked for special responsibilities - allowed to lead team, training/support towards qualification offered. Ensure recognition/reward enhances motivation - match to motivational needs e.g. power - involve in planning, consult about how to do tasks

**9.9 Explain methods of handling difficulties with volunteer work, and procedures for dealing with problems** methods of handling difficulties - refer to LO3.6, LO3.8. Procedures e.g. support - courses/mentoring, disciplinary/complaints/disputes/appeals

### ***Learning Outcome 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** refer to LO4.1 - knowing the purpose e.g. will inform volunteer which set of formal / informal standards to work to, the import of any consequences arising if standards not met, assist volunteer to prepare/make timely request for help.

**10.2 Explain the reasons for providing opportunities to volunteers to assess their own work** refer to LO4.2 - assessing own work e.g. develops volunteer's ability to evaluate / decide if work meets required

standards - first step to correcting work to required level, if becomes habit volunteer can do this for all tasks rather than in response to discrete assessment occasions - personal responsibility, increases efficiency/engagement/ motivation /job satisfaction, foundation for developing skill to assess other volunteers.

- 10.3 Explain the principles of fair and objective assessment of work and how to ensure this is achieved** fair assessment principles e.g. all volunteers given equal opportunities to demonstrate achievement, rigour of assessment applied consistently across volunteers, freedom from bias/prejudice, transparency. Objective assessment principles e.g. assessment based on known sets of standards/criteria/specifications - evidence to support judgements gathered, more than one assessment method used, records/evidence of achievement retained if necessary. Ensure fair and objective assessment e.g. standardisation with others making same type of judgements, quality assurance methods such as audit/moderation.
- 10.4 Explain how to provide feedback to volunteers on their performance based on assessment** refer to LO4.5 - format of feedback and situations. Based on assessment e.g. give volunteer clear guidance on why it is judged they have not achieved standards / criteria / specifications and what they need to do to address this, refer to evidence, give opportunity for volunteer to comment, refer volunteer to procedures if any dispute
- 10.5 Explain the principles of respect and confidentiality when providing feedback** refer to LO4.7.
- 10.6 Describe how to motivate volunteers and gain their commitment by providing feedback** refer to LO4.5 and LO4.6.
- 10.7 Explain how to provide constructive suggestions on how performance can be improved** e.g. make statement to focus on purpose of suggestion, describe what has been seen/effects on self, allow/prompt a response, suggest how performance can be improved, summarise, confirm support/encouragement/concern for volunteer's welfare.
- 10.8 Describe how to give those involved the opportunity to respond to feedback and provide suggestions on how to improve their work** respond to feedback - refer to LO4.8. Provide suggestions - refer to LO10.7.

***Learning Outcome 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** e.g. Health & Safety at Work Act, Management of Health & Safety at Work Regulations, Provision and Use of Work Equipment Regulations, Construction (Health, Safety and Welfare) Regulations. COP's as applicable e.g. First Aid at Work. Additional requirements e.g. Safe Stop, vaccinations. Summarise e.g. brief summary of key aspects of each - refer to examples in LO8.3. Refer to LO5.1

***Learning Outcome 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** management purposes e.g. to support planning and organisation of projects - volunteer numbers, contact details, expertise/skills/training/qualifications, tools/equipment/PPE. Consider other management purposes e.g. volunteer development, project monitoring, quality assurance, promotions. Legislative records e.g. for H & S purposes - records of maintenance/repair of tools/equipment, accident book, any reports of injuries, diseases and dangerous occurrences. Consider other legislative purposes e.g. data protection, equality and diversity, environmental, habitats and species protection. Importance e.g. to maintain/improve efficiency, quality systems/assurance/audits, legal compliance, funding applications. Ref to LO6.1

## **Teaching Strategies And Learning Activities**

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Centres should adopt a delivery approach which supports the development of their particular learners.

The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Learning Outcomes 1, 2, 3, 4, 5 and 6**

Delivery of these learning outcomes is by assessment of competence for those who have experience in managing the work of volunteers or by supervised management activities giving learners the opportunity, first to practice the various skills involved and then to be observed whilst engaged

in managing the work of volunteers in order to demonstrate competence in each of the assessment criteria.

### **Learning Outcomes 7, 8, 9, 10, 11 and 12**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of the management of volunteers prior to, during and after practical activities, witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2, 3, 4, 5 and 6 link together and competence can be assessed practically by observation or by generation of diverse evidence. These could also link to Learning Outcomes 7, 8, 9, 10, 11 and 12 to allow knowledge evidence to be gathered during the practical activities.

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff

should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes/diaries
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

## **Additional Information**

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### **Useful sources of reference**

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications

- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The website <http://www.netregs.gov.uk/> provides helpful guidance about environmental regulations.
- Volunteering England has a good practice bank of core and specialist themes at <http://www.volunteering.org.uk/resources/goodpracticebank>
- BTCV practical handbooks have sections on organising volunteers. BTCV also have a website summarising information from the practical handbooks at <http://handbooks.btcv.org.uk/>. Also refer to
- Environmental Volunteering in the UK: The Policy Context and Practical Implications - Miles Sibley, Development Director, BTCV
- National Biodiversity Network has a number of useful sections including - Engaging with Volunteers - Setting up and managing volunteer networks in conjunction with the Tracking Mammals Partnership at <http://www.nbn.org.uk/Guidebooks/Business/Accreditation-standards.aspx>

**See ABC website for further information**

## Prepare and Maintain the Operational Condition of Work Boats

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<b>Unit Reference</b>	<b>L/502/3179</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>45</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills required to prepare and maintain work boats for use.</p> <p>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</p>
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.3)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to prepare and maintain the operational condition of workboats	<p><b>1.1</b> Carry out checks and maintenance procedures correctly, in accordance with statutory, manufacturers and organisational requirements. To include</p> <ul style="list-style-type: none"> <li>• safety checks</li> <li>• engine checks</li> <li>• engine maintenance</li> <li>• condition of vessel</li> </ul> <p><b>1.2</b> Ensure equipment for use during the operation of the work boat is safe, in good working order and accessible including:</p>

	<ul style="list-style-type: none"> <li>• safety equipment</li> <li>• operational equipment</li> </ul> <p><b>1.3</b> Where appropriate, rectify faults in the operational condition of the work boat safely and correctly</p> <p><b>1.4</b> Ensure problems and conditions which are outside your responsibility are identified and referred promptly to the appropriate person</p>
<p><b>2.</b> Be able to work safely and minimise environmental damage</p>	<p><b>2.1</b> Work in a way which maintains health, safety and environmental good practice according to relevant legislation, codes of practice and any additional requirements</p> <p><b>2.2</b> Provide clear and accurate information for recording purposes</p>
<p><b>3.</b> Know how to prepare and maintain the operational condition of workboats</p>	<p><b>3.1</b> Describe the required pre-start checks, routine checks and maintenance procedures covering:</p> <ul style="list-style-type: none"> <li>• safety checks</li> <li>• engine checks</li> <li>• engine maintenance</li> <li>• condition of vessel</li> </ul> <p><b>3.2</b> Outline the manufacturer’s instructions for engine and equipment maintenance, and specifications of the work boat</p> <p><b>3.3</b> 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</p> <p><b>3.4</b> Outline the limits of your responsibility for rectifying faults and other problems</p> <p><b>3.5</b> Describe the procedures for reporting faults</p>



	<p><b>3.6</b> Describe the reasons for reporting faults</p> <p><b>3.7</b> Describe how to safely handle and store fuel and lubricants</p> <p><b>3.8</b> Outline the types of problems which may be encountered and how these should be dealt with</p> <p><b>3.9</b> Outline the relevant legislation and organisational requirements associated with the use of work boats</p> <p><b>3.10</b> Outline the recreational and economic use of the water environment and how such use relates to work activities</p>
<p><b>4.</b> Know relevant health and safety legislation and environmental good practice</p>	<p><b>4.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements in relation to the operation and use of work boats</p> <p><b>4.2</b> Identify the types of records required and explain the importance of accurate record keeping</p> <p><b>4.3</b> Describe how to maintain environmental good practice during work activities</p>
<p><b>Mapping to National Occupational Standards</b> O29NEC15.1</p>	

## Supporting Unit Information

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### **A/502/3179 Prepare and maintain the operational condition of workboats - Level 2**

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

ABC will provide specialist support for providers wishing to use this unit in order to develop and agree customised delivery and assessment regimes that maximise access and opportunities for the target learners and employers in this sub-sector and ensure that all aspects of content, delivery and assessment are fit for purpose and promote best practice in the sector.

#### Teaching Strategies And Learning Activities

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

#### Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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**See ABC website for further information**

## Operate Work Boats

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<b>Unit Reference</b>	<b>R/502/3222</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>45</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills required to operate work boats.</p> <p>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.</p> <p>Learners must possess the appropriate certification or approvals to operate the class of boat used during assessment of this unit</p>
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.6)</b> <i>The learner can</i>
<b>1.</b> Be able to operate work boats	<p><b>1.1</b> 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:</p> <ul style="list-style-type: none"> <li>• maintenance</li> <li>• inspection</li> <li>• transportation</li> </ul>

	<p><b>1.2</b> Operate the work boat controls in accordance with manufacturer’s instructions, the nature of the operations and with regard to the following:</p> <ul style="list-style-type: none"> <li>• prevailing weather</li> <li>• water flow</li> <li>• water depth</li> <li>• wildlife habitats</li> <li>• other water users</li> </ul> <p><b>1.3</b> Recognise any hazards and obstacles, and take the appropriate action to minimise the risk during work boat manoeuvres</p> <p><b>1.4</b> Report any difficulties in carrying out operations promptly to the relevant person</p> <p><b>1.5</b> 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:</p> <ul style="list-style-type: none"> <li>• verbal</li> <li>• written</li> <li>• sound</li> </ul> <p><b>1.6</b> Respond to changes in environmental conditions appropriately and in accordance with organisational requirements</p> <p><b>1.7</b> Identify the need for emergency procedures accurately and take the appropriate prompt actions</p>
<p><b>2.</b> Be able to work safely and minimise environmental damage</p>	<p><b>2.1</b> 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</p>
<p><b>3.</b> Know how to operate work boats</p>	<p><b>3.1</b> Explain the safe and correct methods for handling and using work boats</p>

	<p><b>3.2</b> Describe the operational limitations of the work boat</p> <p><b>3.3</b> List the types of operations which are carried out using work boats</p> <p><b>3.4</b> Describe the ways in which weather and water conditions must be taken into account during operations</p> <p><b>3.5</b> Explain the types of hazards which may occur and how to respond to these, including: floating debris, submerged obstacles and fixed structures</p> <p><b>3.6</b> Outline the potential damage which may occur during operations and the correct action to take</p> <p><b>3.7</b> Describe the difficulties which may occur and to whom these should be reported</p> <p><b>3.8</b> State the limits of your responsibility in relation to the operation of work boats</p> <p><b>3.9</b> Describe the procedures for communicating with crew members and others</p> <p><b>3.10</b> Outline the recreational and economic use of the water environment and how such use relates to work activities</p>
<p><b>4.</b> Know relevant health and safety legislation and environmental good practice</p>	<p><b>4.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements</p> <p><b>4.2</b> Summarise the types of emergencies which can occur, including: fire, sinking, engine failure, collision, person overboard, leak of flammable or hazardous substances</p>

	<p><b>4.3</b> Describe the correct methods for implementing emergency procedures</p> <p><b>4.4</b> Outline the health and safety requirements in relation to the use of work boats</p> <p><b>4.5</b> Outline the environmental considerations which must be taken into account during operations</p> <p><b>4.6</b> Describe how to maintain environmental good practice during work activities</p>
<p><b>Mapping to National Occupational Standards</b> O29NEC15.2</p>	



## Supporting Unit Information

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### R/502/3222 Operate workboats - Level 2

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

ABC will provide specialist support for providers wishing to use this unit in order to develop and agree customised delivery and assessment regimes that maximise access and opportunities for the target learners and employers in this sub-sector and ensure that all aspects of content, delivery and assessment are fit for purpose and promote best practice in the sector.

#### Teaching Strategies And Learning Activities.

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

#### Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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**See ABC website for further information**

## Prepare Interpretive Entertainment and Educational Activities

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<b>Unit Reference</b>	<b>L/502/3249</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>26</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.1)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare interpretive, entertainment and educational activities	<p><b>1.1</b> Select and match subject matter to the site, the target audience and type of activity to ensure wider participation</p> <p><b>1.2</b> Work closely with those who are responsible for the audience to maximise the value of planned activities</p> <p><b>1.3</b> Prepare opportunities for the audience to maximise the use of their senses</p>

	<p><b>1.4</b> Plan appropriate styles and structures of activities which are appropriate to a range of audience profiles</p> <p><b>1.5</b> Develop and put in place contingency plans for all of the following</p> <ul style="list-style-type: none"> <li>• the audience is different from that anticipated</li> <li>• ill-health (staff or animal)</li> <li>• bad weather</li> </ul> <p><b>1.6</b> Ensure that the selected techniques are sufficient and are consistent with the objectives within the constraints of site, event and budget</p>
<p><b>2.</b> Be able to promote health and safety and environmental good practice</p>	<p><b>2.1</b> Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements</p>
<p><b>3.</b> Understand how to prepare interpretive entertainment and educational activities</p>	<p><b>3.1</b> Explain how to select and agree relevant subject matter to match the site, audience and the activity to ensure wider participation</p> <p><b>3.2</b> Explain how to link activities to the curriculum</p> <p><b>3.3</b> Explain the range of potential audiences covering all of</p> <ul style="list-style-type: none"> <li>• organised parties</li> <li>• individual members of the public</li> <li>• people with particular requirements or interests</li> </ul> <p><b>3.4</b> Explain techniques for interpretation that make use of audience senses</p>
<p><b>4.</b> Understand relevant health and</p>	

safety legislation and environmental good practice	<b>4.1</b> Summarise current health and safety legislation, codes of practice and any additional requirements including the safety of visitors
<b>Mapping to National Occupational Standards</b> O29NEC26.1	

## Supporting Unit Information

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### **L/502/3249 Prepare interpretive entertainment and educational activities – Level 3**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive

Note 3: For the purpose of this indicative content a canine will be discussed, however this should be adapted to apply to a range of species.

LO1 and LO2 are competence based outcomes.

#### ***Learning Outcome 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** ensure that the site is suitable for the activity to enable the purpose to be completed, ensure you are targeting the correct audience to include age, culture, interests, ensure the activity suits the purpose i.e. the interests of your audience to ensure that you reach as larger audience as possible.
- 1.2 Work closely with those who are responsible for the audience to maximise the value of planned activities** communicate and co-operate with those working around you. Ensure that communication is clear to ensure that you gain all the information on the audience details to ensure that the planned activities are appropriate, timely and meet audience expectations.
- 1.3 Prepare opportunities for the audience to maximise the use of their senses** ensure there are opportunities for visual, auditory, touch

activities. Enable audience participation to engage and explore their senses.

**1.4 Plan appropriate styles and structures of activities which are appropriate to a range of audience profiles** consider size, age, capabilities and interests of the audience. Styles may include visual, auditory or kinetic activities. Structures can be varied to include small, frequent activities or longer activities.

**1.5 Develop and put in place contingency plans for all of the following**

- **the audience is different from that anticipated** allow for larger or smaller groups, different age ranges and different capabilities. Activities must be adaptable and allow for differentiation to meet a range of audiences. This may include spare activities, different resources.
- **ill-health (staff or animal)** have staff/animals in reserve that can be used in such cases. Have adaptable activities so that they can be changed if necessary.
- **bad weather** consider spare activities for changes in weather. Consider activities and resources so that they can be moved inside in cases of bad weather. Consider bad weather equipment such as boots and overalls.

**1.6 Ensure that the selected techniques are sufficient and are consistent with the objectives within the constraints of site, event and budget** ensure that the chosen techniques meet the needs and expectations of the audience to include resources, activities and content. Compare the desired outcomes to the size and resources within the site, what event and budget available. Consider alternatives if not appropriate.

***Learning Outcome 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** refer to the Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health & Safety at Work Act 1974, maintain safety of staff and animals. Complete and review risk assessments.

**LO3 and LO4 are knowledge based outcomes**



***Learning Outcome 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** refer to LO1.1. Agree, discuss and review subject matter between those involved. Consider liaising with target audiences and market research.
- 3.2 Explain how to link activities to the curriculum** analyse curriculum, review targets needed to meet the curriculum. Arrange a range of activities that meet the outcomes and specification of the curriculum allowing for differentiation.
- 3.3 Explain the range of potential audiences covering all of**
- **organised parties** college/school groups, training groups, animal care organisations, staff groups
  - **individual members of the public** individuals seeking specific activities
  - **people with particular requirements or interests** specific training needs or targets for personnel interest or employment
- 3.4 Explain techniques for interpretation that make use of audience senses** refer to LO1.3

***Learning Outcome 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** refer to LO2.1

**Teaching Strategies And Learning Activities**

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

**Learning Outcomes (LO) 1 and 2**

Delivery of these learning outcomes could be by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria.

Prior to, during and after completion of practical operational work photographs or video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 3 and 4**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers

- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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**See ABC website for further information**

## Deliver and Evaluate Interpretive Entertainment and Educational Activities

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<b>Unit Reference</b>	<b>J/502/3251</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>26</b>
<b>Unit Summary</b>	The aim of this unit is to provide the knowledge, understanding and skills required to deliver and evaluate interpretive entertainment and educational activities for a range of audiences using a range of techniques
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.3)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to deliver interpretive and educational activities	<p><b>1.1</b> Ensure that the pace, style and structure of activities are appropriate to the circumstances, interests and ability of the audience throughout</p> <p><b>1.2</b> Deliver all main messages in ways which maximise understanding, and attempt to ensure these are understood</p> <p><b>1.3</b> Take into account varying expectations among the audience as far as is practicable</p> <p><b>1.4</b> Complete the activity to time</p> <p><b>1.5</b> Use at least two types of interpretive techniques appropriately and effectively including</p>

	<ul style="list-style-type: none"> <li>• use of multimedia equipment</li> <li>• use of props</li> <li>• audience involvement and participation</li> </ul> <p><b>1.6</b> Monitor the safety and comfort of the audience according to the nature of the activity</p> <p><b>1.7</b> Follow agreed contingency procedures as necessary</p>
<p><b>2.</b> Be able to evaluate the activities</p>	<p><b>2.1</b> Evaluate the effectiveness of the interpretation against the set objectives</p> <p><b>2.2</b> Report any conclusions or recommendations arising from the evaluation to the appropriate people</p>
<p><b>3.</b> Understand how to deliver interpretive entertainment and educational activities</p>	<p><b>3.1</b> Explain the importance of planning activities to meet time constraints</p> <p><b>3.2</b> 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</p> <p><b>3.3</b> Explain the potential range of visitor interests and abilities</p> <p><b>3.4</b> Explain the range of tools and techniques available and principles of their use in different circumstances to meet a variety of needs</p> <p><b>3.5</b> Explain how, and the reasons why, pace, style and structure of activities could be varied to meet visitor needs and varying expectations</p> <p><b>3.6</b> Explain how audience safety can be monitored and how this may vary according to the nature of the activity</p>

	<p><b>3.7</b> Explain what action should be taken in response to equipment failure, accidents or other contingencies that may be encountered</p>
<p><b>4.</b> Understand how to evaluate the activities</p>	<p><b>4.1</b> Explain how visitor reaction and understanding can be identified, evaluated and improved</p> <p><b>4.2</b> Explain the different sources of feedback on activities</p> <p><b>4.3</b> Explain the importance of evaluation to future planning and decision-making</p>
<p><b>Mapping to National Occupational Standards</b> O29NEC26.2</p>	

## Supporting Unit Information

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### **J/502/3251 Deliver and evaluate interpretive entertainment and educational activities** **- Level 3**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

ABC will provide specialist support for providers wishing to use this unit in order to develop and agree customised delivery and assessment regimes that maximise access and opportunities for the target learners and employers in this sub-sector and ensure that all aspects of content, delivery and assessment are fit for purpose and promote best practice in the sector.

#### **Teaching Strategies And Learning Activities.**

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

#### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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**See ABC website for further information**

## Assess and Plan Dog Grooming Work

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<b>Unit Reference</b>	<b>K/502/1699</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>26</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to assess and plan the work to be done in terms of grooming a dog. The learner will consider what methods will be used to carry out the work as well as the tools and techniques to use when conducting the grooming
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.4)</b> <i>The learner can</i>
<b>1.</b> Be able to assess and plan the work to be done	<p><b>1.1</b> Accurately assess the appearance of the dog</p> <p><b>1.2</b> Plan the work according to the client request, the breed of dog and its appearance for three of the following</p> <ul style="list-style-type: none"> <li>• round head</li> <li>• head with short split eyebrows</li> <li>• head with long split eyebrows</li> <li>• head with centre fall eyebrows</li> <li>• clean head</li> <li>• clean face</li> </ul> <p><b>1.3</b> Plan two required trimming methods for the work</p>

	<ul style="list-style-type: none"> <li>• scissored coat</li> <li>• hand-stripped coat</li> <li>• clipped coat</li> </ul> <p><b>1.4</b> Discuss any problems with the planned work with the client and suggest suitable ways forward</p> <p><b>1.5</b> Prepare the work area to meet the needs of the planned activity</p> <p><b>1.6</b> Keep accurate records of the client's request and the assessed work plan</p>
<p><b>2.</b> Be able to maintain and use relevant equipment</p>	<p><b>2.1</b> Ensure equipment is prepared, used and maintained in a safe and effective condition throughout</p> <p><b>2.2</b> Select the appropriate tools and equipment for the work</p> <ul style="list-style-type: none"> <li>• clippers and blades</li> <li>• scissors</li> <li>• thinning scissors</li> <li>• stripping tools</li> </ul>
<p><b>3.</b> Be able to promote health and safety and environmental good practice</p>	<p><b>3.1</b> Work in a way which promotes health and safety, animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements</p>
<p><b>4.</b> Understand how to assess and plan the work to be done</p>	<p><b>4.1</b> Explain how to plan the work according to the client request, the breed of dog and its appearance</p> <ul style="list-style-type: none"> <li>• round head</li> <li>• head with short split eyebrows</li> <li>• head with long split eyebrows</li> <li>• head with centre fall eyebrows</li> <li>• clean head</li> </ul>

	<ul style="list-style-type: none"> <li>• clean face</li> </ul> <p><b>4.2</b> Explain the necessary appearance and condition of the dog</p> <p><b>4.3</b> Explain the types of problems which may occur and how these should be dealt with</p> <p><b>4.4</b> Explain the importance of maintaining the condition of the work area for the work</p> <p><b>4.5</b> Explain how to plan the required trimming methods for the work</p> <ul style="list-style-type: none"> <li>• scissored coat</li> <li>• hand-stripped coat</li> <li>• clipped coat</li> </ul>
<p><b>5.</b> Understand the reasons for maintaining equipment</p>	<p><b>5.1</b> Explain the importance of maintaining equipment for use</p> <p><b>5.2</b> Describe the types of tools and equipment for the work</p> <ul style="list-style-type: none"> <li>• clippers and blades</li> <li>• scissors</li> <li>• thinning scissors</li> <li>• stripping tools</li> </ul>
<p><b>6.</b> Understand relevant health and safety legislation and environmental good practice</p>	<p><b>6.1</b> Summarise current health and safety, animal welfare legislation, codes of practice and any additional requirements</p> <p><b>6.2</b> Describe the possible environmental damage that could occur and how to respond appropriately</p> <p><b>6.3</b> Explain the correct and appropriate methods for disposing of waste</p>

	<b>6.4</b> Explain the records required for management and legislative purposes and the importance of maintaining them
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**Mapping to National Occupational Standards**

O29NAC16

## Supporting Unit Information

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### K/502/1699 Assess and plan dog grooming work – Level 3

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

#### ***Learning Outcome 1. Be able to assess and plan the work to be done***

- 1.1 Accurately assess the appearance of the dog** consider current appearance, suitable styles, grooming needs.
- 1.2 Plan the work according to the client request, the breed of dog and its appearance for three of the following** round head, head with short split eyebrows, head with long split eyebrows, head with centre fall eyebrows, clean head, clean face – consider client requests, breed styles and breed and current appearance, decide grooming requirements, plan how to achieve requirements.
- 1.3 Plan two required trimming methods for the work** scissored coat, hand-stripped coat, clipped coat – plan suitable method, equipment needed, completion of procedure, how much to trim.
- 1.4 Discuss any problems with the planned work with the client and suggest suitable ways forward** problems associated with breed, style, equipment, client requests. Discuss issues and agree plan to proceed.
- 1.5 Prepare the work area to meet the needs of the planned activity** clean and disinfect environment, perform risk assessment and assess for hazards, ensure environment is clean, safe and escape proof, prepare suitable equipment.

- 1.6 Keep accurate records of the client's request and the assessed work plan** clear, concise, written or electronic requests, clear plans of work to be performed.

***Learning Outcome 2. Be able to maintain and use relevant equipment***

- 2.1 Ensure equipment is prepared, used and maintained in a safe and effective condition throughout** select appropriate equipment, clean of debris, disinfect, ensure its in safe working order, use in the correct manner following manufacturers instruction, clean and disinfect after use, follow manufacturers guidelines for maintenance.
- 2.2 Select the appropriate tools and equipment for the work** clippers and blades, scissors, thinning scissors, stripping tools – suitable for purpose.

***Learning Outcome 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, is consistent with relevant legislation, codes of practice and any additional requirements** Health & Safety at Work Act, RIDDOR, Animal Welfare Act ,COSHH, maintain safety of staff and animals.

***Learning Outcome 4. Understand how to assess and plan the work to be done***

- 4.1 Explain how to plan the work according to the client request, the breed of dog and its appearance**
- round head
  - head with short split eyebrows
  - head with long split eyebrows
  - head with centre fall eyebrows
  - clean head
  - clean face
- Discuss and agree client request, consider breed appearance and style, decide how to proceed, equipment needed.
- 4.2 Explain the necessary appearance and condition of the dog** link to breed and styles
- 4.3 Explain the types of problems which may occur and how these should be dealt with** unrealistic client requests, not suitable to breed or coat type, not suitable to condition, discuss options, review plans.

- 4.4 Explain the importance of maintaining the condition of the work area for the work** health and safety to staff, safety and welfare of animal, first impressions, business standard.
- 4.5 Explain how to plan the required trimming methods for the work** scissored coat, hand-stripped coat, clipped coat. Equipment needed, suitable area, how work will be completed, suitability to breed and style.

***Learning Outcome 5. Understand the reasons for maintaining equipment***

- 5.1 Explain the importance of maintaining equipment for use** to ensure safe working order, prevent injury to staff and animals, prevents cross contamination, and prolongs life of equipment.
- 5.2 Describe the types of tools and equipment for the work: clippers and blades, scissors, thinning scissors, stripping tools** describe appearance, use, and maintenance.

***Learning Outcome 6. Understand relevant health and safety legislation and environmental good practice***

- 6.1 Summarise current health and safety, animal welfare legislation, codes of practice and any additional requirements** Animal Welfare Act, Health & Safety at Work Act, COSHH, RIDDOR
- 6.2 Describe the possible environmental damage that could occur and how to respond appropriately** water contamination, incorrect disposal of waste, report to appropriate authorities
- 6.3 Explain the correct and appropriate methods for disposing of waste** consider clinical waste, domestic and industrial waste
- 6.4 Explain the records required for management and legislative purposes and the importance of maintaining them** animal records, animals which have entered/exited building, risk assessments, accident report book, ensure records are kept concise and current

**Teaching Strategies And Learning Activities**

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



## Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## Evidence Of Achievement

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
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This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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#### **Useful sources of reference**

- Dog Grooming (Everything You Need to Know About...) Sandy Blackburn
- All-breed Dog Grooming Denise Dobish, Gay M Ernst, Susan Gutman, Sandy King
- Veterinary Nursing D.R. Lane & B.Cooper

**See ABC website for further information**

## Carrying Out Styling and Finishing Of Dogs

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<b>Unit Reference</b>	<b>T/502/1706</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>39</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to carry out styling and finishing for dogs using various trimming methods ensuring the methods are suitable for both the dog and the client
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.5)</b> <i>The learner can</i>
<b>1.</b> Be able to carry out styling and finishing for dogs	<p><b>1.1</b> Use the correct trimming methods for the work</p> <ul style="list-style-type: none"> <li>• scissored coat</li> <li>• hand-stripped coat</li> <li>• clipped coat</li> </ul> <p><b>1.2</b> Produce three of the required head shapes and style the dog in accordance with the agreed plan and the type of breed</p> <ul style="list-style-type: none"> <li>• round head</li> <li>• head with short split eyebrows</li> <li>• head with long split eyebrows</li> <li>• head with centre fall eyebrows</li> <li>• clean head</li> <li>• clean face</li> </ul>

	<p><b>1.3</b> Carry out your work with due attention to the welfare of the dog</p> <p><b>1.4</b> Complete your work in the required timescale</p>
<p><b>2.</b> Be able to maintain and use relevant equipment</p>	<p><b>2.1</b> Ensure equipment is prepared, used and maintained in a safe and effective condition throughout</p> <p><b>2.2</b> Accurately record the equipment and styling and finishing methods used</p>
<p><b>3.</b> Be able to promote health and safety and environmental good practice</p>	<p><b>3.1</b> Work in a way which promotes health and safety, animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements</p> <p><b>3.2</b> Ensure work is carried out in a manner which minimises environmental damage</p> <p><b>3.3</b> Manage and dispose of waste in accordance with legislative requirements</p>
<p><b>4.</b> Understand how to carrying out styling and finishing for dogs</p>	<p><b>4.1</b> Explain the techniques for styling and finishing</p> <p><b>4.2</b> Explain all the different trimming methods</p> <ul style="list-style-type: none"> <li>• scissored coat</li> <li>• hand-stripped coat</li> <li>• clipped coat</li> </ul> <p><b>4.3</b> Explain how to produce all the required head shape and style the dog in accordance with the agreed plan and the type of breed</p> <ul style="list-style-type: none"> <li>• round head</li> <li>• head with short split eyebrows</li> <li>• head with long split eyebrows</li> <li>• head with centre fall eyebrows</li> <li>• clean head</li> </ul>

	<ul style="list-style-type: none"> <li>• clean face</li> </ul> <p><b>4.4</b> Explain why it is important to discuss and follow the client's requests for styling</p> <p><b>4.5</b> Identify different types of breeds and explain how styling is achieved for each</p> <p><b>4.6</b> Describe how to maintain the welfare of the dog during the work</p>
<p><b>5.</b> Understand the reasons for maintaining equipment</p>	<p><b>5.1</b> Explain the importance and methods of maintaining equipment for use</p> <p><b>5.2</b> Describe the type of equipment used for styling and finishing and how to use the equipment correctly</p> <ul style="list-style-type: none"> <li>• clippers and blades</li> <li>• scissors</li> <li>• thinning scissors</li> <li>• stripping tools</li> </ul>
<p><b>6.</b> Understand relevant health and safety legislation and environmental good practice</p>	<p><b>6.1</b> Summarise current health and safety legislation, animal welfare, codes of practice and any additional requirements</p> <p><b>6.2</b> Describe the possible environmental damage that could occur and how to respond appropriately</p> <p><b>6.3</b> Explain the correct and appropriate methods for disposing of waste</p> <p><b>6.4</b> Explain how to maintain health and safety for themselves, colleagues and others</p> <p><b>6.5</b> Explain the records required for management and legislative purposes and the importance of maintaining them</p>

**Mapping to National Occupational Standards**

O29NAC29.1

## Supporting Unit Information

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### T/502/1706 Carrying out styling and finishing of dogs – Level 3

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context.

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. LO1.3

Note 2: Examples are indicative of the range of considerations for assessment criteria but are by no means all inclusive.

#### ***Learning Outcome 1. Be able to carry out styling and finishing for dogs***

- 1.1 **Use the correct trimming methods for the work** scissored coat, hand-stripped coat, clipped coat – describe method suitable to breed, style, coat type
- 1.2 **Produce three of the required head shapes and style the dog in accordance with the agreed plan and the type of breed**
  - round head
  - head with short split eyebrows
  - head with long split eyebrows
  - head with centre fall eyebrows
  - clean head
  - clean face
  - Follow plan accurately, ensure head shape is suitable to style and breed, correctly
  - demonstrate procedure to produce head shape.
- 1.3 **Carry out your work with due attention to the welfare of the dog** ensure safety of dog, ensure animal is not stressed, handle appropriately, complete procedure with care, act on problems appropriately and promptly.
- 1.4 **Complete your work in the required timescale** discuss and agree timescale, complete work to meet agreed timescale.

***Learning Outcome 2. Be able to maintain and use relevant equipment***

- 2.1 Ensure equipment is prepared, used and maintained in a safe and effective condition throughout** select appropriate equipment, clean of debris, disinfect, ensure its in safe working order, use in the correct manner following manufacturers instruction, clean and disinfect after use, follow manufacturers guidelines for maintenance.
- 2.2 Accurately record the equipment and styling and finishing methods used** record clearly and concisely, keep written/electronic records, animal details, equipment used, methods used.

***Learning Outcome 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, is consistent with relevant legislation, codes of practice and any additional requirements** Health & Safety at Work Act, RIDDOR, Animal Welfare Act ,COSHH, maintain safety of staff and animals.
- 3.2 Ensure work is carried out in a manner which minimises environmental damage** ensure correct disposal of waste and chemicals.
- 3.3 Manage and dispose of waste in accordance with legislative requirements** consider clinical waste, domestic and industrial waste.

***Learning Outcome 4. Understand how to carrying out styling and finishing for dogs***

- 4.1 Explain the techniques for styling and finishing** breed specific styling and finishing.
- 4.2 Explain all the different trimming methods** scissored coat, hand-stripped coat, clipped coat – describe equipment, method and use.
- 4.3 Explain how to produce all the required head shape and style the dog in accordance with the agreed plan and the type of breed**
- round head
  - head with short split eyebrows
  - head with long split eyebrows
  - head with centre fall eyebrows
  - clean head
  - clean face



Assess suitability of head shape to breed. Discuss equipment, method and use

- 4.4 Explain why it is important to discuss and follow the client's requests for styling** ensure requests are understood, ensure requests are suitable to individual, ensures client satisfaction, ensures success of future business
- 4.5 Identify different types of breeds and explain how styling is achieved for each** consider breed specific styles, coat types, describe equipment and method
- 4.6 Describe how to maintain the welfare of the dog during the work** minimise stress, handle calmly and appropriately, use equipment correctly, ensure safety of animal throughout and prevent injury

***Learning Outcome 5. Understand the reasons for maintaining equipment***

- 5.1 Explain the importance and methods of maintaining equipment for use** to ensure safe working order, prevent injury to staff and animals, prevents cross contamination, prolongs life of equipment
- 5.2 Describe the type of equipment used for styling and finishing and how to use the equipment correctly**
- clippers and blades
  - scissors
  - thinning scissors
  - stripping tools
- Consider the equipment, use and selection, maintenance

***Learning Outcome 6. Understand relevant health and safety legislation and environmental good practice***

- 6.1 Summarise current health and safety legislation, animal welfare, codes of practice and any additional requirements** Animal Welfare Act, Health & Safety at Work Act, COSHH, and RIDDOR.
- 6.2 Describe the possible environmental damage that could occur and how to respond appropriately** water contamination, incorrect disposal of waste, report to appropriate authorities.
- 6.3 Explain the correct and appropriate methods for disposing of waste** consider clinical waste, domestic and industrial waste.
- 6.4 Explain how to maintain health and safety for themselves, colleagues and others** ensure they don't put themselves or others at risk, follow procedures and protocols of organisation, identify hazards, follow appropriate legislation.

**6.5 Explain the records required for management and legislative purposes and the importance of maintaining them** animal records, animals which have entered/exited building, risk assessments, accident report book, ensure records are kept concise and current.

## **Teaching Strategies And Learning Activities**

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

## **Methods Of Assessment**

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All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
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## **Additional Information**

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### **Useful sources of reference**

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- All-breed Dog Grooming Denise Dobish, Gay M Ernst, Susan Gutman, Sandy King
- Veterinary Nursing D.R. Lane & B.Cooper

**See ABC website for further information**

## Protect the Environment through Legal Enforcement

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<b>Unit Reference</b>	<b>H/502/3239</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>8</b>
<b>Guided Learning Hours</b>	<b>52</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to work within the legislative framework. The unit deals with the enforcement and compliance with regulations and/or legislation (including bylaws) to protect the environment.</p> <p>Enforcement should only be necessary where other means of resolving problems and disputes have failed e.g. negotiation, warnings etc. The unit covers the activities associated with identifying and confirming the need for enforcement, and initiating the enforcement procedures themselves.</p> <p>This unit is likely to be of relevance to Public Rights of Way Officers (particularly in England and Wales), Wardens and Rangers in rural and urban situations, and others who need to enforce legislation connected with their area of work</p>
<b>Learning Outcomes (1 to 7)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 7.2)</b> <i>The learner can</i>
	<b>1.1</b> Identify accurately cases of non-compliance with regulations or legislation

<p><b>1.</b> Be able to identify and confirm the need for enforcement</p>	<p><b>1.2</b> Investigate two cases of alleged non-compliance with regulations or legislation from the list below, in a professional and correct manner</p> <ul style="list-style-type: none"> <li>• obstructions and encroachments</li> <li>• interferences and nuisances</li> <li>• inadequate access</li> <li>• illegal activities on sites</li> </ul> <p><b>1.3</b> Time investigations correctly in accordance with the potential risk to the environment covering</p> <ul style="list-style-type: none"> <li>• review of information received</li> <li>• site visit and observation</li> <li>• other investigations, including consultations</li> </ul> <p><b>1.4</b> Record cases of non-compliance accurately, legibly and comprehensively in appropriate formats covering all of the following</p> <ul style="list-style-type: none"> <li>• written</li> <li>• graphic</li> <li>• photographic</li> </ul> <p><b>1.5</b> Identify those responsible for the breach of regulations or legislation</p> <p><b>1.6</b> Evaluate the feasibility of solutions other than enforcement, and implement alternative action where possible</p> <p><b>1.7</b> Seek advice on the enforcement process and its implications from the appropriate source, where necessary</p> <p><b>1.8</b> Establish the need for enforcement where other action has failed or is inappropriate</p> <p><b>1.9</b> Promptly identify circumstances constituting a hazard or risk to the environment, and take appropriate action</p>

<p><b>2.</b> Be able to provide evidence of non-compliance</p>	<p><b>2.1</b> Collect evidence of non-compliance from the appropriate sources, record it accurately, legibly and comprehensively, and store it securely</p> <p><b>2.2</b> Gather evidence from witnesses without prejudice in accordance with legal requirements</p>
<p><b>3.</b> Be able to initiate and monitor enforcement procedures to protect the environment</p>	<p><b>3.1</b> Prepare for and initiate legal action accurately and in consultation with the relevant legal advisers</p> <p><b>3.2</b> Monitor compliance with legal action at the appropriate time, and review the need for further action</p> <p><b>3.3</b> Identify and arrange default action to resolve problems where appropriate carrying out remedial work arranging for the charging of costs to those responsible</p> <p><b>3.4</b> Arrange appropriate support where action might involve contact with aggressive or abusive people</p> <p><b>3.5</b> Suspend activities where the safety of yourself or others is threatened, and review further action seeking advice where necessary</p> <p><b>3.6</b> Review the need for enforcement where the appropriate remedial action has been taken by any party</p>
<p><b>4.</b> Be able to promote health and safety and environmental good practice</p>	<p><b>4.1</b> Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice, strategy and policy and any additional requirements which apply to protecting the environment through legal enforcement</p>

<p><b>5.</b> Know how to identify and confirm the need for enforcement</p>	<p><b>5.1</b> Explain the reliance to be attributed to the different forms of information or evidence about alleged non-compliance</p> <ul style="list-style-type: none"> <li>• review of information received</li> <li>• site visit and observation</li> <li>• other investigations, including consultations</li> </ul> <p><b>5.2</b> Explain the methods of recording cases of non-compliance, and the reasons why records should be accurate, legible and comprehensive covering</p> <ul style="list-style-type: none"> <li>• obstructions and encroachments</li> <li>• interferences and nuisances</li> <li>• inadequate access</li> <li>• illegal activities on sites</li> </ul>
<p><b>6.</b> Understand how to initiate enforcement procedures to protect the environment</p>	<p><b>6.1</b> Explain potential alternative solutions, other than enforcement, and judgement of their effectiveness</p> <ul style="list-style-type: none"> <li>• carrying out remedial work</li> <li>• arranging for the charging of costs to those responsible</li> </ul> <p><b>6.2</b> Explain circumstances which would require the advice of a specialist</p> <p><b>6.3</b> Explain circumstances which would require reinforcement where other action has failed or is inappropriate</p> <p><b>6.4</b> Explain reasons for judging that other action has failed or is inappropriate</p> <p><b>6.5</b> Give examples and explain the relevance of evidence for different circumstances</p> <p><b>6.6</b> Explain the legal action processes for different circumstances</p>

	<p><b>6.7</b> Explain how to make the judgement based on comprehensive evidence for different circumstances</p> <p><b>6.8</b> Explain how to monitor compliance and the importance of correct and timely monitoring</p> <p><b>6.9</b> Identify permissible default action for different circumstances, and reasons for choice, where appropriate</p> <p><b>6.10</b> Identify appropriate support in circumstances involving aggression or abuse</p> <p><b>6.11</b> Identify circumstances in which it would be sensible to withdraw</p>
<p><b>7.</b> Know and understand relevant legislation, including health and safety, codes of practice and environmental good practice</p>	<p><b>7.1</b> Explain the relevant legal requirements, current health and safety legislation, codes of practice and any additional requirements which apply to this area of work</p> <p><b>7.2</b> Explain the records required for management and legislative purposes and the importance of maintaining them</p>
<p><b>Mapping to National Occupational Standards</b> O29NEC29.1</p>	



## Supporting Unit Information

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### **H/502/3239 Protect the environment through legal enforcement - Level 3**

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

ABC will provide specialist support for providers wishing to use this unit in order to develop and agree customised delivery and assessment regimes that maximise access and opportunities for the target learners and employers in this sub-sector and ensure that all aspects of content, delivery and assessment are fit for purpose and promote best practice in the sector.

#### Teaching Strategies And Learning Activities

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

#### Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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**See ABC website for further information**

## Investigate Reported Abuse or Harm to Animals and Act Appropriately

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<b>Unit Reference</b>	<b>D/502/1635</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>8</b>
<b>Guided Learning Hours</b>	<b>52</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to collect and collate information relating to investigating reports of abuse or harm to animals. Where necessary, the learner will need to involve the appropriate law enforcement agencies
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.8)</b> <i>The learner can</i>
<b>1.</b> Be able to investigate reported abuse or harm of animals	<p><b>1.1</b> Receive and record reports of abuse or harm to include</p> <ul style="list-style-type: none"> <li>• cruelty</li> <li>• abandonment</li> <li>• straying</li> <li>• nuisance</li> </ul> <p><b>1.2</b> Gather sufficient information to enable appropriate action to be taken</p> <p><b>1.3</b> Review the information and assess potential risks taking into account</p> <ul style="list-style-type: none"> <li>• the seriousness of the allegation</li> <li>• the urgency of situation</li> </ul>

	<ul style="list-style-type: none"><li>• welfare considerations</li><li>• risk to public, self and animal</li></ul> <p><b>1.4</b> Involve law enforcement agencies and/or other specialists as appropriate</p> <p><b>1.5</b> Follow procedures to identify responsibility for the animal</p> <p><b>1.6</b> Select investigation methods that take account of all the relevant factors</p> <p><b>1.7</b> Obtain evidence from appropriate sources which could include</p> <ul style="list-style-type: none"><li>• photographs</li><li>• specimens</li><li>• veterinary records</li><li>• written statements</li><li>• physical items</li></ul> <p><b>1.8</b> Inform the individual responsible of their legal rights where there are grounds to suspect an offence has been committed</p> <p><b>1.9</b> Summon assistance without delay to prevent injury or harm to self, members of the public and animals, where the behaviour of individuals suggests the possibility of aggressive or abusive behaviour</p> <p><b>1.10</b> Carry out your work in accordance with the law</p> <p><b>1.11</b> Produce investigation reports and findings that are accurate and complete, and pass them to the appropriate authority</p> <p><b>1.12</b> Store all information relating to the investigation securely</p>
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**2.** Understand how to investigate reported abuse or harm of animals

**2.1** Explain how to obtain accurate and precise information from individuals

**2.2** Explain the importance of completing records accurately and contemporaneously

**2.3** Summarise current legislation relating to animal welfare with regard to

- cruelty
- abandonment
- straying
- nuisance

**2.4** Explain the role of the enforcement agencies and the powers and duties of each (including police, local and national government, voluntary sector)

**2.5** Describe techniques to minimise and manage aggressive and abusive behaviour and encourage co-operation

**2.6** Describe the techniques for the collection, and methodology for collation and storage of each type of information

- photographs
- specimens
- veterinary records
- written statements
- physical items

**2.7** Explain current legislation relating to the collection, storage and disclosure of information

**2.8** Review and analyse investigation methods used

**Mapping to National Occupational Standards**

O29NAC11.1

## Supporting Unit Information

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### **D/502/1635 Investigate reported abuse or harm to animals and act appropriately – Level 3**

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

ABC will provide specialist support for providers wishing to use this unit in order to develop and agree customised delivery and assessment regimes that maximise access and opportunities for the target learners and employers in this sub-sector and ensure that all aspects of content, delivery and assessment are fit for purpose and promote best practice in the sector.

#### Teaching Strategies And Learning Activities

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

#### Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

#### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff

should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

## Evidence Of Achievement

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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## Additional Information

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**See ABC website for further information**





## Co-Ordinate the Care of Animals That Have Been Abused, Harmed, Strayed or Abandoned

<b>Unit Reference</b>	<b>Y/502/1634</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>33</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to co-ordinate the care of animals that have been abused, harmed, picked up as stray or abandoned. This includes liaison with the animals' keeper, the organisation of veterinary care where this is needed and the keeping of full records.</p> <p>In this unit, the term 'keeper' is used to denote the individual responsible for the control and welfare of the animal - this may or may not be the owner</p>
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.7)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to co-ordinate the care of animals that have been abused, harmed, been picked up as stray or abandoned	<p><b>1.1</b> Establish the condition and assess the behaviour of the animal</p> <p><b>1.2</b> Review the situation and assess any potential risks</p> <p><b>1.3</b> Record the condition of the animal and the environment</p>

	<p><b>1.4</b> Identify where the animal requires the attention of a qualified practitioner or specialist handler and obtain as appropriate</p> <p><b>1.5</b> Accurately record advice and directions on</p> <ul style="list-style-type: none"> <li>• medication and treatment</li> <li>• behaviour</li> <li>• diet</li> <li>• environment</li> <li>• handling</li> <li>• and communicate to those who need to know</li> </ul> <p><b>1.6</b> Produce a care plan which gives clear instructions and advice regarding the remedial course of action to be followed</p> <p><b>1.7</b> Co-ordinate the careful handling of the animal and its establishment in a suitable environment</p> <p><b>1.8</b> Maintain up to date, accurate and complete records</p> <p><b>1.9</b> Communicate with colleagues, qualified veterinary staff and specialists on the care of the animal</p>
<p><b>2.</b> Understand how to co-ordinate the care of animals that have been abused, harmed, been picked up as stray or abandoned</p>	<p><b>2.1</b> Summarise the legal requirements and duties relating to the removal and care of animals</p> <p><b>2.2</b> Explain how to obtain the relevant consents and waivers where the animal has been voluntarily signed and where animals are removed to safe accommodation</p> <p><b>2.3</b> Describe the considerations to be taken into account when producing a care plan for the animal including advice and remedial course of action</p> <p><b>2.4</b> Explain the importance of accurate record keeping and monitoring in a welfare situation</p>

	<p><b>2.5</b> Describe the considerations to be taken into account when selecting appropriate environments for animals that have been abused</p> <p><b>2.6</b> Critically compare actions and outcomes of a case</p> <p><b>2.7</b> Explain how to co-ordinate the careful handling of the animal and its establishment in a suitable environment</p>
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**Mapping to National Occupational Standards**

O29NAC11.4

## Supporting Unit Information

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### **Y/502/1634 Co-ordinate the care of animals that have been abused, harmed, strayed or abandoned - Level 3**

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

ABC will provide specialist support for providers wishing to use this unit in order to develop and agree customised delivery and assessment regimes that maximise access and opportunities for the target learners and employers in this sub-sector and ensure that all aspects of content, delivery and assessment are fit for purpose and promote best practice in the sector.

#### Teaching Strategies And Learning Activities.

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

#### Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

#### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff

should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

## Evidence Of Achievement

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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## Additional Information

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**See ABC website for further information**



## Recommend Animals to Meet Entertainment and Educational Requirements in the Audio-Visual Industries

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<b>Unit Reference</b>	<b>Y/502/0676</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>33</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to recommend specific animals to meet entertainment and educational requirements in the audio-visual industries
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.6)</b> <i>The learner can</i>
<b>1.</b> Be able to recommend animals to meet audio-visual requirements	<p><b>1.1</b> Breakdown the script to accurately identify the animals required</p> <p><b>1.2</b> Analyse the script to identify the requirements of the specific animals</p> <p><b>1.3</b> Source specific animals that meet the requirements for the production according to</p> <ul style="list-style-type: none"> <li>• the length of time they are required</li> <li>• the type of action required including any interaction with humans and other animals</li> <li>• the kind of environment where the filming will take place</li> </ul>



	<p><b>1.4</b> Recommend suppliers and individual animals that match the requirements for the production</p> <p><b>1.5</b> Provide accurate information about chosen animals to the relevant people</p> <p><b>1.6</b> Determine any specific needs for the animal that may impact on cost</p>
<p><b>2.</b> Be able to promote health and safety and environmental good practice</p>	<p><b>2.1</b> Work in a way that promotes animal welfare, and is consistent with relevant legislation and codes of practice</p>
<p><b>3.</b> Understand how to recommend suitable animals to meet audio-visual requirements</p>	<p><b>3.1</b> Explain how to accurately breakdown and analyse a script to meet the animal input covering</p> <ul style="list-style-type: none"> <li>• the length of time they are required</li> <li>• the type of action required including any interaction with humans and other animals</li> <li>• the kind of environment where the activity will take place</li> </ul> <p><b>3.2</b> Describe where to source and how to identify suitable animals to meet different audio visual requirements including</p> <ul style="list-style-type: none"> <li>• correct breed</li> <li>• correct gender</li> <li>• have required temperament</li> <li>• desired appearance</li> <li>• have a lifespan consistent with the filming requirements</li> <li>• suitable age</li> <li>• fulfil health and safety requirements</li> </ul> <p><b>3.3</b> Identify and explain own responsibilities under the legislation relating to supplying animals for audio visual requirements</p>

	<p><b>3.4</b> Describe the behavioural and physiological factors that may affect an animal’s ability to fulfil audio visual requirements</p> <p><b>3.5</b> Explain why it is important to provide accurate information about chosen animals, and who needs this information</p> <p><b>3.6</b> Describe the methods of communicating information about animals</p>
<p><b>Mapping to National Occupational Standards</b> O29NAC21.1</p>	

## Supporting Unit Information

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### **Y/502/0676 Recommend animals to meet entertainment and educational requirements in the audio-visual industries - Level 3**

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

ABC will provide specialist support for providers wishing to use this unit in order to develop and agree customised delivery and assessment regimes that maximise access and opportunities for the target learners and employers in this sub-sector and ensure that all aspects of content, delivery and assessment are fit for purpose and promote best practice in the sector.

#### Teaching Strategies And Learning Activities.

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

#### Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

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All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
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### **Additional Information**

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**See ABC website for further information**

## Provide Budgetary Information for the Animal's Role for Audio-Visual Requirements

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<b>Unit Reference</b>	<b>D/502/0680</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>7</b>
<b>Guided Learning Hours</b>	<b>35</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to carry out the activities to provide budgetary information for an animal's role in audio visual requirements
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.5)</b> <i>The learner can</i>
<b>1.</b> Be able to provide budgetary information for the animal's role for audio-visual requirements	<p><b>1.1</b> Accurately calculate costs of using animals in a performance</p> <p><b>1.2</b> Prepare a draft budget and give it to the relevant person in time for negotiations to take place</p> <p><b>1.3</b> Provide accurate information to others to enable them to assess the impact that following potential contingencies would have on a budget</p> <ul style="list-style-type: none"> <li>• going over the allocated time</li> <li>• new shots being requested</li> <li>• re-scheduling of shots</li> </ul>

	<p><b>1.4</b> Store supporting information and calculations in a way that allows them to be retrieved easily by those who need them</p>
<p><b>2.</b> Understand how to prepare budgetary information for the animal's role in the audio-visual requirement</p>	<p><b>2.1</b> Explain the methods of budgeting and budget preparation in relation to audio visual performances</p> <p><b>2.2</b> Explain the full range of costs that can occur when using animals for performance</p> <p><b>2.3</b> Describe the contingencies that can affect performance budgets and explain what information you need to provide for these including</p> <ul style="list-style-type: none"> <li>• filming going over the allocated time</li> <li>• new shots being requested</li> <li>• re-scheduling of shots</li> </ul> <p><b>2.4</b> Explain the methods of presenting budgetary information</p> <p><b>2.5</b> Explain the methods of recording and storing supporting information and calculations</p>
<p><b>Mapping to National Occupational Standards</b> O29NAC21.2</p>	

## Supporting Unit Information

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### **D/502/0680 Provide budgetary information for the animal's role for audio-visual requirements - Level 4**

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

ABC will provide specialist support for providers wishing to use this unit in order to develop and agree customised delivery and assessment regimes that maximise access and opportunities for the target learners and employers in this sub-sector and ensure that all aspects of content, delivery and assessment are fit for purpose and promote best practice in the sector.

#### Teaching Strategies And Learning Activities.

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#### Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

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All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**



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### **Minimum requirements when assessing this unit**

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### **Evidence Of Achievement**

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- Worksheets/job sheets/workbooks
- Witness statements
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- Case studies/assignments/projects
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- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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**See ABC website for further information**

## Plan the Transportation and Transfer of Animals for Entertainment and Education

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<b>Unit Reference</b>	<b>R/502/1664</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>19</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan the transportation and transfer of animals for entertainment and education.</p> <p>Drivers and attendants involved in the transportation and transfer of animals must hold the appropriate qualification</p>
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.1)</b> <i>The learner can</i>
<b>1.</b> Be able to plan the transportation and transfer of animals	<p><b>1.1</b> Identify the route and means of transportation and transfer of animals</p> <p><b>1.2</b> Apply for the necessary travel permits for the animal to be transported in time for the transfer where appropriate</p> <p><b>1.3</b> Inform the necessary authorities where permits are required before transportation occurs</p> <p><b>1.4</b> Identify the required feeding and exercise breaks on journeys where appropriate</p>

	<p><b>1.5</b> Prepare for animals to be loaded and unloaded before and after transportation using appropriate equipment and methods</p> <p><b>1.6</b> Prepare for appropriate containment or restraint to be maintained during transportation</p> <p><b>1.7</b> Prepare for the required welfare conditions for the particular animal to be maintained during transportation</p> <p><b>1.8</b> Provide clear and accurate information for recording purposes</p>
<p><b>2.</b> Be able to promote health and safety and environmental good practice</p>	<p><b>2.1</b> Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements</p>
<p><b>3.</b> Understand how to plan the transportation and transfer of animals</p>	<p><b>3.1</b> Explain different methods of containment, restraint and travelling accommodation required by 3 different animal types</p> <p><b>3.2</b> Explain how transport should be prepared for 3 different animal types in relation to their health, safety, security and welfare</p> <p><b>3.3</b> Describe when travel permits are required and how to apply for them</p> <p><b>3.4</b> Explain the feeding and exercise requirements of 3 different animal types</p> <p><b>3.5</b> Explain how 3 different animal types should be loaded and unloaded onto transportation</p> <p><b>3.6</b> Describe the Five Needs of animal welfare and explain how they are implemented, monitored and maintained</p>

	<p><b>3.7</b> Explain the legal and statutory requirements that affect the transportation of animals including</p> <ul style="list-style-type: none"> <li>• stocking density</li> <li>• numbers and types of animals</li> <li>• length of journey</li> <li>• exercise requirements</li> <li>• feeding and watering</li> <li>• driver and attendant requirements</li> </ul> <p><b>3.8</b> Describe how to establish what arrangements are needed in order to transfer animals from their accommodation base to their working environment</p> <p><b>3.9</b> Explain factors that can cause stress to different animals during transportation and explain how this can be minimised</p>
<p><b>4.</b> Understand relevant health and safety legislation and environmental good practice</p>	<p><b>4.1</b> Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements</p>
<p><b>Mapping to National Occupational Standards</b> O29NAC22.1</p>	

## Supporting Unit Information

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### **R/502/1664 Plan the transportation and transfer of animals for entertainment and education - Level 3**

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

ABC will provide specialist support for providers wishing to use this unit in order to develop and agree customised delivery and assessment regimes that maximise access and opportunities for the target learners and employers in this sub-sector and ensure that all aspects of content, delivery and assessment are fit for purpose and promote best practice in the sector.

#### Teaching Strategies And Learning Activities

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

#### Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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**See ABC website for further information**



## Plan Temporary Accommodation for Animals in Entertainment and Education Environment

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<b>Unit Reference</b>	<b>D/502/0677</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>19</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan the temporary accommodation for animals in entertainment and education industries
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.1)</b> <i>The learner can</i>
<b>1.</b> Be able to plan temporary accommodation	<p><b>1.1</b> Identify the temporary accommodation that is needed by three different animal species</p> <p><b>1.2</b> Confirm that temporary accommodation is sited close enough to the working environment</p> <p><b>1.3</b> Arrange for the required temporary accommodation to be available on arrival and for the duration of the animal's stay</p> <p><b>1.4</b> Ensure that the temporary accommodation will meet the animal's safety, security and health requirements</p>

	<p><b>1.5</b> Ensure that the correct measures are in place to keep humans safe from animals where appropriate</p> <p><b>1.6</b> Confirm that different animals can be temporarily accommodated in a way that doesn't cause them stress</p>
<p><b>2.</b> Be able to promote health and safety and environmental good practice</p>	<p><b>2.1</b> Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements which apply to planning temporary accommodation for animals</p>
<p><b>3.</b> Understand how to plan temporary accommodation</p>	<p><b>3.1</b> Explain the types of temporary accommodation that is required by three different animal species to meet their health, safety, welfare needs</p> <p><b>3.2</b> Describe the types of animals that can be safely accommodated near to each other</p> <p><b>3.3</b> Identify the relevant people who need to be contacted to arrange for temporary accommodation to be available</p> <p><b>3.4</b> Explain the measures that are needed to ensure the safety of humans when animals are temporarily accommodated in working environments</p> <p><b>3.5</b> Explain how to find and choose specialist builders who can be commissioned to build temporary accommodation for animals</p>
<p><b>4.</b> Explain current health and safety legislation, codes of practice and any</p>	<p><b>4.1</b> Explain the records required for management and legislative purposes and the importance of maintaining them</p>

additional requirements	
<b>Mapping to National Occupational Standards</b> O29NAC22.2	

## Supporting Unit Information

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### **D/502/0677 Plan temporary accommodation for animals in entertainment and education environment - Level 3**

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

ABC will provide specialist support for providers wishing to use this unit in order to develop and agree customised delivery and assessment regimes that maximise access and opportunities for the target learners and employers in this sub-sector and ensure that all aspects of content, delivery and assessment are fit for purpose and promote best practice in the sector.

#### Teaching Strategies And Learning Activities.

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

#### Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

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### **Additional Information**

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**See ABC website for further information**

## Plan the Care of Animals in Entertainment and Education

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<b>Unit Reference</b>	<b>Y/502/1665</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>19</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required for planning the care of animals in entertainment and education industries
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.1)</b> <i>The learner can</i>
<b>1.</b> Be able to plan the care of animals in the working environment	<p><b>1.1</b> Confirm that sufficient qualified personnel will be available to care for the animal</p> <p><b>1.2</b> Confirm that animal carers will be adequately supervised when looking after the animal</p> <p><b>1.3</b> Confirm that sufficient quantities of the correct supplies will be available to care for the animal during its stay</p> <p><b>1.4</b> Confirm with relevant people that the working environment will be safe and complies with relevant legislation</p>

	<p><b>1.5</b> Liaise with a veterinary surgeon where appropriate to ensure that adequate health care will be available for the animal if needed</p> <p><b>1.6</b> Confirm that relevant legal requirements relating to the animal's health, safety and welfare will be maintained at all times during the animal's stay</p> <p><b>1.7</b> Maintain accurate records relating to the plans and arrangements made for the animal's care</p>
<p><b>2.</b> Be able to promote health and safety and environmental good practice</p>	<p><b>2.1</b> Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements</p>
<p><b>3.</b> Understand how to plan care of animals in the working environment</p>	<p><b>3.1</b> Explain the requirements for care of animals in the working environment including</p> <ul style="list-style-type: none"> <li>• personnel</li> <li>• supplies</li> <li>• health care</li> </ul> <p><b>3.2</b> Outline the qualifications that are required of specific animal carers</p> <p><b>3.3</b> Explain the Five Needs for animal welfare in line with current legislation</p> <p><b>3.4</b> Explain the records required for management and legislative purposes and the importance of maintaining them</p> <p><b>3.5</b> Explain when liaison with a veterinary surgeon will be necessary to ensure that adequate health care will be available for the animal if needed</p>



**4.** Understand relevant health and safety legislation and environmental good practice

**4.1** Explain current health and safety and animal welfare legislation, codes of practice and any additional requirements

**Mapping to National Occupational Standards**  
O29NAC22.3

## Supporting Unit Information

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### Y/502/1665 Plan the care of animals in entertainment and education - Level 3

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

ABC will provide specialist support for providers wishing to use this unit in order to develop and agree customised delivery and assessment regimes that maximise access and opportunities for the target learners and employers in this sub-sector and ensure that all aspects of content, delivery and assessment are fit for purpose and promote best practice in the sector.

#### Teaching Strategies And Learning Activities

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

#### Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
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- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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### **Additional Information**

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**See ABC website for further information**

## Prepare the Animal for Entertainment and Education

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<b>Unit Reference</b>	<b>H/502/0678</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>39</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to prepare animals for the entertainment and education environment.</p> <p>It is about getting the animal used to the working environment and helping them to feel at ease and able to work without stress</p>
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.2)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare the animal for working in education and entertainment	<p><b>1.1</b> Introduce the animal to the working environment in a manner that is appropriate to the health and well-being of the animal</p> <p><b>1.2</b> Check within the working environment that the animal is able to perform the required action in accordance with its prior training</p> <p><b>1.3</b> Suggest alternatives when the animal is not comfortable or able to perform in a working environment</p>

	<p><b>1.4</b> Check regularly that the animal is not experiencing undue stress in the working environment and its welfare needs are met</p> <p><b>1.5</b> Introduce the animal to people they are working with using appropriate and safe methods</p> <p><b>1.6</b> Confirm the animal’s welfare needs are properly maintained during their stay in the working environment</p> <p><b>1.7</b> Check that all relevant legal requirements are maintained at all times whilst the animal is in the working environment set and report any causes for concern to the appropriate person</p>
<p><b>2.</b> Be able to promote health and safety and environmental good practice</p>	<p><b>2.1</b> Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements</p>
<p><b>3.</b> Understand why it is important to prepare animal for the entertainment and education environment</p>	<p><b>3.1</b> Describe how to find out about the kinds of environments that different animals are likely to find acceptable or unduly stressful</p> <p><b>3.2</b> Explain three different methods by which individual animals can be introduced to different locations</p> <p><b>3.3</b> Describe the symptoms of stress in three different species of animal</p> <p><b>3.4</b> Assess and explain the kind of alternatives that may be available if animals find the working environment set in an unduly stressful location</p> <p><b>3.5</b> Explain the Five Needs and their importance to animal welfare</p>

<p><b>4.</b> Understand relevant health and safety legislation and environmental good practice</p>	<p><b>4.1</b> Explain current health and safety legislation, codes of practice and any additional requirements</p> <p><b>4.2</b> Describe the legal requirements and own responsibilities for caring for and working animals in entertainment and education on production locations and own responsibilities</p>
<p><b>Mapping to National Occupational Standards</b> O29NAC23.1</p>	

## Supporting Unit Information

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### H/502/0678 Prepare the animal for entertainment and education - Level 3

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

ABC will provide specialist support for providers wishing to use this unit in order to develop and agree customised delivery and assessment regimes that maximise access and opportunities for the target learners and employers in this sub-sector and ensure that all aspects of content, delivery and assessment are fit for purpose and promote best practice in the sector.

#### Teaching Strategies And Learning Activities

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

#### Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**



**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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### **Additional Information**

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**See ABC website for further information**

## Prepare Artiste to Work with the Animal

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<b>Unit Reference</b>	<b>K/502/0679</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>26</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to prepare an artiste to handle animals. It covers teaching the artiste handling and command techniques as well as ensuring the health and safety of both the animal and the artiste are properly maintained
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to prepare artiste to work with the animal	<p><b>1.1</b> Instruct the artiste on the nature and temperament of the animal they are working with</p> <p><b>1.2</b> Instruct the artiste in handling techniques and commands to help them work with the animal</p> <p><b>1.3</b> Assist the artiste to become familiar with the animal</p> <p><b>1.4</b> Offer hints, tips and encouragement to the artiste if they find it difficult to relate to the animal</p> <p><b>1.5</b> Monitor and maintain the safety and welfare of the animal and the artiste at all times</p>

	<p><b>1.6</b> Take appropriate action when the animal, artiste or any other people are in danger</p> <p><b>1.7</b> Liaise with relevant people on the health and safety implications of having the animal in the working environment</p> <p><b>1.8</b> Report to relevant people any problems or potential difficulties in introducing the animal and the artiste to each other</p> <p><b>1.9</b> Ensure specialist veterinary surgeons are available for emergency situations where appropriate</p>
<p><b>2.</b> Be able to promote health and safety and environmental good practice</p>	<p><b>2.1</b> Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements</p>
<p><b>3.</b> Understand why it is important to prepare artiste to work with the animal</p>	<p><b>3.1</b> Explain appropriate, safe and effective ways to handle and command specific animals</p> <p><b>3.2</b> Describe the instructional techniques to help artistes in the handling of animals</p> <p><b>3.3</b> Explain how to reassure and encourage artistes in becoming familiar with animals</p> <p><b>3.4</b> Assess and explain the safety needs of both animals and artistes when they are working together</p> <p><b>3.5</b> Explain signs of stress in the artiste and animal and what action should be taken</p> <p><b>3.6</b> Explain the potential difficulties and problems in introducing</p>

	<p>the animal and the artiste to each other the relevant people to report these including</p> <ul style="list-style-type: none"> <li>• Health and Safety staff</li> <li>• Producer</li> <li>• Line Manager</li> </ul>
<p><b>4.</b> Understand relevant health and safety legislation and environmental good practice</p>	<p><b>4.1</b> Explain current health and safety legislation, codes of practice and any additional requirements</p>
<p><b>Mapping to National Occupational Standards</b> O29NAC23.2</p>	

## Supporting Unit Information

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### **K/502/0679 Prepare artiste to work with the animal - Level 3**

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

ABC will provide specialist support for providers wishing to use this unit in order to develop and agree customised delivery and assessment regimes that maximise access and opportunities for the target learners and employers in this sub-sector and ensure that all aspects of content, delivery and assessment are fit for purpose and promote best practice in the sector.

#### Teaching Strategies And Learning Activities

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

#### Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
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- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
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- Case studies/assignments/projects
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All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

## **Additional Information**

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**See ABC website for further information**



## Work the Animal to Achieve Entertainment and Education Requirements

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<b>Unit Reference</b>	<b>L/502/0674</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>26</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to work animals in the entertainment and education environment. It requires that all relevant personnel are instructed in how to treat the animal correctly as well as getting the best possible performance from the animal
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.1)</b> <i>The learner can</i>
<b>1.</b> Be able to work animal to achieve entertainment and education requirements	<p><b>1.1</b> Take the animal safely in or out of the working environment as appropriate</p> <p><b>1.2</b> Advise the appropriate person(s) on the animal's required working conditions</p> <p><b>1.3</b> Instruct people in the working environment on how not to frighten or disturb the animal</p> <p><b>1.4</b> Deal appropriately with at least 4 of the following contingencies</p> <ul style="list-style-type: none"> <li>• animal suffering stress</li> <li>• artiste(s) encountering difficulties working</li> </ul>

	<p>with the animal</p> <ul style="list-style-type: none"> <li>• rescheduling of activities</li> <li>• animal not performing</li> <li>• emergencies and injuries</li> <li>• emergency evacuation</li> </ul> <p><b>1.5</b> Work in a way which fulfils the Five Needs of the animal</p>
<p><b>2.</b> Be able to promote health and safety and environmental good practice</p>	<p><b>2.1</b> Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements</p>
<p><b>3.</b> Understand why it is important for an animal in entertainment and education to achieve its requirements</p>	<p><b>3.1</b> Explain the safety needs and working condition of 3 different species of animal including</p> <ul style="list-style-type: none"> <li>• temperature</li> <li>• light</li> <li>• space</li> <li>• optimum working times</li> <li>• duration of time in action</li> <li>• associated equipment</li> </ul> <p><b>3.2</b> Describe the kind of working conditions that 3 different animal species require</p> <p><b>3.3</b> Describe the contingencies that may occur when working with animals and explain what action to take in each case, covering</p> <ul style="list-style-type: none"> <li>• animal suffering stress</li> <li>• artiste(s) encountering difficulties working with the animal</li> <li>• rescheduling of activities</li> <li>• animal not performing</li> <li>• emergencies and injuries</li> <li>• emergency evacuation</li> </ul> <p><b>3.4</b> Explain why trainers need to remain available when animals are working</p>

**4.** Understand relevant health and safety legislation and environmental good practice

**4.1** Explain current health and safety legislation, codes of practice and any additional requirements

**Mapping to National Occupational Standards**  
O29NAC23.3

## Supporting Unit Information

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### **L/502/0674 Work the animal to achieve entertainment and education requirements - Level 2**

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

ABC will provide specialist support for providers wishing to use this unit in order to develop and agree customised delivery and assessment regimes that maximise access and opportunities for the target learners and employers in this sub-sector and ensure that all aspects of content, delivery and assessment are fit for purpose and promote best practice in the sector.

#### Teaching Strategies And Learning Activities.

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

#### Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

**It is important that practical assessment activities are supervised appropriately.**

**Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.**

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

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Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

### **Additional Information**

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**See ABC website for further information**

## Manage Staff to Receive Goods in a Retail Environment

<b>Unit Reference</b>	<b>D/503/5681</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>24</b>
<b>Unit Summary</b>	<p>This unit assesses the occupational competence of a team leader or senior team member to manage staff to receive goods</p> <p>This unit requires workplace assessment of occupational competence</p> <p>Simulation is not allowed for any performance evidence within this unit</p> <p>The Retail Sector's Assessment Principles for the QCF is available on Skillsmart Retail's web site (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.10)</b> <i>The learner can</i>
<b>1.</b> Be able to manage staff to receive and check incoming deliveries of goods in a retail environment	<p><b>1.1</b> Select sufficient staff to prepare for, receive and check expected incoming deliveries of goods</p> <p><b>1.2</b> Explain to staff, in advance of deliveries of goods arriving:</p> <ul style="list-style-type: none"> <li>• what needs to be done to prepare the receiving area</li> <li>• what needs to happen when the expected deliveries arrive</li> </ul>

	<p><b>1.3</b> Assess whether the area for receiving goods has been adequately prepared to ensure safe and secure unloading of goods</p> <p><b>1.4</b> Assess whether there is enough storage space of the right type for the expected goods</p> <p><b>1.5</b> Ensure that goods are unloaded safely and securely</p> <p><b>1.6</b> Explain why incoming goods should be checked against requirements immediately after unloading</p> <p><b>1.7</b> Ensure that incoming goods are checked against requirements immediately after unloading</p> <p><b>1.8</b> Ensure that delivery records are completed in line with organisational procedures</p> <p><b>1.9</b> Evaluate records of deliveries of goods to determine whether each supplier has met the organisation's service needs</p> <p><b>1.10</b> Resolve problems with deliveries of goods in line with organisational procedures</p>
<p><b>Mapping to National Occupational Standards</b>  There is a one-to-one relationship with the following Retail NOS  B.301</p>	



## Supporting Unit Information

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### **D/503/5681 Manage staff to receive goods in a retail environment – Level 3**

#### Indicative Content

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***Learning Outcome 1. Be able to manage staff to receive and check incoming deliveries of goods in a retail environment***

#### Teaching Strategies And Learning Activities

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The delivery of this unit needs to be closely linked with the workplace and assessment of this unit must take place in the workplace

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

It is hoped that opportunities provided by the specification will be fully used to introduce related and general / key skills studies

#### Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria

#### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching/support staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching/supporting

This unit requires workplace assessment of occupational competence.

#### **Specific Evidence Requirement for this unit**

This unit requires workplace assessment of occupational competence. Simulation is not allowed for any performance evidence within this unit.

## Evidence Of Achievement

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All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. Evidence is not prescribed but may include any or all of the following

- product evidence
- observation reports
- oral / written questions and answers
- reports / notes
- worksheets / workbooks
- witness statements
- recorded evidence (e.g. video or audio)
- photographic evidence
- case studies / assignments
- other suitable supplementary evidence
- simulation (see specific evidence requirement above)
- interview / discussion

\*The most appropriate evidence for the qualification should be used

**Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts**

**Evidence does not have to be written**

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met

All evidence must be clearly signposted and made available for the external moderator upon request

## Additional Information

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All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk))

## Organise and Monitor the Storage of Stock in a Retail Environment

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<b>Unit Reference</b>	<b>H/503/5682</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>27</b>
<b>Unit Summary</b>	<p>This unit assesses the occupational competence of a team leader or senior member of a retail team who is responsible for monitoring the quality of stock and use of storage facilities</p> <p>This unit requires workplace assessment of occupational competence</p> <p>Simulation is not allowed for any performance evidence within this unit</p> <p>The Retail Sector's Assessment Principles for the QCF is available on Skillsmart Retail's web site (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.5)</b> <i>The learner can</i>
<b>1.</b> Understand the causes and prevention of stock loss within storage systems	<p><b>1.1</b> Explain the causes of stock deterioration, loss and damage</p> <p><b>1.2</b> Explain how to reduce stock loss within storage systems</p> <p><b>1.3</b> Explain the legal and organisational requirements for storing stock, including health</p>

	and safety requirements and the removal of out-of-date stock
<b>2.</b> Understand the legal and organisational requirements for storing stock	<b>2.1</b> Explain the legal and organisational requirements for storing stock, including health and safety requirements and the removal of out-of-date stock
<b>3.</b> Be able to organise the use of storage facilities in a retail environment	<p><b>3.1</b> Organise storage facilities to take account of</p> <ul style="list-style-type: none"> <li>• day-to-day work</li> <li>• safety requirements</li> <li>• the need to keep stock secure</li> <li>• the need to keep stock in a saleable condition</li> </ul> <p><b>3.2</b> Train staff to use the storage system</p> <ul style="list-style-type: none"> <li>• securely</li> <li>• safely</li> <li>• in line with relevant legal requirements</li> </ul> <p><b>3.3</b> Assign staff clear roles and responsibilities for storing and moving stock</p> <p><b>3.4</b> Develop plans to cope with unforeseen storage problems that take account of available resources</p> <p><b>3.5</b> Review plans for coping with unforeseen storage problems</p> <p><b>3.6</b> Revise plans to cope with unforeseen storage problems, taking account of any relevant factors</p> <p><b>3.7</b> Monitor storage operations to ensure that staff are storing and moving stock</p> <ul style="list-style-type: none"> <li>• securely</li> <li>• safely</li> <li>• in line with relevant legal requirements</li> </ul>

	<p><b>3.8</b> Maintain stock records that are in line with organisational procedures</p>
<p><b>4.</b> Be able to monitor the storage and care of stock in a retail environment</p>	<p><b>4.1</b> Maintain a routine that meets the organisation’s requirements for checking the quality of storage facilities and stock</p> <p><b>4.2</b> Perform spot checks of storage facilities and stock</p> <p><b>4.3</b> Train staff to</p> <ul style="list-style-type: none"> <li>• identify stock that is out of date or at risk of deteriorating</li> <li>• deal with stock that is out of date or at risk of deteriorating in line with legal requirements and organisational procedures</li> </ul> <p><b>4.4</b> Monitor the storage and movement of stock to make sure that stock is reaching the shop floor as it is needed</p> <p><b>4.5</b> Recommend to decision makers ways of running storage and stock movement systems more profitably</p>
<p><b>Mapping to National Occupational Standards</b>  There is a one-to-one relationship with the following Retail NOS  B.302, B.303</p>	

## Supporting Unit Information

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**H/503/5682 Organise and monitor the storage of stock in a retail environment**  
– Level 3

### Indicative Content

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***Learning Outcome 1. Understand the causes and prevention of stock loss within storage systems***

***Learning Outcome 2. Understand the legal and organisational requirements for storing stock***

***Learning Outcome 3. Be able to organise the use of storage facilities in a retail environment***

***Learning Outcome 4. Be able to monitor the storage and care of stock in a retail environment***

### Teaching Strategies And Learning Activities

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The delivery of this unit needs to be closely linked with the workplace and assessment of this unit must take place in the workplace

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

It is hoped that opportunities provided by the specification will be fully used to introduce related and general / key skills studies

### Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria

### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching/support staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching/supporting

This unit requires workplace assessment of occupational competence.

### **Specific Evidence Requirement for this unit**

This unit requires workplace assessment of occupational competence.

Simulation is not allowed for any performance evidence within this unit.

### **Evidence Of Achievement**

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All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. Evidence is not prescribed but may include any or all of the following

- product evidence
- observation reports
- oral / written questions and answers
- reports / notes
- worksheets / workbooks
- witness statements
- recorded evidence (e.g. video or audio)
- photographic evidence
- case studies / assignments
- other suitable supplementary evidence
- simulation (see specific evidence requirement above)
- interview / discussion

\*The most appropriate evidence for the qualification should be used

**Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts**

**Evidence does not have to be written**

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met

All evidence must be clearly signposted and made available for the external moderator upon request

### **Additional Information**

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All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk))



## Maintain the Availability of Goods on Display in a Retail Environment to Promote Sales

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<b>Unit Reference</b>	<b>L/503/5692</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	<p>This unit assesses the occupational competence of individuals who are responsible for organising staff to set up and maintain displays. The learner does not need specialist visual merchandising skills to achieve this unit</p> <p>This unit requires workplace assessment of occupational competence</p> <p>Simulation is not allowed for any performance evidence within this unit</p> <p>The Retail Sector's Assessment Principles for the QCF is available on Skillsmart Retail's web site (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.4)</b> <i>The learner can</i>
<b>1.</b> Understand how the display of goods can promote sales	<p><b>1.1</b> Explain how different types of display help the store to reach its sales targets</p> <p><b>1.2</b> Explain how the way that information is positioned within displays can help to promote sales</p>

	<p><b>1.3</b> Explain how the layout of the selling area affects sales</p>
<p><b>2.</b> Understand legal and organisational requirements for displaying goods</p>	<p><b>2.1</b> Explain the organisational and legal requirements for displaying descriptions and prices of goods</p> <p><b>2.2</b> Explain the organisation’s standards for putting displays together, including standards for cleaning and preparation</p> <p><b>2.3</b> Explain the security, health and safety requirements and procedures relating to displaying goods</p> <p><b>2.4</b> Explain customers’ legal rights in relation to the display of goods</p>
<p><b>3.</b> Be able to organise staff to display goods for retail sale</p>	<p><b>3.1</b> Explain to staff the purpose of the display and the requirements and standards it must meet, including standards for health and safety and security</p> <p><b>3.2</b> Ask staff questions to check their understanding of the requirements and standards for the display</p> <p><b>3.3</b> Ensure that staff prepare the display area</p> <ul style="list-style-type: none"> <li>• safely</li> <li>• with the minimum of inconvenience to customers</li> </ul> <p><b>3.4</b> Ensure that staff put the display together</p> <ul style="list-style-type: none"> <li>• safely</li> <li>• with the minimum of inconvenience to customers</li> </ul>

	<p><b>3.5</b> Explain the importance of consulting an authorized decision-maker before modifying or changing the display</p> <p><b>3.6</b> Ensure that the records kept of displays are in line with organisational procedures</p>
<p><b>4.</b> Be able to evaluate the effectiveness of displays</p>	<p><b>4.1</b> Evaluate the effectiveness of displays in relation to</p> <ul style="list-style-type: none"> <li>• their intended purpose</li> <li>• legal and organisational requirements and standards</li> </ul> <p><b>4.2</b> Evaluate information within displays to ensure that its content and position are</p> <ul style="list-style-type: none"> <li>• legally compliant</li> <li>• likely to promote sales</li> </ul> <p><b>4.3</b> Ask staff for suggestions for making the display more appealing to customers</p> <p><b>4.4</b> Explain the importance of dealing promptly with any risks to security or health and safety that arise when evaluating displays</p>
<p><b>5.</b> Be able to maintain the required quantity and quality of goods on display</p>	<p><b>5.1</b> Provide accurate, up-to-date pricing information to the staff who need it</p> <p><b>5.2</b> Monitor price marking to ensure that it is correct resolve any pricing problems that arise</p> <p><b>5.3</b> Develop stock replenishment plans to maintain the required quantity and quality of goods on display</p> <p><b>5.4</b> Organise the removal of stock of unsaleable quality from display</p>

**Mapping to National Occupational Standards**

There is a one-to-one relationship with the following Retail NOS

C.301, C.302, C.303

## Supporting Unit Information

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### **L/503/5692 Maintain the availability of goods on display in a retail environment to promote sales - Level 3**

#### Indicative Content

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

ABC will provide specialist support for providers wishing to use this unit in order to develop and agree customised delivery and assessment regimes that maximise access and opportunities for the target learners and employers in this sub-sector and ensure that all aspects of content, delivery and assessment are fit for purpose and promote best practice in the sector.

#### Teaching Strategies And Learning Activities

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The delivery of this unit needs to be closely linked with the workplace and assessment of this unit must take place in the workplace.

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

It is hoped that opportunities provided by the specification will be fully used to introduce related and general / key skills studies.

#### Methods Of Assessment

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

#### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should

be qualified and/or vocationally experienced to at least a level above that which they are teaching / supporting.

Individual units and qualifications are subject to specific additional requirements as stipulated by the Skillsmart Assessment Strategy.

### **Specific Evidence Requirement for this unit**

Simulation is **not** allowed for any performance evidence within this unit

## **Evidence Of Achievement**

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All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. Evidence is not prescribed but may include any or all of the following\*

- product evidence
- observation reports
- oral / written questions and answers
- reports / notes
- worksheets / workbooks
- witness statements
- taped evidence (video or audio)
- photographic evidence
- case studies / assignments
- other suitable supplementary evidence
- simulation (see specific evidence requirement above)
- interview / discussion

\*The most appropriate evidence for the qualification should be used.

### **Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts**

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

## **Additional Information**

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A copy of the following documents are available on the Skillsmart Retail web site

- Retail Qualifications Assessment Strategy QCF
- Retail Skills Evidence Requirements

## Manage the Payment Transaction Process in a Retail Environment

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<b>Unit Reference</b>	<b>R/503/5693</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>9</b>
<b>Guided Learning Hours</b>	<b>43</b>
<b>Unit Summary</b>	<p>This unit assesses the occupational competence of individuals who are responsible for managing the way payments are processed by staff at point of sale in a retail environment</p> <p>This unit requires workplace assessment of occupational competence</p> <p>Simulation is not allowed for any performance evidence within this unit</p> <p>The Retail Sector's Assessment Principles for the QCF is available on Skillsmart Retail's web site (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p>
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
<b>1.</b> Be able to monitor payment transaction processing in a retail environment	<p><b>1.1</b> Explain the aims that takings practices and procedures are designed to achieve</p> <p><b>1.2</b> Monitor the way staff process payment transactions, ensuring they are processed</p> <ul style="list-style-type: none"> <li>• in line with organisational processing requirements</li> <li>• in ways that attempt to maintain goodwill</li> </ul>



	<p><b>1.3</b> Perform checks to ensure that equipment is providing information concerning payment transactions that is</p> <ul style="list-style-type: none"> <li>• up to date</li> <li>• accurate</li> </ul> <p><b>1.4</b> Follow organisational procedures to take action to resolve any instances of</p> <ul style="list-style-type: none"> <li>• payment transaction processing not meeting organisational processing requirements</li> <li>• payment transactions not being processed in ways that attempt to maintain goodwill</li> <li>• out of date or inaccurate information</li> </ul>
<p><b>2.</b> Be able to manage the operation of payment points in a retail environment</p>	<p><b>2.1</b> Perform checks to ensure that staff set up and operate payment points in line with organisational procedures</p> <p><b>2.2</b> Resolve any operational problems with payment points when within own authority to do so</p> <p><b>2.3</b> Monitor the way that payments are handled, ensuring that staff are following organisational procedures</p> <p><b>2.4</b> Develop contingency plans to deal with unexpected problems at payment points</p>
<p><b>Mapping to National Occupational Standards</b>  There is a one-to-one relationship with the following Retail NOS  C.309, C.310</p>	

## **Supporting Unit Information**

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### **R/503/5693 Manage the payment transaction process in a retail environment – Level 3**

#### **Indicative Content**

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To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit.

ABC will provide specialist support for providers wishing to use this unit in order to develop and agree customised delivery and assessment regimes that maximise access and opportunities for the target learners and employers in this sub-sector and ensure that all aspects of content, delivery and assessment are fit for purpose and promote best practice in the sector.

#### **Teaching Strategies And Learning Activities**

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The delivery of this unit needs to be closely linked with the workplace and assessment of this unit must take place in the workplace.

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

It is hoped that opportunities provided by the specification will be fully used to introduce related and general / key skills studies.

#### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

#### **Minimum requirements when assessing this unit**

ABC expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should

be qualified and/or vocationally experienced to at least a level above that which they are teaching / supporting.

Individual units and qualifications are subject to specific additional requirements as stipulated by the Skillsmart Assessment Strategy.

### **Specific Evidence Requirement for this unit**

Simulation is **not** allowed for any performance evidence within this unit

## **Evidence Of Achievement**

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All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. Evidence is not prescribed but may include any or all of the following\*

- product evidence
- observation reports
- oral / written questions and answers
- reports / notes
- worksheets / workbooks
- witness statements
- taped evidence (video or audio)
- photographic evidence
- case studies / assignments
- other suitable supplementary evidence
- simulation (see specific evidence requirement above)
- interview / discussion

\*The most appropriate evidence for the qualification should be used.

### **Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts**

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

## **Additional Information**

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A copy of the following documents are available on the Skillsmart Retail web site

- Retail Qualifications Assessment Strategy QCF
- Retail Skills Evidence Requirements

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

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ABC 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 ABC 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 ABC 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 ABC.
- 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 – ABC 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.

• ABC 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 ABC Qualifications' which can be downloaded from <http://www.abcawards.co.uk/centres-2/policies-procedures/>

## **Certification**

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

**ABC's policies and procedures are available on the ABC website.**

# Appendices

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## Glossary of Terms

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### **GLH (Guided Learning Hours)**

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.