



## **Qualification Guidance**

**SEG Awards Level 2 Certificate in  
Practical Animal Care Skills (Pet Care  
and Retail)**

**England – 501/0135/3**

**Wales – C00/0233/8**

## About Us

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At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

## Sources of Additional Information

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Skills and Education Group Awards website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk) provides access to a wide variety of information.

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## Specification Code, Date and Issue Number

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The specification code is C9115-02.

Issue	Date	Details of change
2.1	September 2021	New qualification review date
2.2	January 2023	Updated formatting
2.3	March 2023	Addition of Qualification Wales regulation
3.0	August 2024	New qualification review date

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

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

## Introduction

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

## Pre-requisites

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There are no formal entry requirements.

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

## Qualification Structure and Rules of Combination

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### Rules of Combination: Level 2 Certificate in Practical Animal Care Skills (Pet Care and Retail)

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

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

Load and unload animals for transportation	K/502/1492	2	3	23
Establish and maintain effective working relationships with others	T/502/1690	2	2	15
Communicate information within the workplace	Y/502/1195	3	2	13
Maintain the cleanliness and bio security of the animal care working environment	T/502/1561	2	5	38
Provide controlled exercise opportunities for animals	K/502/1556	2	4	30
Provide opportunities for animals to have freedom to exercise	A/502/1559	2	4	30
Welcome, receive and care for visitors to sites	A/502/1609	2	3	23
Maintain and store records within the workplace	D/502/1196	3	2	13
Process payments for purchases in a retail environment	R/500/9773	2	5	41
Receive goods and materials into storage in a retail environment	R/503/5659	2	4	22
Keep stock on sale at required levels in a retail environment	L/503/5661	2	3	16
Process customer orders for goods in a retail environment	R/503/5662	2	3	19
Deal with customer queries and complaints in a retail environment	F/503/5687	2	4	24

## Aims

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The Level 2 Certificate in Practical Animal Care Skills aims to:

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

## Target Group

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

## Practical Hours Requirement

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

## Assessments

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

## Resources

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

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

## Teaching Strategies and Learning Activities

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

## Progression Opportunities

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

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

## Tutor/Assessor Requirements

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Skills and Education Group Awards require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

## Language

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This specification and associated assessment materials are in English only.

## Qualification Summary

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

	stated in the rule of combination (RoC)
<b>Operational Start Date</b>	01/07/2010
<b>Review Date</b>	31/08/2027
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	150
<b>Total Qualification Time (TQT)</b>	200
<b>Credit Value</b>	20
<b>Skills and Education Group Awards Sector</b>	Animal Care
<b>Ofqual Sector</b>	03.3 Animal Care and Veterinary Science
<b>Support from sector bodies</b>	These qualifications are supported by Lantra, the Sector Skills Council for environmental and land-based industries
<b>Administering Office</b>	See Skills and Education Group Awards web site

## Unit Details

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

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

	<ul style="list-style-type: none"> <li>• trauma</li> <li>• stress</li> </ul> <p>1.5. Carry out two of the following procedures to promote animal's health and welfare correctly and at a suitable time for the animals concerned:</p> <ul style="list-style-type: none"> <li>• preventative care</li> <li>• environmental adjustment</li> <li>• changing feed or water provision</li> </ul> <p>1.6. Record and report animals' reaction to specific procedures</p> <p>1.7. Seek assistance immediately for any animals health or welfare emergency and initiate action as appropriate to the situation</p>
<p>2. Be able to work safely</p>	<p>2.1. Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements</p> <p>2.2. Dispose of waste safely and correctly</p>
<p>3. Be able to maintain accurate records</p>	<p>3.1. Provide clear and accurate information for recording purposes</p>
<p>4. Know how to promote and maintain the health and welfare of animals</p>	<p>4.1. Identify the purpose for which the animals are being kept</p> <p>4.2. Describe how to promote the health and general welfare of animals and minimise any stress or injury for at least two species of animals</p> <p>4.3. Describe why animals need exercise and how the type and amount varies at different stages in an animal's life</p> <p>4.4. Provide examples of how two different species of animals maintain their own physical condition and appearance</p> <p>4.5. Describe all the visual signs which indicate the following potential problems with an animal's health and welfare</p> <ul style="list-style-type: none"> <li>• disease</li> <li>• disability</li> </ul>

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

## Deliver Basic Treatments to Animals

<b>Unit Reference</b>	<b>Y/502/1505</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>38</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills required to deliver basic treatments to animals.</p> <p>The word 'treatments' is used in its broadest sense to include: cleaning and hygiene procedure, basic health care treatments and other routine procedures.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p> <p><b>In accordance with the Veterinary Surgeons Act Schedule 3 lay persons may not provide medical treatments to animals. In Learning Outcome 2 of this unit, learners must only provide medication prescribed by, and under the direct supervision of, a veterinary practitioner.</b></p>
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.2)</b> <i>The learner can</i>
1. Be able to deliver basic treatments to animals	<p>1.1. Use the correct technique to give the specified treatment at the correct time. Treatments to include:</p> <ul style="list-style-type: none"> <li>• cleaning and hygiene procedures</li> <li>• basic health care treatments</li> <li>• routine procedures</li> </ul> <p>1.2. Immediately seek assistance when it is not possible to carry out the treatment</p> <p>1.3. Ensure records of the treatment are accurate, legible and complete and comply with any legislative requirements</p> <p>1.4. Observe animals after treatments and immediately report any unusual signs</p>

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

	explain the importance of accurate record keeping
5. Know how to provide prescribed medication to animals	<p>5.1. State the significance of expiry dates on drugs and medications</p> <p>5.2. Describe the possible sources of contamination to medication and how to identify damage</p>
6. Know relevant health and safety and animal welfare legislation	<p>6.1. Outline the current health and safety legislation, animal welfare, codes of practice and any additional requirements</p> <p>6.2. Describe the correct methods for disposing of waste</p>

## Select and Prepare Accommodation for Animals

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

	<p>2.2. Monitor, record and/or report animals' responses to the accommodation as required</p> <p>2.3. Monitor and review suitability of accommodation</p> <p>2.4. Recommend or modify, as appropriate changes to the accommodation</p>
<p>3. Be able to work safely and maintain animal health and welfare</p>	<p>3.1. Work in a way which maintains health and safety, health and welfare of animals and is consistent with current legislation, codes of practice and any additional requirements</p>
<p>4. Know the animals accommodation needs</p>	<p>4.1. Describe the different animals accommodation needs in respect to:</p> <ul style="list-style-type: none"> <li>• ventilation</li> <li>• light</li> <li>• structure and fittings</li> <li>• temperature</li> <li>• noise</li> <li>• siting</li> </ul> <p>4.2. State the different animals accommodation needs in relation to animal health and welfare covering:</p> <ul style="list-style-type: none"> <li>• the suitability of the animal concerned</li> <li>• allowing the necessary freedom of movement</li> <li>• minimising animal stress</li> <li>• the intended purpose and length of stay in the accommodation</li> <li>• enrichment</li> </ul> <p>4.3. Describe how accommodation needs could change through the animal's life</p>
<p>5. Know how to select and prepare accommodation for animals</p>	<p>5.1. Describe the accommodation needs of animals and the factors which should be taken into account covering:</p> <ul style="list-style-type: none"> <li>• ventilation</li> <li>• light</li> <li>• structure and fittings</li> <li>• temperature</li> <li>• noise</li> <li>• siting</li> </ul> <p>5.2. Describe the materials, fittings and environmental conditions which animals need within their</p>

	<p>accommodation to maintain their health and welfare</p> <p>5.3. Describe how to promote and maintain the health and welfare of animals for two animals with different physical and behavioural needs</p> <p>5.4. Identify two significant potential hazards to the animal which may occur in accommodation and how these can be minimised</p>
<p>6. Know how to introduce animals to their accommodation promoting health and welfare</p>	<p>6.1. Describe methods of introducing animals to the accommodation in a way which minimises their stress and optimises their acceptance (two animals with different physical and behavioural needs)</p>
<p>7. Know relevant health and safety legislation</p>	<p>7.1. Outline the current health and safety legislation, animal health and welfare and codes of practice and any additional requirements</p>

## Maintain Animal Accommodation

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

	<p>1.7. Report any difficulties to the relevant person if necessary</p> <p>1.8. Provide clear and accurate information for recording purposes</p>
<p>2. Be able to work safely and minimise environmental damage</p>	<p>2.1. Work in a way which maintains health and safety and is consistent with animal welfare legislation, codes of practice and any additional requirements</p> <p>2.2. Carry out work in a manner which minimises environmental damage</p> <p>2.3. Dispose of waste safely and correctly</p>
<p>3. Know why it is important to maintain animal accommodation</p>	<p>3.1. Describe why it is important to maintain animal accommodation and the implications of failing to do so</p> <p>3.2. Describe the relationship between maintaining animal accommodation and promoting animal health and welfare</p> <p>3.3. State how other factors would influence the maintenance of accommodation for animals (health, age and behaviour)</p> <p>3.4. Describe signs within an animals accommodation that give an indication of its health and welfare</p>
<p>4. Know how to maintain animal accommodation</p>	<p>4.1. Describe the environmental conditions which promote the health and welfare of animals</p> <p>4.2. Identify the reasons for monitoring environmental conditions and reporting variations</p> <p>4.3. Outline cleaning routines appropriate to: <ul style="list-style-type: none"> <li>• the animal species concerned and</li> <li>• the accommodation in which they are being kept and</li> <li>• reasons for being housed</li> </ul> </p> <p>4.4. Describe cleaning methods and materials appropriate to: <ul style="list-style-type: none"> <li>• the animal species concerned and</li> </ul> </p>

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

## Control and Restrain Animals

<b>Unit Reference</b>	<b>Y/502/1536</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	<p>The aim and purpose of this unit is to provide the learner with the knowledge and skills to restrain animals. The learner will be able to assess the risks involved, identify appropriate methods of restraints and use them effectively and safely.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.2)</b> <i>The learner can</i>
1. Be able to restrain animals	<p>1.1. Select and use a suitable method of restraint which minimises distress and injury to the animal taking into account the following factors:</p> <ul style="list-style-type: none"> <li>• the behaviour and temperament of the animal</li> <li>• the health and well being of the animal</li> </ul> <p>1.2. Approach the animal in a manner which is likely to minimise stress</p> <p>1.3. Maintain the restraint of the animal securely and safely in a manner which minimises stress</p> <p>1.4. Modify methods of restraint in response to the reactions of the animal as necessary</p>
2. Be able to select, use and maintain relevant equipment	<p>2.1. Select appropriate equipment for this area of work</p> <p>2.2. Use equipment according to relevant legislation and manufacturer's instructions</p> <p>2.3. Prepare, maintain and store equipment in a safe and effective working condition</p>
3. Be able to work safely	<p>3.1. Work in a way which maintains animal welfare and</p>

	<p>health and safety and is consistent with current legislation, codes of practice and any additional requirements</p> <p>3.2. Wear the appropriate protective clothing</p>
<p>4. Know how to restrain animals</p>	<p>4.1. State the risks to self, others and animal in restraining animals</p> <p>4.2. List and describe the different methods for restraining animals</p> <p>4.3. Describe the possible indicators of stress and alarm in the animals when being restrained and the ways this can be minimised</p> <p>4.4. Describe how to approach animals to minimise stress and when assistance may be required to approach and/or restrain the animal and the consequences of not doing so</p> <p>4.5. Describe the limits of responsibility in restraining animals and how to gain assistance and to whom these should be reported</p> <p>4.6. Describe when it may be necessary to modify the methods of restraint for the animal</p> <p>4.7. Describe animal behaviour that will indicate the animals state of temperament</p>
<p>5. Know relevant health and safety legislation</p>	<p>5.1. Outline the current health and safety legislation, animal health and welfare, codes of practice and any additional requirements</p> <p>5.2. Describe the Personal Protective Equipment that should be used when controlling and restraining animals</p>
<p>6. Know the types of equipment required and how to maintain them</p>	<p>6.1. Describe the equipment which will be required for the activity</p> <p>6.2. Describe the methods of maintaining the range of equipment</p>

## Moving Animals between Locations

<b>Unit Reference</b>	<b>K/502/1539</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim and purpose of this unit is to provide the learner with the skills, knowledge and move animals between locations. The learner will move animals in a manner that is appropriate, minimises stress and is safe. It also covers checking the new location is safe, secure and suitable.
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.1)</b> <i>The learner can</i>
1. Be able to move animals between locations	<p>1.1. Select the animal to be moved, and approach it in a manner which is likely to minimise stress</p> <p>1.2. Prepare the route for the movement of animals</p> <p>1.3. Check that the new location is safe, secure and suitable for the animal's requirements</p> <p>1.4. Move the animal to its new location in an appropriate way and pace whilst maintaining the wellbeing of the animal or other animals in the vicinity</p> <p>1.5. Establish the animal in the new location consistent with instructions</p> <p>1.6. Provide clear and accurate information for recording purposes</p>
2. Be able to work safely and minimise environmental damage	<p>2.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements</p> <p>2.2. Wear appropriate protective clothing</p>
3. Know how to move animals between locations	3.1. Describe the reasons for moving animals

	<p>3.2. Describe how to identify the animals to be moved</p> <p>3.3. Describe how the animal’s health status and behaviour may affect the movement process</p> <p>3.4. Describe the importance of approaching animals in a manner which minimises stress</p> <p>3.5. Describe the risks inherent in moving animals and how they can be minimised</p> <p>3.6. Describe how to assess the safety, security and suitability of the new location</p> <p>3.7. Describe how to select appropriate methods for moving animals based on the following</p> <ul style="list-style-type: none"> <li>• their health</li> <li>• environmental conditions</li> </ul> <p>3.8. Describe how to establish animals once they have been moved</p> <p>3.9. Describe how to identify problems and to whom they should be reported</p>
<p>4. Know relevant health and safety legislation and environmental good practice</p>	<p>4.1. Outline the current health and safety legislation, animal health and welfare, codes of practice and any additional requirements relating to animal welfare legislation</p>
<p>5. Know how to maintain accurate records</p>	<p>5.1. Identify the types of records required and state the importance of accurate record keeping</p>

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

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

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

the law covering their job role

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

	<p>3.16. Demonstrate they know and understand the importance of personal behaviour in maintaining the health and safety of them and others</p> <p>3.17. Demonstrate they know and understand the risks to the environment which may be present in their workplace and/or in their own job</p>
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## Prepare Feed for Animals

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

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

## Provide Feed and Water to Animals

<b>Unit Reference</b>	<b>D/502/1473</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	The aim and purpose of this unit is to provide the learner with the knowledge and skills required to provide feed and water to animals by selecting the correct feed and supplying clean, fresh water according to the feed plan.
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.2)</b> <i>The learner can</i>
1. Be able to provide feed and water to animals	<p>1.1. Select the correct feed according to the animals' feeding plan</p> <p>1.2. Prepare feed correctly and hygienically</p> <p>1.3. Provide feed in a manner which gives each animal the opportunity to obtain its food and maintain its health and welfare</p> <p>1.4. Supply clean, fresh water to the animals according to their needs</p> <p>1.5. Provide clear and accurate information for recording purposes</p>
2. Be able to select, use and maintain relevant equipment	<p>2.1. Select appropriate equipment for this area of work</p> <p>2.2. Prepare, maintain and store equipment in a safe and effective working condition</p>
3. Be able to work safely	<p>3.1. Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements</p> <p>3.2. Dispose of waste safely and correctly</p>

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

## Prepare and Groom Animals

<b>Unit Reference</b>	<b>L/502/1694</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills required to groom animals for their health and welfare. The grooming described in this unit is necessary for maintaining the health and welfare of animals on a day-to-day basis.</p> <p>This unit is designed to be applicable to working with all types of animals that need to be groomed. These may include furred animals such as, cats, rabbits and guinea pigs as well as livestock. A separate specialist unit has been developed for the dog grooming industry. The unit does not cover enabling animals to groom themselves as this is covered in a separate unit.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 7)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 7.3)</b> <b><i>The learner can</i></b>
1. Be able to assess the animal prior to grooming	<p>1.1. Confirm that the environment and the equipment to be used is clean, ready for use and is secure and safe for both themselves and the animal</p> <p>1.2. Handle animals in a manner that promotes their confidence and co-operation and health and safety of all throughout</p> <p>1.3. Report promptly to the appropriate person when examination of the animal reveals an abnormal condition</p>
2. Be able to prepare and groom animals	<p>2.1. Select and use equipment and materials which is appropriate to the animal and its care requirements</p> <p>2.2. Prepare the animal ready for grooming using the</p>

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

	<p>4.6. List the steps that should be taken in the event of accidentally damaging the animal</p> <p>4.7. State why it is important to communicate the animals care requirements</p> <p>4.8. Describe the limits of groomer’s role when identifying possible abnormalities and conditions (i.e. not diagnosing) and the importance of referring to a veterinary surgeon</p> <p>4.9. State why it is important to keep accurate records of the care provided to the animal</p>
<p>5. Know how to assess the animal prior to grooming</p>	<p>5.1. Describe the normal signs of health and the signs indicating that the animal should be referred to a veterinary surgeon</p> <p>5.2. Describe basic animal anatomy and physiology sufficient to identify abnormalities</p> <p>5.3. Explain the signs and symptoms of basic skin problems and infestations</p>
<p>6. Know relevant health and safety legislation and environmental good practice</p>	<p>6.1. Outline the current health and safety animal welfare legislation, codes of practice and any additional requirements</p> <p>6.2. Describe how environmental damage can be minimised</p> <p>6.3. Describe the correct methods for disposing of waste</p>
<p>7. Know the types of equipment required and how to maintain them</p>	<p>7.1. Describe the equipment and materials which will be required for the activity</p> <p>7.2. Describe methods of maintaining the range of equipment used</p> <p>7.3. Explain the importance of following manufacturers’ instructions regarding the use of equipment and products, how to correctly interpret these instructions, and the possible consequences of not doing so</p>

**Mapping to National Occupational Standards**

O29NAC9

## Load and Unload Animals for Transportation

<b>Unit Reference</b>	<b>K/502/1492</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills needed to load and unload animals for transportation. It includes preparation of the transportation equipment, health and safety, legislation, maintaining the welfare of the animal throughout the process and effective communication.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.1)</b> <i>The learner can</i>
1. Be able to prepare animals and transport	<p>1.1. Communicate effectively with colleagues</p> <p>1.2. Prepare the correct animals as instructed</p> <p>1.3. Prepare and make safe the appropriate transportation equipment covering:</p> <ul style="list-style-type: none"> <li>• cleanliness</li> <li>• health and safety</li> <li>• security</li> <li>• removal of hazards</li> </ul>
2. Be able to load and unload animals for transportation	2.1. Load and unload the animals as required
3. Be able to work safely	3.1. Work in a way which maintains health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements
4. Know how to prepare animals and transport	<p>4.1. Outline how to communicate effectively with colleagues</p> <p>4.2. Outline how to make the transportation</p>

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

## Establish and Maintain Effective Working Relationships with Others

<b>Unit Reference</b>	<b>T/502/1690</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills required to work effectively with others under minimal direction through clear communication and co-operation.</p> <p>The learner will establish and maintain effective working relationships with the colleagues, supervisors and managers, persons external to the team, department or organisation.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.7)</b> <i>The learner can</i>
1. Maintain working relationships with others	<p>1.1. Identify opportunities to improve working practices with the appropriate person</p> <p>1.2. Carry out activities requiring co-operation with others in accordance with required procedures</p> <p>1.3. Communicate with others in a way which promotes effective working relationships</p> <p>1.4. Keep others informed about work plans or activities which affect them</p> <p>1.5. Seek assistance from others without causing undue disruption to normal work activities</p> <p>1.6. Respond in a timely and positive way when others ask for help or information</p>
2. Understand why good working practices are important.	2.1. State why good working relationships are important

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

O239NCU 5.2

## Communicate Information within the Workplace

<b>Unit Reference</b>	<b>Y/502/1195</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, understanding and skills required to communicate information within the workplace. It is about maintaining the 'flow' of information internally and externally to the organisation. It will entail passing on messages accurately, receiving and forwarding on information.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.1)</b> <b><i>The learner can</i></b>
1. Be able to receive information within the workplace	1.1. Identify information required, timescales and source 1.2. Request information using appropriate methods 1.3. Receive and record information accurately according to organisational requirements
2. Be able to transmit information within the workplace	2.1. Transmit information accurately and timely and using appropriate methods 2.2. Confirm receipt of information
3. Understand how to receive and transmit information within the workplace	3.1. Give examples of when information may be required urgently 3.2. Explain why it is important to take messages accurately and the potential effects of not doing so 3.3. Explain the importance of confirming information

	<p>and why this should be acknowledged and accurately recorded</p> <p>3.4. Explain the situations in which confidentiality needs to be maintained</p>
<p>4. Understand the relevant legislation in receiving and sending information</p>	<p>4.1. Summarise the legislation which relates to communicating information within the workplace</p>
<p><b>Mapping to National Occupational Standards</b> O29NCU7.1</p>	

# Maintain the Cleanliness and Bio Security of the Animal Care Working Environment

<b>Unit Reference</b>	<b>T/502/1561</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>38</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the ability to demonstrate the knowledge and skills required to undertake routine cleaning within the workplace and equipment and materials that are used within the course of normal work.</p> <p>Cleaning is a key factor in ensuring health and safety of the people and animals within the workplace and promoting the organisation's image to customers. This unit does not refer to the maintenance of equipment or machinery undertaken by specialist contractors.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.4)</b> <i>The learner can</i>
1. Be able to clean and maintain the work environment	<p>1.1. Carry out the cleaning of equipment in accordance with manufacturer's instructions</p> <p>1.2. Select and use protective clothing, tools, equipment and cleaning materials in accordance with manufacturers'/employers' instructions</p> <p>1.3. Clean at least five of the following areas in the working environment:</p> <ul style="list-style-type: none"> <li>• floors and walls</li> <li>• work tables/benches</li> <li>• washing and drying areas</li> <li>• public areas</li> <li>• animal accommodation</li> <li>• staff facilities</li> </ul> <p>1.4. Complete appropriate maintenance checks to identify wear and tear and accurately report to the appropriate person as soon as possible</p>

	<p>1.5. Leave working areas in an appropriate state for the work to be undertaken</p> <p>1.6. Store materials and equipment safely and correctly after use</p> <p>1.7. Ensure that animal welfare, safety and security is maintained at all times during and after cleaning of the work environment</p> <p>1.8. Provide clear and accurate information for recording purposes</p>
<p>2. Be able to work safely and minimise environmental damage</p>	<p>2.1. Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements</p> <p>2.2. Carry out work in a manner which minimises environmental damage</p> <p>2.3. Dispose of waste safely and correctly</p>
<p>3. Know how to clean the work environment</p>	<p>3.1. State what the potential hazards are when cleaning each area of the following work environments:</p> <ul style="list-style-type: none"> <li>• floors and walls</li> <li>• work tables/benches</li> <li>• washing and drying areas</li> <li>• public areas</li> <li>• animal accommodation</li> <li>• staff facilities</li> </ul> <p>3.2. Assess the risks and state how they can be minimised with respect to the:</p> <ul style="list-style-type: none"> <li>• animal(s)</li> <li>• work environment</li> <li>• equipment</li> <li>• cleaning materials</li> <li>• others</li> </ul> <p>3.3. Describe the selection and use of cleaning materials in different areas of the work environment and explain the need to ensure their correct dilution and the possible effects of not doing so covering:</p> <ul style="list-style-type: none"> <li>• particular fabrics</li> </ul>

	<ul style="list-style-type: none"> <li>• surfaces</li> <li>• equipment</li> </ul> <p>3.4. Describe why cleaning should minimise disruption to other staff and to animals</p> <p>3.5. Explain the contribution that good cleaning practices have on customer relations, the image of the organisation and health and bio-security</p>
<p>4. Know how to clean and maintain equipment in the work environment</p>	<p>4.1. Describe which materials, equipment and cleaning methods should be used for cleaning manual and electrical equipment and what protective clothing should be worn</p> <p>4.2. State why cleaning agents should be correctly diluted and the possible effects of not doing this</p> <p>4.3. Explain when sterilisation can be used, the reasons for doing and the potential risks if this is not done correctly</p> <p>4.4. State the frequency with which different items of equipment should be cleaned and maintained</p> <p>4.5. Describe how to recognise potentially hazardous equipment and the potential effects of not reporting it</p> <p>4.6. Explain the reasons of maintaining and storing cleaning materials and equipment safely and correctly</p> <p>4.7. State why it is important to keep accurate records</p> <p>4.8. Describe how cleaning, maintenance and storage of work equipment contributes to bio-security measures</p>
<p>5. Know relevant health and safety legislation and environmental good practice</p>	<p>5.1. Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements</p> <p>5.2. Describe how environmental damage can be minimised</p> <p>5.3. Describe the correct methods for disposing of</p>

	waste
	5.4. Describe the selection and use of Personal Protective Equipment for cleaning the work environment
<b>Mapping to National Occupational Standards</b> O29NAC 3.1, 2	

## Provide Controlled Exercise Opportunities for Animals

<b>Unit Reference</b>	<b>K/502/1556</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills to provide controlled opportunities for animals to exercise. It is not designed to cover exercise which applies to animals that are trained for competitive purposes.</p> <p>This unit is designed to be applicable to working with all species of animals that need to exercise.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 9)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 9.1)</b> <i>The learner can</i>
1. Be able to assess opportunities for controlled exercise	<p>1.1. Assess the animals suitability for exercise and their requirements</p> <p>1.2. Assess that the exercise areas is as safe as possible for the animal and the controlled exercise</p>
2. Be able to use equipment properly and safely	<p>2.1. Select, prepare and check appropriate equipment for exercise</p> <p>2.2. Fit equipment properly for the animal and the exercise</p> <p>2.3. Clean equipment after use</p>
3. Be able to provide controlled exercise opportunities for animals	<p>3.1. Prepare the animals for exercise in a manner which allows them to exercise safely and to benefit from the exercise</p> <p>3.2. Provide exercise opportunities which meet the requirements of the animal and its environment</p>

	<p>3.3. Follow the correct procedures for the animal concerned to maintain health, safety and welfare of the animal:</p> <ul style="list-style-type: none"> <li>• prior to exercise</li> <li>• during exercise</li> <li>• after exercise</li> </ul>
<p>4. Be able to work safely and minimise environmental damage</p>	<p>4.1. Provide clear and accurate information for recording purposes</p> <p>4.2. Work in a way which maintains health and safety and is consistent with relevant legislation animal welfare, codes of practice and any additional requirements</p> <p>4.3. Maintain personal hygiene before, during and after the exercise opportunity</p> <p>4.4. Maintain biosecurity measures to protect yourself, others and other animals</p>
<p>5. Be able to communicate with colleagues and others</p>	<p>5.1. Communicate with colleagues and/or others regarding the exercise requirements and opportunities for the animal</p>
<p>6. Know how to provide controlled exercise opportunities to animals</p>	<p>6.1. Explain the animals' needs for controlled exercise and the reasons for this and the optimum time for exercise</p> <p>6.2. Explain the requirements and benefits of controlled exercise for different animals</p> <p>6.3. State how the need for exercise differs between different animals and the context in which the animal is kept according to:</p> <ul style="list-style-type: none"> <li>• type</li> <li>• time</li> <li>• intensity</li> <li>• stage of life</li> </ul> <p>6.4. Describe the reasons for providing animals with different exercise patterns and how these differ at different life stages</p> <p>6.5. State why insufficient or excessive exercise is</p>

	<p>harmful to animals</p> <p>6.6. Explain why some animals should not be exercised</p>
<p>7. Know what equipment should be used to provide controlled exercise opportunities to animals</p>	<p>7.1. Give examples of different equipment that would be used for different exercise opportunities</p> <p>7.2. State why it is important to ensure the correct equipment is used</p> <p>7.3. State why it is important to check, clean and maintain equipment in good order for use in controlled exercise opportunities</p>
<p>8. Know the relevant health and safety legislation and codes of practice</p>	<p>8.1. Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements affecting the provision of exercise to animals</p> <p>8.2. List the factors affecting the safety of the exercise area where the animal(s) is to be exercised including: <ul style="list-style-type: none"> <li>• other people</li> <li>• the handler</li> <li>• the environment</li> </ul> </p> <p>8.3. State the reasons for accurate recording and reporting of the exercise taken</p>
<p>9. Know about the potential risks to animals and handlers regarding bio security and infection control</p>	<p>9.1. Describe the potential risks to animals, handlers and others regarding: <ul style="list-style-type: none"> <li>• bio security</li> <li>• infection control</li> <li>• disease control</li> </ul> </p>
<p><b>Mapping to National Occupational Standards</b> O29NAC4.1</p>	

## Provide Opportunities for Animals to Have Freedom to Exercise

<b>Unit Reference</b>	<b>A/502/1559</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills to provide enrichment opportunities for animals to exercise freely. It is not designed to cover exercise which applies to animals that are trained for competitive purposes.</p> <p>This unit is designed to be applicable to working with all species of animals that need to exercise/enrichment.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 11)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 11.1)</b> <i>The learner can</i>
1. Be able to assess opportunities for animals to exercise by themselves	<p>1.1. Assess the animals suitability for exercise and their requirements</p> <p>1.2. Assess that the exercise area and/or equipment is as safe as possible for the animal and the controlled exercise</p>
2. Be able to use equipment properly and safely	2.1. Select, prepare and check the environment equipment and materials for animals to exercise for themselves
3. Be able to move animal safely	<p>3.1. Move the animal to exercise area appropriately and safely according to:</p> <ul style="list-style-type: none"> <li>• animal</li> <li>• self</li> <li>• environment</li> </ul>
4. Be able to provide natural exercise opportunities for	4.1. Prepare the animals and the environment for

<p>animals</p>	<p>exercise in a manner which allows them to exercise safely and to benefit from the exercise</p> <p>4.2. Provide opportunities for animals to exercise by themselves and exhibit natural behaviour which meet the requirements of the animal and its environment</p> <p>4.3. Follow the correct procedures for the animal concerned to maintain health, safety and well-being of the animal:</p> <ul style="list-style-type: none"> <li>• prior to exercise</li> <li>• during exercise</li> <li>• after exercise</li> </ul>
<p>5. Be able to work safely and minimise environmental damage</p>	<p>5.1. Work in a way which maintains health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements</p> <p>5.2. Wear appropriate Personal protective Equipment for the animal and the environment</p> <p>5.3. Maintain personal hygiene before, during and after the exercise opportunity</p> <p>5.4. Maintain bio security measures to protect yourself, others and other animals</p>
<p>6. Be able to communicate with colleagues and others</p>	<p>6.1. Communicate with colleagues and/or others regarding the exercise requirements and opportunities for the animal</p> <p>6.2. Make correct reports of exercise activity promptly to the appropriate people</p>
<p>7. Be able to review exercise opportunity</p>	<p>7.1. Review the exercise opportunity /environment enrichment to see how it meets the animals requirements</p> <p>7.2. Make adjustments to exercise opportunity/environmental enrichment as necessary</p>
<p>8. Know how to provide exercise opportunities to</p>	<p>8.1. Describe the animals' natural behaviour and how</p>

<p>animals</p>	<p>opportunities can be replicated</p> <p>8.2. State how the need for exercise and environmental enrichment differs between different animals and the context in which the animal is kept including their expression of natural behaviour</p> <p>8.3. Describe the reasons for providing animals with different exercise patterns and/or enrichment opportunities and how these differ at different stages of life</p> <p>8.4. State why and when you may consider changing the exercise or enrichment opportunity</p> <p>8.5. Describe how to recognise negative responses to exercise and environment enrichment and what you should do in different situations</p> <p>8.6. Describe how the lack of enrichment opportunities will cause problems in animals</p>
<p>9. Know what equipment should be used to provide controlled exercise opportunities to animals</p>	<p>9.1. Give examples of different equipment that would be used for different exercise opportunities</p> <p>9.2. State why it is important to ensure the correct equipment is used</p> <p>9.3. State why it is important to check, clean and maintain equipment in good order for use in controlled exercise opportunities</p>
<p>10. Know the relevant health and safety legislation and environment good practice</p>	<p>10.1. Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements</p> <p>10.2. List factors affecting the safety of the exercise area, where the animal is to be exercised including and others including:</p> <ul style="list-style-type: none"> <li>• other people</li> <li>• the handler</li> <li>• the environment</li> <li>• equipment and material for the animal(s)</li> </ul> <p>10.3. State the reasons for accurate recording and reporting of the exercise taken and enrichment activities</p>

11. Know the potential risks to animals and handlers regarding bio security and infection control

- 11.1. Describe the potential risks to animals, handlers and others regarding:
- bio security
  - infection control
  - disease control

**Mapping to National Occupational Standards**

O29NAC4.1

## Welcome, Receive and Care for Visitors to Sites

<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>	<p>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.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.2)</b> <i>The learner can</i>
1. Be able to welcome and receive visitors	<p>1.1. Keep the area in a state of readiness to receive visitors safely</p> <p>1.2. Greet and communicate with visitors in an appropriate manor</p> <p>1.3. Identify and report inappropriate visitors</p> <p>1.4. Work in a way which promotes health and safety, is consistent with relevant legislation and codes of practice</p>
2. Be able to care for visitors	<p>2.1. Care for visitors in accordance with their needs and relevant policies</p> <p>2.2. Refer visitors to the appropriate source of information</p> <p>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</p>

<p>3. Know how to welcome and receive visitors</p>	<p>3.1. State the preparations required for the arrival of visitors covering groups and individuals</p> <p>3.2. Outline the importance of creating a positive first impression and how this is achieved</p> <p>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</p> <p>3.4. List potential sources of information for visitors covering groups and individuals</p> <p>3.5. Describe effective methods of communicating to groups and individuals</p>
<p>4. Know how to care for visitors</p>	<p>4.1. Outline how to monitor visitors' needs and when to intercept to offer help</p> <p>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:</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> <li>• maintaining the bio-security of the site</li> <li>• maintaining the welfare of the animals</li> </ul>
<p>5. Know the relevant health and safety procedures</p>	<p>5.1. Describe how bio-security and welfare can be maintained on sites open to visitors</p> <p>5.2. 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>	

## Maintain and Store Records within the Workplace

<b>Unit Reference</b>	<b>D/502/1196</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, understanding and skills required to maintain and store records within the workplace. This will involve record keeping, filing and maintaining any necessary confidential information.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.7)</b> <i>The learner can</i>
1. Be able to maintain and store records within the workplace	<p>1.1. Identify records and check that they are suitable to their intended purpose</p> <p>1.2. Make entries into records that are accurate and complete</p> <p>1.3. Transfer records where appropriate and accurately record information as necessary</p> <p>1.4. Store confidential records in a safe location in accordance with organisational and legislative requirements</p> <p>1.5. Re-file records correctly after use, where applicable</p> <p>1.6. Where necessary take the appropriate action to resolve any errors or mistakes which are discovered in the records</p>
2. Understand how to maintain and store records within the workplace	<p>2.1. Explain the different types of records and systems used for record keeping within the industry</p> <p>2.2. Explain the responsibility in maintaining, handling and storing records under current legislation</p>

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|  | <ul style="list-style-type: none"><li>2.3. Explain the records which are confidential or commercially sensitive and how to deal with these</li><li>2.4. Outline the correct method and language in which records must be completed within the industry</li><li>2.5. Explain the importance of accurate record keeping for production purposes and organisational effectiveness</li><li>2.6. Explain the procedures for transferring records</li><li>2.7. Explain the types of problems which may occur during the maintenance of records and how these should be resolved</li></ul> |
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**Mapping to National Occupational Standards**

O29NCU7.2

# Process Payments for Purchases in a Retail Environment

<b>Unit Reference</b>	<b>R/500/9773</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>41</b>
<b>Unit Summary</b>	<p>This unit is all about providing service to the customer at point of sale (POS). It involves sorting out pricing problems, spotting faulty goods, checking that payments are acceptable and storing payments securely.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.7)</b> <i>The learner can</i>
1. Know how to work out the price of customers' retail purchases	<p>1.1. Show that they know how to identify and check prices in their own store</p> <p>1.2. Show that they know how to identify any current discounts and special offers</p> <p>1.3. Show that they know where to find information and advice on pricing</p> <p>1.4. Show that they know company procedures for working out payments</p> <p>1.5. Show that they know common methods of working out payments including point-of-sale technology, electronic calculators and longhand</p> <p>1.6. Show that they know relevant rights, duties and responsibilities relating to The Sale of Goods Act</p>
2. Know how to provide service at point of sale in a retail store	<p>2.1. Show that they know how to keep cash and other payments secure</p> <p>2.2. Show that they know the types of payment that they are authorised to receive</p>

	<p>2.3. Show that they know procedures for authorising non cash transactions</p> <p>2.4. Show that they know how to check for and identify counterfeit payments</p> <p>2.5. Show that they know how to check for stolen cheques, credit cards, charge cards or debit cards</p> <p>2.6. Show that they know how to deal with customers offering suspect payments</p> <p>2.7. Show that they know the relevant rights, duties and responsibilities relating to the Sale of Goods Act</p> <p>2.8. Show that they know company procedures for taking payments</p> <p>2.9. Show that they know company procedures for dealing with suspected fraud</p>
<p>3. Work out the price of customers' retail purchases</p>	<p>3.1. Accurately identify the price of purchases</p> <p>3.2. Promptly sort out any pricing problems by referring to pricing information</p> <p>3.3. Get advice promptly from the right person when they cannot sort out pricing problems themselves</p> <p>3.4. Work out accurately the amount the customer should pay</p>
<p>4. Provide service at point of sale in a retail store</p>	<p>4.1. Tell customers the correct amount to pay</p> <p>4.2. Check accurately the amount and means of payment offered by the customer</p> <p>4.3. Where the payment is acceptable, process the payment in line with company procedures</p> <p>4.4. Tell the customer tactfully when payment cannot be approved</p> <p>4.5. Offer additional services to the</p>

	<p>customer where these are available</p> <p>4.6. Treat customers politely throughout the payment process</p> <p>4.7. Balance the need to give attention to individual customers with the need to acknowledge customers who are waiting for help</p>
<p><b>Mapping to National Occupational Standards</b>  There is a one-to-one relationship with the following Retail NOS:  C.213 (K), C.213 (P), C.214 (K), C.214 (P)</p>	

# Receive Goods and Materials into Storage in a Retail Environment

<b>Unit Reference</b>	<b>R/503/5659</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>22</b>
<b>Unit Summary</b>	<p>This unit assesses the occupational competence of individuals who are responsible for receiving deliveries of goods and materials in a retail environment. This unit requires workplace assessment of occupational competence.</p> <p>The Retail Sector's Assessment Principles are available on Skillsmart Retail's web site (<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>)</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.6)</b> <b><i>The learner can</i></b>
1. Understand the importance of preparing for expected deliveries	<p>1.1. Explain why it is necessary to prepare thoroughly to receive deliveries</p> <p>1.2. Explain why any shortage of storage space needs to be reported promptly</p> <p>1.3. Explain why accurate, complete and up-to-date records are needed for deliveries</p> <p>1.4. Explain how adequate preparation helps to ensure that the health and safety requirements relating to deliveries are met</p>
2. Understand own responsibility for handling goods and materials	2.1. Explain the importance of handling goods and materials safely, hygienically and in ways that protect them from damage
3. Be able to prepare to receive deliveries in a retail	3.1. Identify:

environment	<ul style="list-style-type: none"> <li>• the quantity of the items expected</li> <li>• the nature of the items expected</li> <li>• the storage space needed</li> </ul> <p>3.2. Perform checks to ensure that enough storage space is available for expected deliveries</p> <p>3.3. Identify the person to report any shortage of storage space to</p> <p>3.4. Perform checks to ensure that the receiving area is clean, tidy and free from obstructions and hazards</p> <p>3.5. Perform checks to ensure that the necessary handling equipment is available and is in good working order</p> <p>3.6. Perform checks to ensure that the relevant records are complete, accurate and up to date</p>
4. Be able to receive deliveries into storage in a retail environment	<p>4.1. Perform checks to ensure that the type, quantity and quality of items delivered are acceptable</p> <p>4.2. Describe how to refuse faulty deliveries, including how to record these and who needs to know about them</p> <p>4.3. Use methods that are safe, hygienic and protect the items from damage to check deliveries</p> <p>4.4. Allow deliveries to be off-loaded only into the designated areas</p> <p>4.5. Update stock control systems in line with organisational procedures</p> <p>4.6. Follow legal and organisational requirements for maintaining security and safety while receiving deliveries</p>
<p><b>Mapping to National Occupational Standards</b>  There is a one-to-one relationship with the following Retail NOS  B.201, B.202</p>	

## Keep Stock on Sale at Required Levels in a Retail Environment

<b>Unit Reference</b>	<b>L/503/5661</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>16</b>
<b>Unit Summary</b>	<p>This unit assesses the occupational competence of people who work in a retail environment and who are responsible for maintaining stock levels to meet changing demand.</p> <p>This unit requires workplace assessment of occupational competence.</p> <p>The Retail Sector's Assessment Principles are 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 4.7)</b> <i>The learner can</i>
1. Understand the relationship between stock levels and demand for stock	<p>1.1. Explain the importance of having enough stock in the store to meet demand</p> <p>1.2. Describe the factors that can affect demand for stock</p>
2. Understand the relationship between stock levels and the quality of stock on sale	<p>2.1. Explain how stock rotation reduces the risk that stock will become unsaleable</p> <p>2.2. Describe the signs that stock is no longer saleable</p>
3. Be able to check the level of stock on sale in a retail environment	<p>3.1. Calculate when to check stock levels, taking into account:</p> <ul style="list-style-type: none"> <li>• expected demand for stock</li> <li>• the time needed to order replacement stock</li> </ul> <p>3.2. Use the organisation's stock control system to assess:</p>

	<ul style="list-style-type: none"> <li>• current stock levels</li> <li>• the stock levels needed</li> <li>• any shortfalls in stock</li> </ul> <p>3.3. Describe the procedures for informing colleagues that stock needs replacing</p>
<p>4. Be able to replenish stock on sale in a retail environment</p>	<p>4.1. Order stock as needed to maintain required levels</p> <p>4.2. Prepare stock for sale within the time allowed</p> <p>4.3. Arrange for stock to be moved to the sales floor as needed</p> <p>4.4. Rotate stock:</p> <ul style="list-style-type: none"> <li>• in accordance with organisational procedures</li> <li>• with the least possible disturbance to other people</li> </ul> <p>4.5. Dispose of packaging waste in accordance with organisational procedures</p> <p>4.6. Update the stock control system in line with organisational procedures to reflect:</p> <ul style="list-style-type: none"> <li>• stock movements</li> <li>• any disposal of unsaleable stock</li> </ul> <p>4.7. Calculate expected changes in demand and the corresponding changes that need to be made to stock levels</p>
<p><b>Mapping to National Occupational Standards</b>  There is a one-to-one relationship with the following Retail NOS  B.205, B.206</p>	

## Process Customer Orders for Goods in a Retail Environment

<b>Unit Reference</b>	<b>R/503/5662</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>19</b>
<b>Unit Summary</b>	<p>This unit assesses the occupational competence of individuals responsible for processing customer orders in a retail environment.</p> <p>This unit requires workplace assessment of occupational competence.</p> <p>The Retail Sector's Assessment Principles are 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>
1. Understand the importance of customer service in relation to processing customers' orders	<p>1.1. Explain the importance of giving customers clear, accurate and complete information about the terms of supply</p> <p>1.2. Explain the importance of keeping customers informed of the progress of their orders</p>
2. Understand the correct use of customer information in relation to processing customers' orders	<p>2.1. Describe the information that must be obtained from customers when they place orders</p> <p>2.2. Explain why information is needed from customers when they place orders, including any information that is required by law</p> <p>2.3. Outline the legal and organisational requirements relating to customer confidentiality</p> <p>2.4. Explain the consequences of not keeping customer information confidential</p>

<p>3. Be able to find out what customers want to order</p>	<p>3.1. Ask questions to clarify customers' requirements</p> <p>3.2. Use product information to help customers who are unsure which exact products will best meet their requirements</p>
<p>4. Be able to check the availability of the goods customers want to order</p>	<p>4.1. Describe the available sources of supply</p> <p>4.2. Check the availability of goods and the terms and conditions of supply</p> <p>4.3. Offer alternative options to customers if the required goods are not currently in stock</p>
<p>5. Be able to process orders for customers</p>	<p>5.1. Check customer identity and credit status in accordance with legal and organisational procedures</p> <p>5.2. Prepare accurate and complete orders using the organisation's required format</p> <p>5.3. Communicate orders to those responsible for fulfilling them in line with organisational procedures</p> <p>5.4. Maintain the requisite level of confidentiality when storing, using and sharing customer information</p>
<p><b>Mapping to National Occupational Standards</b>  There is a one-to-one relationship with the following Retail NOS  B.207, B.208</p>	

# Deal With Customer Queries and Complaints In A Retail Environment

<b>Unit Reference</b>	<b>F/503/5687</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>24</b>
<b>Unit Summary</b>	<p>This unit assesses the occupational competence of individuals who deal with customers' queries and complaints in a retail environment.</p> <p>This unit is <b>not</b> for learners who deal with complaints as a major part of their job role, for example if they work in a customer contact centre.</p> <p>This unit requires workplace assessment of occupational competence.</p> <p>The Retail Sector's Assessment Principles are 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> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.5)</b> <b><i>The learner can</i></b>
1. Understand how resolving customer queries and complaints contributes to customer loyalty and confidence	<p>1.1. Explain how resolving customer queries can increase customer loyalty and confidence</p> <p>1.2. Explain how resolving customer complaints can increase customer loyalty and confidence</p>
2. Understand how to manage angry customers when dealing with customer queries and complaints in a retail environment	2.1. Explain how to manage angry customers when dealing with customer queries and complaints
3. Be able to deal with customer queries in a retail environment	<p>3.1. Acknowledge customer requests for information and advice politely</p> <p>3.2. Ask questions as needed to discover customer needs for information and advice</p>

	<p>3.3. Provide information and advice to customers that is:</p> <ul style="list-style-type: none"> <li>• relevant to their query</li> <li>• accurate</li> <li>• up to date</li> </ul> <p>3.4. Ask customers questions to ensure that the information and advice provided has met their needs</p> <p>3.5. Provide alternative solutions to help customers when information and advice given is not satisfactory</p> <p>3.6. Refer requests for information or advice to the designated person when helping the customer is not within own authority</p>
<p>4. Be able to deal with customer complaints in a retail environment</p>	<p>4.1. Confirm the nature of the complaint with the customer, using information they have provided</p> <p>4.2. Apologise to the customer when the organisation is, or appears to be, responsible for the situation that has caused the customer to complain</p> <p>4.3. Take action to resolve complaints in line with:</p> <ul style="list-style-type: none"> <li>• legal requirements</li> <li>• organisational policy</li> </ul> <p>4.4. Refer complaints that are not within own authority to resolve, ensuring that:</p> <ul style="list-style-type: none"> <li>• the complaint is referred in line with organisational procedures</li> <li>• the organisation's referral procedure is explained to the customer</li> </ul> <p>4.5. Provide the opportunity for customers to ask questions about the organisation's referral procedure</p>
<p><b>Mapping to National Occupational Standards</b>  There is a one-to-one relationship with the following Retail NOS  C.208, C.209</p>	

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

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Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within a Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.

Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - original certificates OR
  - copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from the website.

## **Exemptions**

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There are no identified exemptions for these qualifications.

## **Equivalencies**

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There are no identified equivalencies for these qualifications.

## **Certification**

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Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards policies and procedures are available on the website.

# Glossary of Terms

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## **GL (Guided Learning)**

GLH is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GLH is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated assessment
- The learner is being observed.

## **TQT (Total Qualification Time)**

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning Hours (GLH) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.