

# **ABC** Awards

## **SEG Awards ABC Level 2 Diploma in Work-Based Animal Care (Animal Training)**

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### **Qualification Guidance**

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**England**  
**[50067400]**

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**Wales**  
**[C0001230]**

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## About Us

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At the Skills and Education SEG Awards (ABC)<sup>1</sup> we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

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

The system is accessed via a web browser by connecting to our secure website using a username and password:

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

## Sources of Additional Information

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

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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

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

## Contents

Qualification Summary	1
Introduction	4
Aims	4
Target Group	4
Progression Opportunities	5
Unit Details	6
Recognition of Prior Learning (RPL), Exemption and Credit Transfer	182
Certification	183
Glossary of Terms	184

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

## Qualification Summary

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### ABC Awards Level 2 Diploma in Work-Based Animal Care (Animal Training)

<b>Qualifications and Pathways</b>	
Level 2 Diploma in Work-Based Animal Care (Animal Training)	
<p><b>Other pathways available</b></p> <p>Level 2 Diploma in Work-Based Animal Care (Animal Care and Welfare)</p> <p>Level 2 Diploma in Work-Based Animal Care (Zoos/Wildlife Establishments)</p> <p>Level 2 Diploma in Work-Based Animal Care (Dog Grooming)</p> <p>Level 2 Diploma in Work-Based Animal Care (Pet Care and Retail)</p>	
<b>Regulated</b>	The above identified qualifications are all regulated by Ofqual and Qualifications Wales
<b>Assessment</b>	<p>Internal assessment, internal and external moderation</p> <p>The following units within the Animal Training pathway require independent assessment (as agreed with ABC).</p> <ul style="list-style-type: none"> <li>• <b>Make sure your own actions reduce risks to health and safety [R/501/0874]</b></li> <li>• <b>Promote and maintain the health and wellbeing of animals [H/502/1507]</b></li> <li>• <b>Control and restrain animals [Y/502/1536]</b></li> </ul> <p>If any of these units have been achieved as part of another qualification and credit transferred to the Work-Based Diploma, the learner must complete the independent assessment.</p> <p>See ABC website for further details.</p> <p>Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.</p>
<b>Grading</b>	Pass
<b>Operational Start Date</b>	01/08/2009
<b>Review Date</b>	31/08/2021
<b>Operational End Date</b>	31/08/2022
<b>Certification End Date</b>	31/08/2025
<b>ABC Sector</b>	Land Based
<b>Ofqual SSA Sector</b>	03.3 Animal Care and Veterinary Science
<b>Stakeholder Support</b>	This qualification is supported by Lantra, the Sector Skills Council for environmental and land-based industries
<b>Contact</b>	See ABC web site for the Centre Support Officer responsible for these qualifications

## Level 2 Diploma in Work-Based Animal Care (Animal Training)

Unit	Level	Credit Value	GLH
<b>Animal Training Pathway</b>			
To achieve the Level 2 Diploma in Work-Based Animal Care (Animal Training) learners must achieve the Mandatory units including			
<b>Either</b>			
Maintain the cleanliness and bio security of the animal care working environment [T/502/1561]			
<b>Or</b>			
Prepare feed for animals [L/502/1467] and Provide feed and water to animals [D/502/1473]			
plus a minimum of 15 credits from the Optional units			
<b>Mandatory Units</b>			
Maintain and develop personal performance [F/502/1689]	2	2	15
Establish and maintain effective working relationships with others [T/502/1690]	2	2	15
Promote and maintain the health and well-being of animals [H/502/1507]	2	4	30
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	23
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
Train animals through basic training programmes [M/502/1655]	2	5	38
Contribute to the evaluation and implementation of basic animal training programmes [T/502/1611]	2	3	23
Handle animals to enable them to work effectively [F/502/1644]	2	6	45
Care for animals after they have worked [F/502/1594]	2	4	30
<b>and Either</b>			
Maintain the cleanliness and bio security of the animal care working environment [T/502/1561]	2	5	38
<b>Or</b>			
Prepare feed for animals [L/502/1467]	2	2	15
Provide feed and water to animals [D/502/1473]	2	3	23
<b>Optional Units</b>			
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
Prepare and groom animals [L/502/1694]	2	4	30

Communicate information within the workplace [Y/502/1195]	3	2	13
Maintain and store records within the workplace [D/502/1196]	3	2	13
Load and unload animals for transportation [K/502/1492]	2	3	23
Deal with customer queries and complaints in a retail environment [F/503/5687]	2	4	24

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

<b>Entry Requirements</b>	16+					
<b>Age Range</b>	<b>Pre 16</b>		<b>16 – 18</b>	✓	<b>19 +</b>	✓
<b>LARS Reference</b>	50067400					
<b>Recommended GLH<sup>2</sup></b>	330					
<b>Recommended TQT<sup>3</sup></b>	440					
<b>Credit Value</b>	66					
<b>Type of Funding Available</b>	See LARS (Learning Aim Rates Service)					
<b>Minimum Qualification Fee</b>	See ABC web site for current fees and charges					
<b>Unit Fee</b>	Unit fees are based upon a unit's individual credit value. Please see the ABC web site for the current fee charged per credit.					
<b>Additional Information</b>	Please see ABC web site for qualifications that are eligible for Credit Transfer/RPL/Exemption. This qualification replaces the L2 NVQ in Animal Care and forms part of the Level 2 Apprenticeship framework in Animal Care. The following units within the Animal Training pathway require independent assessment (as agreed with ABC). <ul style="list-style-type: none"> <li>• <b>Make sure your own actions reduce risks to health and safety [R/501/0874]</b></li> <li>• <b>Promote and maintain the health and well-being of animals [H/502/1507]</b></li> <li>• <b>Control and restrain animals [Y/502/1536]</b></li> </ul> If any of these units have been achieved as part of another qualification and credit transferred to the Work-Based Diploma, the learner must complete the independent assessment. See ABC website for resources available for this qualification					

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

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

## Introduction

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The Level 2 Diploma in Work-Based Animal Care (Animal Training) replaces the Level 2 NVQ in Animal Care and has been developed in collaboration with industry, providers, other Awarding Organisations and Lantra, the Sector Skills Council for the Land based industries.

Pathways are available in Animal Care and Welfare, Zoos/Wildlife Establishments, Dog Grooming and Pet Care and Retail.

This qualification will be put forward as part of the Environmental and Land-based Studies Apprenticeship Framework. For the status of this qualification within the Apprenticeship Framework check the Lantra web site.

## Aims

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The aims of the Level 2 Diploma in Work-based Animal Care (Animal Training) are to:

- provide knowledge and understanding that will support effective and efficient working practices that are fully in accordance with Animal Welfare requirements and the five freedoms
- promote and encourage good working practices in relation to safety, bio security, transport, handling and restraint of animals and to customer transactions, stock rotation and retail activities
- encourage a pragmatic and structured approach to achieving the required standard of work in a way that, where possible, is enjoyed by the animal and the animal care operative
- foster good habits of observation and awareness of the characteristics, behavior, overall state and health of the animal throughout care operation
- develop competent practical skills in handling, grooming, care and training of animals to achieve the desired condition, visual appearance, appropriate behaviour and working or recreational effectiveness of the animal
- cultivate team-working practices and effective communication skills with the animal, its owner and colleagues to underpin the consistent achievement of customer satisfaction

## Target Group

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This qualification is designed for:

- learners from a wide variety of backgrounds who wish to obtain a practical qualification in animal care through vocational study

- school-leavers (16+) who are keen to undertake a more practical qualification in a realistic working environment/non traditional learning environment
- mature learners who are returning to study, particularly for people working in animal care welfare, protection, kennels and catteries, grooming, breeding, training, control, preservation or retail of animals and related care products, providing information, education and creation of access to view and enjoy
- learners employed full time as well as in the voluntary sector

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

## **Progression Opportunities**

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Learners who achieve this qualification could progress on to the ABC Level 3 Diploma in Work-Based Animal Care, into employment, gain promotion to a more senior position within existing employment or progress into an advanced Apprenticeship in the sector.

Alternatively learners may wish to make use of the transferrable skills they have developed to widen their animal care experience by pursuing additional ABC Level 2 qualifications such as the Work-Based Diplomas in Animal Care and Welfare, Zoos/ Wildlife Establishments, Dog Grooming, Pet Care and Retail.

In addition, achievement of ABC Level 2 qualifications may also provide a solid foundation upon which to develop skills in supervising and managing people supporting progression to higher levels of responsibility and opening up the possibility of entrepreneurial activities such as starting one's own business.

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

## **Language**

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These specifications and associated assessment materials are in English only.



## Unit Details

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## Maintain and Develop Personal Performance

<b>Unit Reference</b>	<b>F/502/1689</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 to be able to agree and develop their own personal performance with an appropriate person</p> <p>The learner will maintain and develop personal performance with regard to</p> <ul style="list-style-type: none"> <li>• working to targets and completing specific tasks</li> <li>• quality of work</li> </ul>
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.6)</b> <i>The learner can</i>
<b>1.</b> Maintain personal performance	<p><b>1.1</b> Identify current competence and areas for development using relevant techniques and processes</p> <p><b>1.2</b> Carry out work in accordance with responsibilities and organisational requirements</p>
<b>2.</b> Develop personal performance	<p><b>2.1</b> Agree personal performance and targets with an appropriate person</p> <p><b>2.2</b> Review performance and progress regularly and use the outcome to plan future development activities</p> <p><b>2.3</b> Seek advice from an appropriate person if clarification is required concerning specific tasks</p> <p><b>2.4</b> Seek constructive feedback and advice from others and use it to help maintain and improve performance</p>
<b>3.</b> Know how to develop	<b>3.1</b> State own limits of responsibility in relation to

<p>personal performance</p>	<p>specific tasks and activities</p> <p><b>3.2</b> State who to obtain advice from in relation to specific tasks and activities</p> <p><b>3.3</b> List the correct procedures for obtaining advice</p> <p><b>3.4</b> State the risks involved in not obtaining advice where specific tasks and activities are unclear</p> <p><b>3.5</b> Describe how to determine and agree development needs and personal targets</p> <p><b>3.6</b> State why personal performance should be reviewed</p>
<p><b>Mapping to National Occupational Standards</b> O29NCU5.1</p>	

# Supporting Unit Information

## F/502/1689 Maintain and develop personal performance - Level 2

### INDICATIVE CONTENT

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

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

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number on the left e.g. A.C1.3

Note 2: The example of maintaining and developing personal performance in this case will be in the workplace. Activities for maintaining and developing personal performance need to follow this example

### **LO1 and LO2 are the key areas of competence for this unit**

#### ***Learning Outcome 1. Maintain personal performance***

**1.1 Identify opportunities within the workplace where current competence can be proven** e.g. certification of previous qualifications and training events attended etc. identify areas for development within the workplace by identifying skills lacking possibly using personal performance targets already agreed with line managers. Refer to Staff Appraisals, reviews and peer observations

**1.2 Carry out work in accordance with responsibilities and organisational requirements** Carry out works to agreed standard and within the responsibilities of own role and to organisational requirements through both written and verbal instruction. Retention of records could be a useful source of evidence for this along with any feedbacks on performance from line managers or customers or fellow workers in the form of witness testimony.

#### ***Learning Outcome 2. Develop personal performance***

**2.1 Agree personal performance and targets with an appropriate person** Agree and document a personal development plan and identify targets for a set period of time

**2.2 Review performance and progress regularly and use the outcome to plan future development activities** This LO will be achieved by regular reviews probably either 6 monthly or quarterly and these will need to be documented. Take the opportunity to plan any future identified needs.

**2.3 Seek advice from an appropriate person if clarification is required concerning specific tasks** Will be achieved by demonstrating communications either verbally or in writing if clarification on anything agreed in LO2 above.

**2.4 Seek constructive feedback and advice from others and use it to help maintain and improve performance** Constructive feedback may be evidenced at LO2 above or from feedback from colleagues and peers and

customers or partner organisations.

### **LO3 is the key area of knowledge for this unit**

#### ***Learning Outcome 3. Know how to develop personal performance***

##### **3.1 State own limits of responsibility in relation to specific tasks and activities**

Be able to state the roles and responsibilities of own role for identified tasks and activities. Give details of own role from job description.

##### **3.2 State who to obtain advice from in relation to specific tasks and activities**

This will be from for example a supervisor or technical expert for the field in which advice is required.

##### **3.3 List the correct procedures for obtaining advice**

Be able to list correct procedures for obtaining advice for example on Health and Safety issues identified in the workplace maybe faulty equipment and to know who to go to to obtain the correct advice such as a line manager or supervisor .

##### **3.4 State the risks involved in not obtaining advice where specific tasks and activities are unclear**

Be able to demonstrate the risks to the individual and the organisation when task outcomes are unclear and give an example of what could go wrong if acting on unsound or inaccurate advice. Example such as a faulty machine or equipment not being repaired and the possible dangers and consequences to self and others in workplace

##### **3.5 Describe how to determine and agree development needs and personal targets**

Refer to L.O. 2.1 and describe the process.

##### **3.6 State why personal performance should be reviewed**

Be able to state the reasoning behind reviewing the objectives and targets set and understand the need to ensure that the organisations and the individual's targets are met. Example as for Health and Safety issues identified that require action to ensure staff safety and legal requirements of the organisation.

### **TEACHING STRATEGIES AND LEARNING ACTIVITIES**

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

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

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

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

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

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

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

### **METHODS OF ASSESSMENT**

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

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

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

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

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

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

Individual units and qualifications are subject to specific additional requirements as stipulated by SSC Assessment Strategy.

### **EVIDENCE OF ACHIEVEMENT**

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

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

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

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

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

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

### **ADDITIONAL INFORMATION**

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

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

**See ABC website for further information**

## 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>
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.5)</b> <i>The learner can</i>
<b>1.</b> Maintain working relationships with others	<p><b>1.1</b> Identify opportunities to improve working practices with the appropriate person</p> <p><b>1.2</b> Carry out activities requiring co-operation with others in accordance with required procedures</p> <p><b>1.3</b> Communicate with others in a way which promotes effective working relationships</p> <p><b>1.4</b> Keep others informed about work plans or activities which affect them</p> <p><b>1.5</b> Seek assistance from others without causing undue disruption to normal work activities</p> <p><b>1.6</b> Respond in a timely and positive way when others ask for help or information</p>
<b>2.</b> Understand why good working practices are important.	<p><b>2.1</b> State why good working relationships are important</p> <p><b>2.2</b> Suggest ways in which good working relationships</p>



	<p>can be maintained</p> <p><b>2.3</b> State the methods of dealing with disagreements within the workplace</p> <p><b>2.4</b> Describe own level of responsibility in relation to dealing with disagreements</p> <p><b>2.5</b> State why effective communication is important</p>
<p><b>Mapping to National Occupational Standards</b> O239NCU 5.2</p>	

## Supporting Unit Information

**T/502/1690 Establish and maintain effective working relationships with others  
- Level 2**

### **INDICATIVE CONTENT**

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

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

Note1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number on the left e.g. AC 1.3

Note 2: The example of establish and maintain effective working relationships with others in this case will be in the workplace.

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

#### ***Learning Outcome 1. Maintain working relationships with others***

##### **1.1 Identify opportunities to improve working practices with the**

**appropriate person** Identify opportunities within the workplace where working practices could be improved (e.g. Health and Safety, types of PPE, methods of operation, and allocation and use of resources) and identify appropriate persons such as work colleagues, supervisors and customers or partners who these may benefit. Also refer to satisfying contractual requirements if appropriate.

##### **1.2 Carry out activities requiring co-operation with others in accordance with required procedures**

Implement some of the above in LO1.1. Carry out activities involving third parties such as other departments or organisations and gaining permissions or authorisations to undertake tasks

##### **1.3 Communicate with others in a way which promotes effective working relationships**

Demonstrate different communication skills e.g. e-mails, written, verbal, hand signals

##### **1.4 Keep others informed about work plans or activities which affect them**

Refer to LO3 and demonstrate that the above have been undertaken in timely manner and within the regulations and policies of the organisation, ensuring legal compliance at all times.

##### **1.5 Seek assistance from others without causing undue disruption to normal work activities**

Demonstrate a cross department or within department agreement and provide evidence of assistance being given (written, verbal) whilst maintaining efficiency within the workplace.

##### **1.6 Respond in a timely and positive way when others ask for help or information**

Provide evidence and demonstrate that information's requested have been delivered in a timely and positive manner

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

**Learning Outcome 2. Understand why good working practices are important**

**2.1 State why good working relationships are important** State evidences of good working relationships and the importance of them through written and verbal communications. Demonstrate knowledge of why this is good e.g. Efficiency, cost effectiveness, trust, building relationships that benefit all parties involved etc.

**2.2 Suggest ways in which good working relationships can be maintained** Communications, openness, honesty, timing of works, taking into account others needs of customers and clients.

**2.3 State the methods of dealing with disagreements within the workplace** Demonstrate knowledge of the organisations policy and procedures. Reporting procedures and hierarchy of control such as who you report to.

**2.4 Describe own level of responsibility in relation to dealing with disagreements** Describe where you are in terms of organisational chart and the hierarchy ( note legislation and roles and responsibilities dependant upon the type of disagreement)

**2.5 State why effective communication is important** as in LO1.3

**TEACHING STRATEGIES AND LEARNING ACTIVITIES**

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

**Learning Outcomes (LO) 1**

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

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

**Learning Outcomes (LO) 2**

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

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

**METHODS OF ASSESSMENT**

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

assessment criteria.

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

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

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

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

### **EVIDENCE OF ACHIEVEMENT**

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

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

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

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

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

## **ADDITIONAL INFORMATION**

### **Useful sources of reference**

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

**See ABC website for further information**

## 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><b>This unit requires independent assessment (see Methods of Assessment below)</b></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><b>1.</b> Be able to promote and maintain the health and welfare of animals</p>	<p><b>1.1</b> 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><b>1.2</b> Provide animals with sufficient and effective opportunities to move, and maintain physical functioning</p> <p><b>1.3</b> Monitor and report the animals' physical condition and behaviour at suitable intervals to include the following</p> <ul style="list-style-type: none"> <li>• appearance</li> <li>• posture and movement</li> <li>• behaviour</li> <li>• bodily functioning</li> <li>• social interaction</li> </ul> <p><b>1.4</b> Identify, record and report five abnormal signs that might indicate the following</p> <ul style="list-style-type: none"> <li>• disease</li> <li>• disability</li> <li>• disorders</li> <li>• pest infestation</li> </ul>

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

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



# Supporting Unit Information

## H/502/1507 Promote and maintain the health and well-being of animals

### - Level 2

#### INDICATIVE CONTENT

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

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

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

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

Note 3: The main example used here are goats, however any appropriate animal can be used

**LO1, LO2 and LO3 are the key areas of competence for this unit.**

#### ***Learning Outcome 1. Be able to promote and maintain the health and welfare of animals***

**1.1 Treat animals in a way which consistent with relevant legislation, minimises any likelihood of stress and injury, and maintains their health and welfare** Goats must be cared for well, in a manner that optimises their health and productivity (see Defras Animal Welfare Act and codes of recommendations for welfare of livestock and other relevant animal health acts, The British Goat Society web site). All types of goat must have a suitable environment (place to live) e.g. milking goats need suitable safe grazing area, and/or hygienic, draft free, well bedded, warm, but well ventilated in door accommodation. A suitable diet, e.g. fresh water, herbage, concentrate feed preferably specifically designed and balanced for goats, and a source of quality fibre hay, hayledge or straw (not oat straw). They must be able to exhibit normal behaviour i.e. move normally play and clean themselves properly, be housed with suitable mates, and be protected from stress (for example-lack of feed/water/fibre, frightened, too hot or too cold), or pain (for example-bad handling pulling by the ear, leg or neck), injury ( for example inflicted by bad handling, choking, poor environment, incorrect veterinary procedures, and disease (e.g. ringworm, pneumonia, milk fever). i.e. The five freedoms)

**1.2 Provide animals with sufficient and effective opportunities to move, and maintain physical functioning** Animals need time to show natural behaviour to be able to move enough to keep their body functioning correctly (by scratching, licking, grooming themselves and keeping fit), eating and

drinking correctly to maintain healthy and be fit for purpose. They need to be able to choose a dry area to lie so they can keep themselves at an optimum temperature and as clean, and healthy as possible Exercise promotes health; which facilitates easy kidding, so in kid goats need more exercise than feeding goats, as they need to be fit not fat. Stabled horses need more exercise than horses at grass; growing sheep need more exercise than ewes.

**1.3 Monitor and report the animals' physical condition and behaviour at suitable intervals (to include the following)** Observe the animals as in LO1.2 to enable a correct prognosis of the animals' health

- **appearance** Chewing its cud, vocalising, and breathing normally, looking alert with bright eyes, shiny coat, damp nose, signs of deformities.
- **posture and movement** i.e. standing and moving correctly, standing with weight evenly on all legs, walking and running without limping and nodding its head, moving at an appropriate speed for the situation
- **behaviour** eating, drinking, licking scratching, smelling, looking and reacting to stimuli,
- **bodily functioning** i.e. temperature, pulse rate and respiration rate correct, urinating and defecating normally without scouring or becoming constipated and without pain. Urine and faeces the correct colour and smell

**1.4 Social interaction** i.e. interacting or failing to interact with people or other livestock (playing with its mates, fighting with its peers or standing on its own which usually indicates illness or kidding if appropriate)

Report the finding clearly and accurately to the correct person (E.g. Your line manager who could be section manager, farmer, small holder, pet owner, keeper, teacher, or if required and within your job role vet)

**1.5 Identify, record and report five abnormal signs that might indicate the following** These may indicate potential ill health, but not always. Monitor record and report the findings from LO1.3 that could indicate problems

- **disease** can be indicated by changes in behaviour; involving signs such as lack of cudding, lameness, rapid breathing poor coat, sunken eyes, dry nose are signs of a raised temperature and dehydration all of which can indicate a variety of diseases in goats such as acetonemia, pneumonia, foot rot or Caprine arthritis encephalitis.
- **disabilities** lameness can indicate deformed bent legs or feet, or they may be blind unable to see.
- **disorders** incorrect bodily functions e.g. those brought on by lack of or incorrect food can be identified by choking or scouring, milk fever and staggers.
- **pest infection** goats itching and biting themselves could indicate external parasites such as lice or internal parasites indicated by scouring lose of weight.
- **trauma** lameness, incorrect vocalising, blood cuts etc can indicate pain, signs of injuries, broken legs and horns.
- **stress** can be caused by environmental stressors i.e. too hot, too cold, too dry, too wet, lack of or too much food, over stocked with milk, This type of stress can be sometimes worse than stress from fear of people, unusual noises and violent occurrences; stress can be observed at different levels e.g. Tail swishing, defecating, starey eyed and increased vocalisation (snorting); too ultimately if stressors are not removed by flight and or aggression which can put animal and people in danger.

All signs of ill health must be reported a.s.a.p. to the appropriate person listed in LO3, be recorded (individual animal log book, herd record, diary) and

appropriate remedial action can then be investigated. E.g. Goats scouring; supply medication and/or change diet contact veterinary surgeon.

**1.6 Carry out two of the following procedures to promote animal's health and welfare correctly and at a suitable time for the animals concerned preventative care** for goats i.e. Care of new born kid. Provision of

colostrum, check dry and warm, standing moving and feeding correctly.

Vaccinations e.g. clostridial diseases (8 in 1), blue tongue, and internal and external parasite control for the herd

- **environmental changes** i.e. Move goats to more appropriate area e.g. move field and or accommodation. Cleaning out of soiled, wet bedding and waste material, change the rate of ventilation, and reducing or increasing stocking density which can all have an effect in the humidity of the air and resulting levels of bacterial or viral infections. Low temperatures rarely have an adverse effect on goats unless they are inadequately fed or ill, however high temperatures and high humidity can be fatal.
- **changes of food and water provision** i.e. Provide the correct feed in the correct amounts in response to for example changes in weather conditions or nutritional demands such as pre/post kidding or when drying off goats.

**1.7 Record and report animals' reaction to specific procedures** Observe the effects of the procedures completed in LO1.5 and report the benefit/lack of benefit to the animals in question as regards physical condition and behaviour. Ref LO1.3. E.g. Goat placed in specifically designed accommodation for kidding. Need to record date, time, outcome, and report to person in charge. Vaccine, wormer used discussed with person in charge and recorded in medicine record

**1.8 Seek assistance immediately for any animals' health or welfare emergency and initiate action as appropriate to the situation** Unusual signs need to be reported as soon as possible to the person in charge. Ref LO1.3 so he can sort or ring the vet or police if applicable to prevent further problems, illness and even death. Animal health emergencies can be illness, injury or escape e.g. a goat kid with scour (diarrhoea) must have electrolytes and probably antibiotics a.s.a.p. to prevent further deterioration and may well need veterinary attention. A goat choking will need attention quickly to prevent suffocation and death.

**Learning Outcome 2. Be able to work safely**

**2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements**

Know who to report to if unsure about own roles and queries as regards Health and Safety and animal health and welfare. Ref LO1.3. Know current legislation. E.g. Animal Health Acts, Health and Safety Acts, PUWER, Environmental Protection Acts, COPs as applicable. Know the risks relating to the animals that will be cared for, e.g. one goat might be older and more aggressive than the others, and candidates will need to know to take more care when caring for certain highlighted individuals or groups. Use of risk assessments can be a good teaching and learning tool. Candidates should be aware of the five freedoms (freedom from discomfort, hunger and thirst, pain injury and disease, fear and distress, and free to show normal behaviour. To enable the livestock under your care to be content, thrive and grow well.)

**2.2 Dispose of waste safely and correctly** The importance of environmental issues when disposing of all categories of livestock waste products. is paramount, organic waste including feed should be removed and disposed of

correctly in the muck heap which must be situated on concrete or solid base to ensure that no run off can occur, which may pollute nearby water courses. Inorganic waste comprising of paper, glass, metal and plastic, must be recycled or disposed of in the municipal bins as instructed by the person in charge. Ref LO1.3. The importance of removal and not feeding contaminated feed and water should be highlighted.

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

**3.1 Provide clear accurate information for recording** Report procedures in LO1.5 and LO2.2 to the correct person ref LO1.3 in the correct format for e.g. animal medicine book, animal record book, herd record, medicine record, waste disposal records, and diary.

**LO4, LO5 and LO6 are the key areas of knowledge for this unit.**

***Learning Outcome 4. Know how to promote and maintain the health and welfare of animals***

**4.1 Identify the purpose for which the animals are being kept** Animals may be kept for a variety of reasons; production e.g. Farm Production e.g. goat milk. Display e.g. zoos, wildlife centres. Pets. Entertainment e.g. circuses. Environmental control.

**4.2 Describe how to promote the health and general welfare of animals and minimise any stress or injury for at least two species of animals**

Ref LO1.5 Other examples could include; cat's routine flea protection by use of spot on, flea collars, worming. Red mite of poultry thrives in dirty poultry houses, which therefore must be cleaned and disinfected regularly. Laying hens will not lay at low temperatures and short day length

Modern properly formulated proprietary feeds have been developed for most species and are useful for counteracting dietary deficiencies. E.g. cats, dogs, poultry, cattle sheep, pigs etc. Environmental and handling stressors Ref LO1.4 must be kept to a minimum and a knowledge of flight zones and correct handling methods for chosen species known.

**4.3 Describe why animals need exercise and how the type and amount varies at different stages in an animal's life** Exercise is important for all classes of livestock. Ref LO1.2 all young growing animals need to play, to help develop strong bones and muscles: Animals at grass obtain their exercise naturally. Feeding and finishing livestock need less exercise to promote the laying down of muscle and correct body condition, while pregnant animals need enough exercise to keep them fit and healthy so they are able to give birth more easily, in many mammals the feed intake at the end of gestation is in proportion to the final birth weight of the young e.g. cows, sheep

**4.4 Provide examples of how two different species of animals maintain their own physical condition and appearance** Ref LO1.2 e.g. well fed animals spend a lot of time looking after themselves by scratching, licking, & grooming themselves. Keeping fit by eating and drinking correctly e.g. grazing or hunting. All animals need to be able to choose a dry area to lie so they can keep themselves at an optimum temperature and as clean, and healthy as possible

**4.5 Describe all the visual signs which indicate the following potential problems with an animal's health and welfare** Ref LO1.4 e.g. iii. A disorder - A goat with a false pregnancy or 'Cloudburst' suddenly voids from the vulva a large quantity of cloudy fluid after which the abdomen goes back

to normal, provide six examples one each for disease, disability, disorder, pest infestation, trauma, and stress

- 4.6 Describe two types of preventative care used to maintain the health and welfare of animals** Ref LO1.5 e.g. Use of 8 in 1 clostridial vaccine for goats.
- 4.7 State how the environment may be adjusted to maintain two species of animals' health and welfare** Ref LO 1.5 e.g. Use of extra bedding to keep milking goats clean. Use of lagging 'Hutch Huggers' to keep outside hutches warm in winter (rabbits, guinea pigs).
- 4.8 State the importance of providing an adequate supply of feed and water** Ref LO 1.5. All animals need the correct amount of feed and water to keep healthy. This may vary for the specific role of the animal concerned. The milk yield of a goat for example is dependent on its intake of water and a correctly balanced ration in proportion to its milk yield; it will need more food than a goat in the early stages of pregnancy. Also animals on a sub maintenance diet will eventually die, but sub maintenance diets may be used for short periods to reduce obesity or prevent birth problems for example.

***Learning Outcome 5. Know relevant health and safety legislation and environmental good practice***

- 5.1 Outline the current health and safety, animal welfare legislation, codes of practice and any additional requirements** Ref LO1.1 and LO2.1. Legislation that relates to employment Health and Safety at Work Act (1974) and updates, COSHH (1991) and updates, Working Time Regulations (2009) Provision and Use of Work Equipment Regulations (1998) PUWER. Legislation that relates to animals, Animal Health Act (1981) and associated acts, e.g. Animal Welfare Act 2006, Control of Dogs Order (1992), Dangerous Dogs Act 1991), Transport of Animals order (2006), Environment Protection Acts. State responsibility for keeping safe when handling animals: It is important that candidates know which animals are safe for them to handle. They must be aware of the flight zone of the animals, and how they can be hurt by for example, biting, scratching, kicking or butting, by crushing, and zoonosis. Also the legislation in place to protect the animals under their care.
- 5.2 Describe how environmental damage can be minimised** By disposing of waste correctly. Ref LO2.2. By taking precautions when feeding livestock outside to prevent damage to the ground and surrounding areas, the effect of carbon foot print and air miles on the environment in connection to the animals concerned.
- 5.3 Describe the correct methods for disposing of waste** Ref LO 2.2

***Learning Outcome 6. Know how to maintain accurate records***

- 6.1 Identify the types of records required and explain the importance of accurate record keeping** Ref LO1.4 LO1.6 LO3. In many industries legislation is in place to ensure correct records are kept for traceability purposes. The importance of the use of the records to promote the future health and well being of not just the animals being treated, but in the whole of the UK should be impressed on the candidates.

**TEACHING STRATEGIES AND LEARNING ACTIVITIES**

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

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

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

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

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

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

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

## **METHODS OF ASSESSMENT**

**If a learner is completing this qualification as part of their Apprenticeship, they MUST include independent assessment as specified by ABC Awards. The Independent Knowledge Questions that must be used can be found on the ABC Awards website.**

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

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

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

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

## **EVIDENCE OF ACHIEVEMENT**

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

- Product evidence

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

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

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

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

## **ADDITIONAL INFORMATION**

### **Useful sources of reference**

- The Defra web site <http://www.defra.gov.uk> has details of the animal welfare acts and The Code of Recommendations for the Welfare of livestock are useful sources of information for various species however some of the 2007 legislation referred to may be out of date due to rapidly changing legislations. The British Goat Society web site. [www.allgoats.com](http://www.allgoats.com)
- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc

**See ABC website for further information**

## 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><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>
<b>1.</b> Be able to deliver basic treatments to animals	<p><b>1.1</b> 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 (<b>see indicative content below</b>)</li> </ul> <p><b>1.2</b> Immediately seek assistance when it is not possible to carry out the treatment</p> <p><b>1.3</b> Ensure records of the treatment are accurate, legible and complete and comply with any legislative requirements</p> <p><b>1.4</b> Observe animals after treatments and immediately report any unusual signs</p>
<b>2.</b> Be able to provide prescribed medication	<b>2.1</b> Provide the following current and uncontaminated prescribed medication only for the intended animal



	<ul style="list-style-type: none"> <li>• preventative</li> <li>• prescriptive</li> </ul> <p><b>2.2</b> Use and store drugs, medications and equipment in accordance with veterinary instructions and organisational policy</p>
<b>3.</b> Be able to work safely and minimise environmental damage	<p><b>3.1</b> Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements</p> <p><b>3.2</b> Dispose of waste safely and correctly</p>
<b>4.</b> Know how to deliver basic treatments to animals	<p><b>4.1</b> Describe the equipment to select for each treatment</p> <p><b>4.2</b> Describe how to administer prescribed basic health care treatments</p> <p><b>4.3</b> State the importance of keeping to instructions for basic health care treatments</p> <p><b>4.4</b> Describe the potential consequences of not keeping to instructions and procedures for carrying out treatments</p> <p><b>4.5</b> Describe how to use restraint techniques</p> <p><b>4.6</b> State the reasons and legislative requirements for 'withdrawal periods' for animals</p> <p><b>4.7</b> Outline the reasons for personal hygiene and safety precautions (e.g. communicable diseases between animals and humans)</p> <p><b>4.8</b> Describe the changes in the condition of the animal which may occur after the treatment</p> <p><b>4.9</b> State why it is necessary to monitor the behaviour of animals after treatment and report unusual signs</p> <p><b>4.10</b> Identify the types of records required and explain the importance of accurate record keeping</p>
<b>5.</b> Know how to provide prescribed	<b>5.1</b> State the significance of expiry dates on drugs and medications

medication to animals	<b>5.2</b> Describe the possible sources of contamination to medication and how to identify damage
<b>6.</b> Know relevant health and safety and animal welfare legislation	<b>6.1</b> Outline the current health and safety legislation, animal welfare, codes of practice and any additional requirements  <b>6.2</b> Describe the correct methods for disposing of waste
<b>Mapping to National Occupational Standards</b>	

# Supporting Unit Information

## Y/502/1505 Deliver basic treatments to animals - Level 2

### INDICATIVE CONTENT

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

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

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

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

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

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

### ***Learning Outcome 1. Be able to deliver basic treatments to animals***

#### **1.1 Use the correct technique to give the specified treatment at the correct time. Treatments to include**

- **cleaning and hygiene procedures** grooming, bathing, nail clipping, ear cleaning
- **basic health care treatments** under the Veterinary Surgeons Act Schedule 3 lay persons are not permitted to carry out acts of veterinary surgery. Therefore basic health care treatments would include prophylactic treatments such as wormers, flea treatments, medication under the direct supervision of a veterinary surgeon and medicated shampoos
- **routine procedures** follow instructions, record procedure completed and response

#### **1.2 Immediately seek assistance when it is not possible to carry out the treatment** seek assistance from colleagues and supervisors

#### **1.3 Ensure records of the treatment are accurate, legible and complete and comply with any legislative requirements** record all information as soon as treatment has been carried out, record in a clear manner either verbal, written or electronic, ensure records are kept and are current.

#### **1.4 Observe animals after treatments and immediately report any unusual signs** observe for signs of stress or reactions. Monitor vital signs – temperature, pulse and respiration. Signs of reaction may include panting, vomiting, vocalisation, increased or decreased pulse and or respiratory rates, pyrexia, hypothermia, collapse, fits. Report any signs to supervisor and complete a written record.

### ***Learning Outcome 2. Be able to provide prescribed medication***

#### **2.1 Provide the following current and uncontaminated prescribed**

**medication only for the intended animal**

- **preventative** prophylactic treatments such as flea treatment, wormers, medicated creams and shampoos
- **prescriptive** follow prescription accurately on medications such as antibiotics, anti-inflammatories

**2.2 Use and store drugs, medications and equipment in accordance with veterinary instructions and organisational policy** administer following prescription i.e. dose and route. Store drugs appropriately to their classification – shelves, refrigerated, locked cabinets. Ensure equipment is stored in correct location, clean and ready for use. Follow veterinary legislation and practice procedures.

***Learning Outcome 3. Be able to work safely and minimise environmental damage***

**3.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements** wash hands before and after administering treatment. Wear gloves when dispensing and administering treatments. Seek assistance for restraint when required. Work in a safe and secure area. Dispose of veterinary waste following correct procedures.

**3.2 Dispose of waste safely and correctly** follow legislation such as Controlled Waste Regulations 1992 and the Environmental Protection Act 1990. Separate waste into approved containers.

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

***Learning Outcome 4. Know how to deliver basic treatments to animals***

**4.1 Describe the equipment to select for each treatment** pill givers, pill splitters pipettes, needles, syringes, PPE such as gloves and aprons

**4.2 Describe how to administer prescribed basic health care treatments** follow prescription and veterinary direction. Wear PPE see LO4.1. Seek assistance for restraint. Follow correct route and dosage. This may include oral, topical or parental.

**4.3 State the importance of keeping to instructions for basic health care treatments** to ensure correct treatment and dose is given to the correct animal. To ensure doses are not repeated or missed.

**4.4 Describe the potential consequences of not keeping to instructions and procedures for carrying out treatments** incorrect treatment or dose being given. Deterioration or lack of recovery of patient. Hazards to staff. Potential side effects of incorrect treatment see LO1.4

**4.5 Describe how to use restraint techniques** ensure method used is suitable to individual. Approach quietly and confidently, ensure on animals level but at a safe distance. Restrain on non-slip surfaces in an escape proof area. Ensure head is in a secure hold. Support the body and allow access to area needed. Use equipment where necessary such as slip leads, haltis, muzzles – appropriate size, dog catcher and chemical restraint.

**4.6 State the reasons and legislative requirements for 'withdrawal periods' for animals** the amount of time needed for an animal to metabolise a drug and be reduced to a "safe" level in tissues. Relevant to food producing animals. Animals cannot be sold or supplied for human consumption before withdrawal periods are complete.

**4.7 Outline the reasons for personal hygiene and safety precautions (e.g.**

**communicable diseases between animals and humans)** to prevent cross contamination between patients, prevent transmission of zoonotic disease, prevent injury to those administering medication, prevent absorption or ingestion of drug by humans.

**4.8 Describe the changes in the condition of the animal which may occur after the treatment** improvement of clinical signs, prevention or treatment of condition. See LO1.4

**4.9 State why it is necessary to monitor the behaviour of animals after treatment and report unusual signs** to ensure treatment type, route and dose is effective. To record any reactions to the treatment. Signs must be reported to enable further monitoring and changes of treatment.

**4.10 Identify the types of records required and explain the importance of accurate record keeping** written, verbal and electronic. Patient files and hospitalisation records. These should include treatment, frequency, dose and route. Accurate records must be kept to enable accurate monitoring and communication.

***Learning Outcome 5. Know how to provide prescribed medication to animals***

**5.1 State the significance of expiry dates on drugs and medications** expiry date is the date to which the manufacturer can guarantee the potency and safety of the drug.

**5.2 Describe the possible sources of contamination to medication and how to identify damage** – bacteria from other animals or contaminated equipment, damp, mould. Damage can be identified by damaged packaging, change in appearance, disintegration.

***Learning Outcome 6. Know relevant health and safety and animal welfare legislation***

**6.1 Outline the current health and safety legislation, animal welfare, codes of practice and any additional requirements** The Veterinary Medicines Regulations 2005, The Misuse of Drugs Act 1971, The Misuse of Drugs Regulations 2001, RCVS Guide to Professional Conduct, Health & Safety at Work Act, Veterinary Surgeons Act 1966

**6.2 Describe the correct methods for disposing of waste** see LO3.2

**TEACHING STRATEGIES AND LEARNING ACTIVITIES.**

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

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

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

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

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

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

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

### **METHODS OF ASSESSMENT**

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

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

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

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

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

### **EVIDENCE OF ACHIEVEMENT**

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

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

- Internet research / copies of items with relevant knowledge highlighted

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

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

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

### **ADDITIONAL INFORMATION**

**See ABC website for further information**

## 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>	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
<b>Learning Outcomes (1 to 7)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 7.1)</b> <i>The learner can</i>
<b>1.</b> Be able to select and prepare accommodation for animals	<p><b>1.1</b> Select accommodation according to specified requirements</p> <p><b>1.2</b> Select, prepare and maintain the necessary equipment and materials for use</p> <p><b>1.3</b> Prepare accommodation in a safe, secure and clean state which maintains animal health and welfare</p> <p><b>1.4</b> Identify the suitable environmental conditions for the animals and adapt where possible</p> <p><b>1.5</b> Identify potential hazards and take the appropriate action to remove them</p> <p><b>1.6</b> Introduce animals to the accommodation in a way which maintains their health and welfare</p>
<b>2.</b> Be able to monitor the suitability of accommodation	<p><b>2.1</b> Assess the animals response to the accommodation</p> <p><b>2.2</b> Monitor, record and/or report animals' responses</p>



	<p>to the accommodation as required</p> <p><b>2.3</b> Monitor and review suitability of accommodation</p> <p><b>2.4</b> Recommend or modify, as appropriate changes to the accommodation</p>
<p><b>3.</b> Be able to work safely and maintain animal health and welfare</p>	<p><b>3.1</b> 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><b>4.</b> Know the animals accommodation needs</p>	<p><b>4.1</b> 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><b>4.2</b> 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><b>4.3</b> Describe how accommodation needs could change through the animal's life</p>
<p><b>5.</b> Know how to select and prepare accommodation for animals</p>	<p><b>5.1</b> 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><b>5.2</b> Describe the materials, fittings and environmental conditions which animals need within their accommodation to maintain their health and welfare</p> <p><b>5.3</b> Describe how to promote and maintain the health and welfare of animals for two animals with different</p>

	<p>physical and behavioural needs</p> <p><b>5.4</b> Identify two significant potential hazards to the animal which may occur in accommodation and how these can be minimised</p>
<p><b>6.</b> Know how to introduce animals to their accommodation promoting health and welfare</p>	<p><b>6.1</b> 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><b>7.</b> Know relevant health and safety legislation</p>	<p><b>7.1</b> Outline the current health and safety legislation, animal health and welfare and codes of practice and any additional requirements</p>
<p><b>Mapping to National Occupational Standards</b></p>	

# Supporting Unit Information

## R/502/1521 Select and prepare accommodation for animals – Level 2

### INDICATIVE CONTENT

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

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

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

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

Note 3: The examples used here are guinea pigs, however any appropriate species or mixture of species can be used

**LO1, LO2 and LO3 are the key areas of competence for this unit.**

### ***Learning Outcome 1. Be able to select and prepare accommodation for animals***

**1.1 Select accommodation according to specified requirements** Choose the correct designed (size, fittings and materials) penning well sited, for inside/outside pens and hutches. They must be well lit, safe and warm, not too noisy, well ventilated and clean (guinea pigs are susceptible to ammonia fumes resulting in pneumonia) with suitable nesting box available to hide and sleep, for warmth and companionship. Size dependant on numbers expected, mature size and duration of stay. Choose accommodation for circumstance/requirement - Long stay i.e. permanent housing. Short stay i.e. temporary accommodation for use when cleaning out permanent accommodation or transport to new accommodation or to vets for example, hospitalization e.g. at vets, isolation/quarantine to prevent fighting, breeding or transmission of diseases accommodation for breeding, will be larger with a bigger than normal very well bedded nesting area, pet, or for display purposes so they can be seen more easily by visitors.

**1.2 Select, prepare and maintain the necessary equipment and materials for use** Collect bedding (soft hay for guinea pigs) and other materials (e.g. disinfectant if needed) for end of process as needed, from storage room or, as directed from the correct person (E.g. Your line manager who could be section manager, farmer, small holder, pet owner, keeper, teacher, team leader) Collect all equipment as directed above e.g. Skip, brush, dustpan, shovel required; check fit for purpose, clean, no breakages, safe and in good repair, defects reported to person in charge. If electrical or powered equipment is used e.g. pressure washers/vacuum cleaner, ensure person in charge has checked ability of operator, status of machine, power supply and circuit

breakers, and PAT tested if applicable.

**1.3 Prepare accommodation in a safe, secure and clean state which maintains animal health and welfare** Clean accommodation - All wet and dirty material removed, flooring (preferably water resistant) cleaned and disinfected as required. Clean and dry bedding (e.g. soft hay) placed in house. Clean all buckets and utensils used in the feeding process and replace correctly in readiness for the next feed time, also mend or report any damage to facilities and the equipment used.

Check safety and security of accommodation – Accommodation must be vermin, predator, wind and waterproof.

Healthy and animal welfare conducive, environment - A warm, draft free, enclosed living /sleeping area is essential, within the main larger run as guinea pigs like to nestle up together in confined but not too small area. Areas for exercise and play designed to prevent boredom, box and hutch chewing etc. Food should be well balanced varied, and they need a good supply of water.

**1.4 Identify the suitable environmental conditions for the animals and adapt where possible** Correct temperature dry and well ventilated. Ref LO1.3 warm and dry sleeping areas. Hutches not near car exhausts for example, outdoor hutches must be water proof and may need hutch huggers in cold weather, shade in hot weather.

**1.5 Identify potential hazards and take the appropriate action to remove them** Hazards as identified must be reported to person in charge Ref LO1.2 Examples could be- water hazard from leaking water bowl or spillages, equipment lying around, broken equipment, or damaged infrastructure, Zoonosis e.g. ringworm. Candidates must know their responsibility for keeping safe and reducing the risks to themselves and others by working in a tidy manner to reduce the risks (Safety at Work Acts) Know responsibility for keeping accommodation clean, tidy, safe, reduce the risks also to the animals concerned. The use of risk assessments to highlight each hazard; the level of risks and what they need to do to reduce the risk.

**1.6 Introduce animals to the accommodation in a way which maintains their health and welfare** Guinea pigs must be introduced quietly and sensibly to new accommodation. Handle firmly, but not too hard, holding them correctly; hand under chest and front feet and one hand supporting hindquarters, close to handlers chest. Use small transporting box or crate to move even small distances to reduce risk of dropping and escape. Always introduce as a group never put a new one into a group who already have their territory marked; mix elsewhere then later return to original pen, after new guinea pig has been accepted. Care for guinea pigs well, in a manner that optimises their health and fitness. They must have a suitable environment (place to live) a suitable diet, be able to exhibit normal behaviour, housed with suitable mates, be protected from stress pain injury and disease. (i.e. Five freedoms)

## ***Learning Outcome 2. Be able to monitor the suitability of accommodation***

**2.1 Assess the animals response to the accommodation** Observe body language of guinea pig/pigs when introduced to cleaned or new accommodation. Are they frightened (smells dangers new mates etc) Can they navigate ramps runs etc, are they eating food supplied, can they reach the water?

**2.2 Monitor, record and/or report animals' responses to the accommodation as required** Note guinea pigs responses and body language over a period of time. Ref LO2.1s it making friends with new acquaintances, can it navigate correctly has it found food water, shelter, report to person in charge Ref LO 1.2 and record as instructed, e.g. pen/cage/animal record books, boards, or diary . Reports can be verbal or annotated behavioural records.

**2.3 Monitor and review suitability of accommodation** With results from LO2.2 review accommodation. E.g. Lower ramp angles change height of feeders, change volume of hay in sleeping area , alter ventilation, lighting, temperature to suit the time of year so guinea pigs are content.

**2.4 Recommend or modify, as appropriate changes to the accommodation** Implement changes as highlighted in LO2.3 as pertinent to your job role or recommend to person in charge Ref LO1.2.

***Learning Outcome 3. Be able to work safely and maintain animal health and welfare***

**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** Work safely according to current legislation with due regard to animal health and welfare e.g. Animal Health Acts, Health and Safety, PUWER, Environmental Protection Acts, Codes of Practices as applicable, risk assessment and any other additional requirements. Learners do not need to know the intricacies of these laws but they do need to know basic safety requirements, cleanliness, feed bedding and ventilation requirements. Animal waste including feed should be removed and disposed of correctly as instructed, in accordance to environmental legislation, in muck heap or allocated container. The importance of not feeding contaminated feeds should be highlighted, also the importance of environmental issues Ref LO1.5 when disposing of all categories of livestock waste products. Waste water disposed in a dirty water system.

**LO4, LO5, LO6, LO7 are the key areas of knowledge for this unit**

***Learning Outcome 4. Know the animals' accommodation needs***

**4.1 Describe animal accommodation needs in respect to**

- **ventilation** - Accommodation needs to be well ventilated but not draughty and cold Ref LO1.1 LO2
- **light** - Guinea pigs do not like well lit sleeping areas but they like their feeding and exercise areas well lit. Ref LO1.1
- **structure and fittings** – Need to be safe and suitable for the guinea pigs; e.g. no sharp edges correct ramp angles if needed, correct sized entrances and exits, feeding bowls and equipment. Ref LO1.1
- **temperature** – Guinea pigs can withstand wide variation in temperatures if they have adequate food and bedding Ref LO1.3
- **noise** – Most animals can get used to a variety of background noises but sudden bangs and loud noises cause stress and fright. Ref LO1.4
- **siting** – Correct positioning of housing needed for all animals away from drafts, fumes, noise, and widely varying temperature and wind variations. Ref LO1.4.

**4.2 State the different animals' accommodation, animal health and welfare needs covering**

- **suitability to animal**- Correct size, temperature and fit for purpose. Ref LO1.1 LO2.2
- **freedom of movement** - Guinea pigs really like big runs with plenty of grass Ref LO1.3
- **minimise stress** – Guinea pigs do not like loud noises and are easily frightened. Ref LO1.6
- **intended purpose length of stay** - Depending on need of animal/keeper Ref LO1.1
- **enrichment** – Guinea pigs like a variety of areas to explore also a varied diet that would include different suitable vegetables as well as proprietary feeds and water. Ref LO1.6, LO2.1.

**4.3 Changes in accommodation through animal's life** As animals mature they grow e.g. Baby guinea pigs can grow to about 1 kg and consequently need more room as they mature. Guinea pigs should be housed in minimums of two and not with other small animals e.g. rabbits. If breeders, then for example more space and larger nest boxes are needed. The bigger the animal and if breeding the more food is required. Ref LO1.1, LO2.2.

***Learning Outcome 5. Know how to select and prepare animal accommodation for animals.***

- 5.1 Animal accommodation needs and factors to take into account in respect to ventilation, light, structure and fittings, temperature, noise, siting** Ref LO4.1
- 5.2 Materials, fittings, environmental conditions animals need in their accommodation to keep fit and healthy** Animals need to live within the five freedoms Ref LO1.6. Accommodation needs identified Ref LO1.1 and monitored ref LO2.2, to enable the guinea pigs, for example, to be content. All aspects listed in LO4.1 need identified and checked.
- 5.3 How to promote and maintain animals' health and welfare for two different animals with different physical and behavioural needs:** Ref LO3.1. Animals chosen by candidate to enable demonstration of knowledge e.g. Physical needs - a dog has very different needs to a guinea pig requiring different feed and exercise, different housing e.g. kennel and or household pet. Behavioural needs- large amounts of freedom, exercise and training to ensure the dog will behave properly as required and keep mentally aware and content. Ref LO1.3
- 5.4 How to minimise two significant hazards to the animal which may occur in accommodation:** Hazard chosen by candidate to show knowledge of hazard and level of risk. Ref LO 1.5

***Learning Outcome 6. Know how to introduce animals to their accommodation promoting health and welfare***

- 6.1 For two animals with different physical and behavioural needs describe methods of introducing them into accommodation which minimises their stress and optimises their acceptance:** Animals chosen by candidate to enable demonstration of knowledge Ref LO1.6, LO2.1,LO2.2, LO2.3,LO2.4 for Guinea pig. Sheep as an example of a flock or herd animal, depending on time of year i.e. field or housed; Ensure sheep can clearly see the correct way to go by restraining in the correct manner using hurdles or physically holding them. Introduce into social groups if possible to enable them to flock and settle. Best introduced into social groups in pens, to reduce fighting and bolting in the wrong direction, unless sheep can easily see its

peers (strange rams only put together after tupping)

**Learning Outcome 7. Know relevant health and safety legislation**

**7.1 Outline the current health and safety legislation, animal health and welfare and codes of practice and any additional requirement** Ref LO 3.1

**TEACHING STRATEGIES AND LEARNING ACTIVITIES**

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

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

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

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

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

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

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

**METHODS OF ASSESSMENT**

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

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

Centres will need to devise assessment tasks which will be, mainly practical, but also knowledge based tests. **Simulation is not acceptable for this unit**

**Minimum requirements when assessing this unit**

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

## **EVIDENCE OF ACHIEVEMENT**

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

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

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

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

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

## **ADDITIONAL INFORMATION**

### **Useful sources of reference**

- The RSPCA web site [www.rspca.co.uk](http://www.rspca.co.uk) and the pet web site [www.petwebsite.com](http://www.petwebsite.com). The Defra web site <http://www.defra.gov.uk> has details of the new animal welfare acts and The Code of Recommendations for the Welfare of livestock are useful sources of information on transporting livestock.
- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors



- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc

**See ABC website for further information**

## 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>	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
<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>
<b>1.</b> Be able to maintain animal accommodation	<p><b>1.1</b> 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><b>1.2</b> Wear the appropriate protective clothing during cleaning and maintaining</p> <p><b>1.3</b> Carry out cleaning routines according to the animal accommodation and specification</p> <p><b>1.4</b> Replace any necessary materials and fittings correctly when cleaning is complete</p> <p><b>1.5</b> 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><b>1.6</b> Maintain the safety and security of the animals during cleaning operations</p>

	<p><b>1.7</b> Report any difficulties to the relevant person if necessary</p> <p><b>1.8</b> Provide clear and accurate information for recording purposes</p>
<p><b>2.</b> Be able to work safely and minimise environmental damage</p>	<p><b>2.1</b> Work in a way which maintains health and safety and is consistent with animal welfare legislation, codes of practice and any additional requirements</p> <p><b>2.2</b> Carry out work in a manner which minimises environmental damage</p> <p><b>2.3</b> Dispose of waste safely and correctly</p>
<p><b>3.</b> Know why it is important to maintain animal accommodation</p>	<p><b>3.1</b> Describe why it is important to maintain animal accommodation and the implications of failing to do so</p> <p><b>3.2</b> Describe the relationship between maintaining animal accommodation and promoting animal health and welfare</p> <p><b>3.3</b> State how other factors would influence the maintenance of accommodation for animals (health, age and behaviour)</p> <p><b>3.4</b> Describe signs within an animals accommodation that give an indication of its health and welfare</p>
<p><b>4.</b> Know how to maintain animal accommodation</p>	<p><b>4.1</b> Describe the environmental conditions which promote the health and welfare of animals</p> <p><b>4.2</b> Identify the reasons for monitoring environmental conditions and reporting variations</p> <p><b>4.3</b> Outline cleaning routines appropriate to</p> <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><b>4.4</b> Describe cleaning methods and materials appropriate to</p> <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><b>4.5</b> Describe how to recognise signs of stress and</p>

	abnormal behaviour in animals before, during and after maintaining accommodation and what actions should be taken
<b>5.</b> Know how to maintain materials and fittings	<b>5.1</b> State how to maintain materials and fittings to ensure the health and welfare of animals using accommodation
<b>6.</b> Know relevant health and safety and animal welfare legislation and environmental good practice	<p><b>6.1</b> Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements</p> <p><b>6.2</b> Describe how environmental damage can be minimised</p> <p><b>6.3</b> Describe the correct methods for disposing of organic and inorganic waste</p>
<b>Mapping to National Occupational Standards</b>	

# Supporting Unit Information

## Y/502/1522 Maintain animal accommodation - Level 2

### INDICATIVE CONTENT

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

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

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

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

Note 3: The examples used here are guinea pigs however any appropriate species or mixture of species can be used

**LO1 and LO2 are the key areas of competence for this unit.**

### ***Learning Outcome 1. Be able to maintain animal accommodation***

#### **1.1 Assess the condition of the animal and accommodation before**

**maintaining covering** Check design is **suitable** (size, fittings and materials) penning well sited, for inside/outside pens and hutches. They must be well lit, safe and warm, not too noisy, well ventilated and clean (guinea pigs are susceptible to ammonia fumes resulting in pneumonia) with suitable nesting box available to hide and sleep, for warmth and companionship.

Accommodation is correct for circumstance/requirement - Long stay i.e. permanent housing. Short stay i.e. temporary accommodation for use when cleaning out permanent accommodation or transport to new accommodation or to vets for example, hospitalization e.g. at vets, isolation/quarantine to prevent fighting, breeding or transmission of diseases accommodation for breeding, will be larger with a bigger than normal very well bedded nesting area, or for display purposes so they can be seen more easily by visitors.

Check condition of guinea pig. Poor condition e.g. cleanliness, health and well being can indicate inappropriate accommodation. Guinea pigs have necessary area for **freedom** of movement i.e. Size dependant on numbers mature size and duration of stay. Minimise **stress** to guinea pig while assessing conditions. Assess from correct distance preferably without entering animals flight zone.

#### **1.2 Wear the appropriate protective clothing during cleaning and maintaining** E.g. overalls, gloves, boots

#### **1.3 Carry out cleaning routines according to the animal accommodation and specification** specification as detailed by person in charge e.g. your line manager who could be section manager, farmer, small holder, pet owner, keeper, teacher, team leader) All wet and dirty material removed, flooring (preferably water resistant) cleaned and disinfected as required. Clean and

dry bedding (e.g. soft hay) placed in house.  
Check safety and security of accommodation – Accommodation must be vermin, predator, wind and waterproof. Healthy and animal welfare environment - A warm, draft free, enclosed living /sleeping area is essential, within the main larger run as guinea pigs like to nestle up together in confined but not too small area. Areas for exercise and play designed to prevent boredom, box and hutch chewing etc. Food should be well balanced varied, and they need a good supply of water.

**1.4 Replace any necessary materials and fittings correctly when cleaning is complete**

Clean buckets and utensils used in the feeding process and replace correctly in readiness for the next feed time, also mend or report any damage to facilities and the equipment used to person in charge , ref LO1.3. All other fixtures and fittings replaced with appropriate bedding, from storage room as instructed.

**1.5 Monitor and maintain environmental conditions to promote the health and welfare of animals**

- **Ventilation** - Accommodation needs to be well ventilated but not draughty and cold. Ref LO1.1
- **Light** - Guinea pigs do not like well lit sleeping areas but they like their feeding and exercise areas well lit.
- **Structure**– Need to be safe and suitable for the guinea pigs; e.g. no sharp edges correct ramp angles if needed, correct sized entrances and exits.
- **Temperature** – Guinea pigs can withstand wide variation in temperatures if they have adequate food and bedding. However shade may be needed in hot weather and lagging or hutch hugger required in cold
- **Noise** – Most animals can get used to a variety of background noises but sudden bangs and loud noises cause stress and fright

**1.6 Maintain the safety and security of the animals during cleaning operations**

Candidates must know their responsibility for keeping the guinea pigs safe and reducing the risks by keeping the guinea pigs in secure temporary accommodation.

**1.7 Report any difficulties to the relevant person if necessary** Ref LO1.3

such as breaks, excess dirt or wetness, stressed aggressive guinea pigs.

**1.8 Provide clear and accurate information for recording purposes** Report procedures in the correct format for e.g. animal medicine book, animal record book, herd record, medicine record, waste disposal records, diary, to person in charge ref LO1.3 in writing or electronically.

***Learning Outcome 2. Be able to work safely and minimise environmental damage***

**2.1 Work to maintain health and safety and animal welfare within the law and other requirements**

Work to maintain health and safety consistent with legislation and codes of practice and any other requirements: Know who to report to if unsure about own roles and queries as regards H & S and animal health and welfare. Ref LO1.3. Know current legislation. E.g. Animal Health Acts, Health and Safety Acts, PUWER, Know the risks relating to the animals that will be cared for, Know to take more care when caring for certain highlighted individuals or groups. e.g. one guinea pig may be more frightened and liable to bite, Use of risk assessments can be a good teaching and learning tool. Candidates should be aware of the five freedoms: (Freedom from - discomfort, hunger and thirst, pain injury and disease, fear and

distress, and free to show normal behaviour. To enable the livestock under your care to be content, thrive and grow well.

**2.2 Work in a way that minimises environmental damage** With due regard to Environmental Protection Acts, Codes of Practices as applicable e.g. Air and water. The importance of environmental issues when disposing of all categories of livestock waste products. is paramount, which as well as organic waste may include inorganic waste comprising of paper, glass, metal and plastic, which must be recycled or disposed of in the municipal bins as instructed by the person in charge. Ref LO1.3

**2.3 Disposal of waste** All animal waste including feed should be removed and disposed of correctly as instructed by person in charge ref LO1.3. The importance of not feeding contaminated feed and water should be highlighted and its immediate removal and disposal ref LO2.2.

**LO3, LO4, LO5 and LO6 are the key areas of knowledge for this unit**

***Learning Outcome 3. Know why it is important to maintain animal accommodation***

**3.1 Describe why it is important to maintain animal accommodation and the implications of failing to do so** To provide correctly designed fit for purpose accommodation to promote health, welfare and minimise stress. Ref LO1.1

**3.2 Describe the relationship between maintaining animal accommodation and promoting animal health and welfare** Ref LO1.1 and LO3.1

**3.3 State how other factors would influence the maintenance of accommodation for animals (health, age and behaviour)** With results from LO2.2 review accommodation. E.g. Lower ramp angles change height of feeders, change volume of hay in sleeping area, alter ventilation, lighting, temperature to suit the time of year so guinea pigs are content.

**3.4 Describe signs within an animals accommodation that give an indication of its health and welfare** For example animal interaction, feeding, playing and nesting habits. Ref LO1.1

***Learning Outcome 4. Know how to maintain animal accommodation***

**4.1 Describe the environmental conditions which promote the health and welfare of animals** Correct positioning and site of housing needed for all animals away from drafts, fumes, noise, and widely varying temperature and wind variations. Also Ref LO1.5

**4.2 Identify the reasons for monitoring environmental conditions and reporting variations**

- **suitability to animal** - Correct size, temperature and fit for purpose.
- **freedom of movement** - Guinea pigs really like big runs with plenty of grass
- **minimise stress** - Guinea pigs do not like loud noises and are easily frightened.
- **intended purpose length of stay** - Depending on need of animal/keeper
- **enrichment** - Guinea pigs like a variety of areas to explore also a varied diet that would include different suitable vegetables as well as proprietary feeds and water

**4.3 Outline cleaning routines appropriate to**

- **the animal species concerned**, in this case a guinea pig

- **the accommodation in which they are being kept** Ref LO1.1.
- **why they are housed** e.g. Permanent housing or transport Ref LO1.1. Outline frequency e.g. (weekly) and depth of removal of soiled litter, cleaning, disinfection etc, ref LO1.3 and LO1.4.

**4.4 Describe cleaning methods and materials appropriate to**

- **the animal species concerned** Ref LO 4.3
- **the accommodation in which they are kept** Ref LO1.1
- **why they are housed** Ref LO1

**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** Ref LO1.3 Detail cleaning routine logically from the start, stating need for temporary safe housing, depending on depth of cleaning operation required. Ref LO4.3

***Learning Outcome 5. Know how to maintain materials and fittings***

**5.1 State how to maintain materials and fittings to ensure the health and welfare of animals using accommodation** Animals need to live within the five freedoms. Accommodation needs identified and monitored to ensure no illness or injuries can occur due to faults in the equipment. To enable the guinea pigs for example to be content. All aspects listed in need identified and checked. Ref LO1.4, LO1.5, LO3.1

***Learning Outcome 6. Know relevant health and safety and animal welfare legislation and environmental good practice***

**6.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements** Ref LO 2.1

**6.2 Describe how environmental damage can be minimised** Ref LO2.2  
LO2.3

**6.3 Describe the correct methods for disposing of organic and inorganic waste** Ref LO2.2

**TEACHING STRATEGIES AND LEARNING ACTIVITIES.**

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

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

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

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

**Learning Outcomes (LO) 3, 4, 5 and 6**

Delivery of these learning outcomes is by generation of knowledge evidence which could be linked to the practical work e.g. by observation of operational work and



witness testimony, answering oral or written questions, assignments or internet research cross referenced to the knowledge evidence.

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

### **METHODS OF ASSESSMENT**

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

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

Centres will need to devise assessment tasks which will be, mainly practical, but also knowledge based tests. Based in an animal care centre, wildlife centre, on a farm, or in a zoo where possible. Simulation is not acceptable for this unit

It is important that practical assessment activities are supervised appropriately

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

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

### **EVIDENCE OF ACHIEVEMENT**

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

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

This is not an exhaustive list and learners should be encouraged to develop the

most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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

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

## **ADDITIONAL INFORMATION**

### **Useful sources of reference**

- The RSPCA web site [www.rspca.co.uk](http://www.rspca.co.uk) and The pet web site [www.petwebsite.com](http://www.petwebsite.com) The Defra web site <http://www.defra.gov.uk> has details of the new animal welfare acts and The Code of Recommendations for the Welfare of livestock are useful sources of information on transporting livestock.
- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc

**See ABC website for further information**

## 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><b>This unit requires independent assessment (see Methods of Assessment below)</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>
<b>1.</b> Be able to restrain animals	<p><b>1.1</b> 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><b>1.2</b> Approach the animal in a manner which is likely to minimise stress</p> <p><b>1.3</b> Maintain the restraint of the animal securely and safely in a manner which minimises stress</p> <p><b>1.4</b> Modify methods of restraint in response to the reactions of the animal as necessary</p>
<b>2.</b> Be able to select, use and maintain relevant equipment	<p><b>2.1</b> Select appropriate equipment for this area of work</p> <p><b>2.2</b> Use equipment according to relevant legislation and manufacturer's instructions</p> <p><b>2.3</b> Prepare, maintain and store equipment in a safe and effective working condition</p>

<p><b>3.</b> Be able to work safely</p>	<p><b>3.1</b> Work in a way which maintains animal welfare and health and safety and is consistent with current legislation, codes of practice and any additional requirements</p> <p><b>3.2</b> Wear the appropriate protective clothing</p>
<p><b>4.</b> Know how to restrain animals</p>	<p><b>4.1</b> State the risks to self, others and animal in restraining animals</p> <p><b>4.2</b> List and describe the different methods for restraining animals</p> <p><b>4.3</b> Describe the possible indicators of stress and alarm in the animals when being restrained and the ways this can be minimised</p> <p><b>4.4</b> 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><b>4.5</b> Describe the limits of responsibility in restraining animals and how to gain assistance and to whom these should be reported</p> <p><b>4.6</b> Describe when it may be necessary to modify the methods of restraint for the animal</p> <p><b>4.7</b> Describe animal behaviour that will indicate the animals state of temperament</p>
<p><b>5.</b> Know relevant health and safety legislation</p>	<p><b>5.1</b> Outline the current health and safety legislation, animal health and welfare, codes of practice and any additional requirements</p> <p><b>5.2</b> Describe the Personal Protective Equipment that should be used when controlling and restraining animals</p>
<p><b>6.</b> Know the types of equipment required and how to maintain them</p>	<p><b>6.1</b> Describe the equipment which will be required for the activity</p> <p><b>6.2</b> Describe the methods of maintaining the range of equipment</p>

# Supporting Unit Information

## Y/502/1536 Control and restrain animals - Level 2

### INDICATIVE CONTENT

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

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

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. 1.3

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

Note 3: The main example used here is the dog however any appropriate animal can be used

**LO1, LO2 and LO3 are the key areas of competence for this unit.**

### ***Learning Outcome 1. Be able to restrain animals***

**1.1 Select and use a suitable method of restraint which minimises distress and injury to the animal taking into account the following factors** i.e. for assessment, exercise, bathing, grooming, particular health reasons e.g. examination of teeth or ears, clipping, pregnancy diagnosis, blood sampling

- **The behaviour and temperament of the dog** correctly identified e.g. is it liable to run away, urinate, lick or bite ref LO4.1
- **The health and well being of the dog** correctly identified, e.g. sick, young, elderly, pregnant, so no further damage is inflicted on the affected part of the dog and/or the pain inflicted does not cause the dog to object by biting or bolting.

**1.2 Approach the animal in a manner which is likely to minimise stress**

The dog must be approached and handled appropriately for its current temperament and feelings; candidate calmly and quietly reading the body language of the dog, and altering the method of approach and restraint to suit the dog in question, with due regard to health and safety of self and others ref LO4.1.

**1.3 Maintain the restraint of the animal securely and safely in a manner which minimises stress** Restraint method used is maintained correctly for the required procedure minimising stress, keeping the dog calm and secure for the period required for the activity identified in LO 1.1.

**1.4 Modify methods of restraint in response to the reactions of the animal as necessary** Changes in position or restraint method being used are correctly implemented for the dogs well being and to facilitate procedure identified in LO1.1 e.g. holding a dogs muzzle to prevent it biting when being closely examined.

***Learning Outcome 2. Be able to select, use and maintain relevant equipment***

**2.1 Select appropriate equipment for this area of work** the procedure must be carried out in an appropriate enclosed area e.g. correct size, good lighting, secure, well ventilated. Use of specific premises such as veterinary clinic, kennels or other specialist on site animal facilities preferably. If the dog has run away it firstly needs to be quietly guided or enticed into a suitable area, before restraining attempted.

Equipment must be chosen correctly for size and type of dog, reason of restraint chosen above e.g. dog lead, harness, muzzle, halti, pole catcher, dog bath, candidates would not be expected to use all types of equipment, Ref LO6.PPE selected and safely used e.g. gloves, overalls footwear.

**2.2 Use equipment according to relevant legislation and manufacturer's instructions** the equipment chosen is placed on the dog correctly as per manufacturer's / supplier's / supervisor's instructions.

**2.3 Prepare, maintain and store equipment in a safe and effective working condition** before using the equipment such as the dog lead, it is chosen correctly, e.g. size strength material, cleanliness. After use it is cleaned, any repairs or maintenance required is either completed if possible, or reported to the appropriate person. The equipment is then put away in the correct place, ready for reuse.

***Learning Outcome 3. Be able to work safely***

**3.1 Work in a way which maintains animal welfare and health and safety and is consistent with current legislation, codes of practice and any additional requirements** refer to LO5.

The dog's body language is correctly read so the restraint procedure chosen is appropriate to the dog safety, to the safety of everybody involved and to ensure there is no damage to the facilities and equipment used Ref LO4.1.

**3.2 Wear the appropriate protective clothing** e.g. overalls, correct footwear, gloves.

**LO 4, LO5 and LO6 are the key areas of knowledge for this unit.**

***Learning Outcome 4. Know how to restrain animals refer to LO1***

**4.1 State the risks to self, others and animal in restraining animals** Refer LO1. Prior to practical restraint activities it is important that candidates know the risks involved to self, others animals, facilities and equipment. E.g. escaping dogs can cause vehicle accidents, animal fights, and other animals to escape or injure themselves. Dogs may bite, scratch urinate or defecate when frightened. Completion of risk assessments prior to activity should be encouraged.

**4.2 List and describe the different methods for restraining animals** refer LO2. Prior to practical restraint different equipment and methods that could be used to restrain dogs identified. This should take place in appropriate facilities e.g. veterinary clinic, kennels or other specialist on site animal facilities

Equipment and how the equipment is used identified e.g. collars and leads, muzzles, harnesses, haltis, pole catchers.

**4.3 Describe the possible indicators of stress and alarm in the animals when being restrained and the ways this can be minimised** Refer LO1.2

Recognition of stress in dogs e.g. shaking, whining, growling, snarling, bolting, thrashing, urinating, staring/vacant.

- 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** Refer LO1.3 by adapting your approach, talking quietly/sternly as appropriate. Stroking if applicable:- Knowing the blind spots and level of a dogs area of vision, and approach accordingly e.g. crouching to minimise perception of threat, only if assesses safe to do so. Ensuring the dog is correctly restrained so it knows it cannot escape.
- 4.5 Describe the limits of responsibility in restraining animals and how to gain assistance and to whom these should be reported** What you can do on your own e.g. Attach collar and lead to certain identified dogs.
- 4.6 Describe when it may be necessary to modify the methods of restraint for the animal:** As either the job identified changes Ref LO1.4, or the dog being restrained, changes its attitude by e.g. becoming more aggressive (need for muzzle)
- 4.7 Describe animal behaviour that will indicate the animals state of temperament** Ref LO1.4 Dogs exhibit a wide variety of behavioural characteristics e.g. tail down, tail wagging, tail erect, ears flattened and forward, positive posture, submissive posture. Handlers need to be able to read the dogs' body language correctly. E.g. is the dog happy, sad, frightened, or just being nasty and is potentially dangerous

***Learning Outcome 5. Know relevant health and safety legislation***

- 5.1 Outline the current health and safety legislation, animal health and welfare, codes of practice and any additional requirements** Ref LO3. and the animals under their care, but do not need to know the intricacies of the laws e.g. Legislation that relates to employment Health and Safety at Work Act (1974) and updates, COSHH (1991) and updates, Working Time Regulations (2009,) Provision and Use of Work Equipment Regulations (1998) PUWER.  
Legislation that relates to animals, Animal Health Act (1981) and associated acts, e.g. Animal Welfare Act 2006, Control of Dogs Order (1992), Dangerous Dogs Act 1991), Transport of Animals order (2006), Environment Protection Acts.
- 5.2 Describe the Personal Protective Equipment that should be used when controlling and restraining animals** Ref LO3 e.g. overalls for all cleaning, handling jobs, protective gloves for handling dogs liable to bite, boots to protect feet and prevent slipping.

***Learning Outcome 6. Know the types of equipment required and how to maintain them***

- 6.1 The facilities required for the tasks identified** Ref LO2, veterinary clinic, kennels or other specialist on site animal facility. Equipment must be chosen correctly for reason of restraint chosen above e.g. dog lead, harness, muzzle, halti, pole catcher, dog bath Ref LO6.
- 6.2 Equipment maintenance** cleaning, lubrication repairs if necessary, cleaned, any repairs or maintenance required is either completed if possible, or reported to the appropriate person. The equipment is then put away in the correct place, ready for reuse.

## **TEACHING STRATEGIES AND LEARNING ACTIVITIES**

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

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

Delivery of these learning outcomes is by supervised practical animal handling work, giving learners the opportunity, first to practice various dog handling tasks and then to be observed correctly restraining dogs of their choice to demonstrate achievement of the assessment criteria. Although not essential it is good practice for learners to handle a variety of different breeds of dog to gain a better understanding of behavioural differences between breeds as well as between different ages and sexes of dog. Learners should show they can restrain dogs they know well and dogs who they do not know.

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

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

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

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

## **METHODS OF ASSESSMENT**

**If a learner is completing this qualification as part of their Apprenticeship, they MUST include independent assessment as specified by ABC Awards. The Independent Knowledge Questions that must be used can be found on the ABC Awards website.**

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

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

Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcomes 1, 2, and 3 link together and can only be assessed practically by observation. These are directly linked to the key areas of knowledge for this unit. Learning Outcomes 4, 5, and 6, the contents of which should be taught prior to restraint procedures are undertaken for safety and animal welfare reasons.



## **EVIDENCE OF ACHIEVEMENT**

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

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

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

## **ADDITIONAL INFORMATION**

It is imperative that dogs are handled in appropriate handling facilities which will be found in most animal academies and kennels. Dogs can be very dangerous, even the quietest dog will bite if handled inappropriately so it is essential that all procedures are closely supervised

It is important that the candidates are physically able to carry out any manual handling procedures and have had appropriate training before attempting to handle the bigger breeds of dog.

### **Useful sources of reference**

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

**See ABC website for further information**

## 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> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 5.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to move animals between locations	<p><b>1.1</b> Select the animal to be moved, and approach it in a manner which is likely to minimise stress</p> <p><b>1.2</b> Prepare the route for the movement of animals</p> <p><b>1.3</b> Check that the new location is safe, secure and suitable for the animal's requirements</p> <p><b>1.4</b> Move the animal to its new location in an appropriate way and pace whilst maintaining the well being of the animal or other animals in the vicinity</p> <p><b>1.5</b> Establish the animal in the new location consistent with instructions</p> <p><b>1.6</b> Provide clear and accurate information for recording purposes</p>
<b>2.</b> Be able to work safely and minimise environmental damage	<p><b>2.1</b> Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements</p> <p><b>2.2</b> Wear appropriate protective clothing</p>

<p><b>3.</b> Know how to move animals between locations</p>	<p><b>3.1</b> Describe the reasons for moving animals</p> <p><b>3.2</b> Describe how to identify the animals to be moved</p> <p><b>3.3</b> Describe how the animal’s health status and behaviour may affect the movement process</p> <p><b>3.4</b> Describe the importance of approaching animals in a manner which minimises stress</p> <p><b>3.5</b> Describe the risks inherent in moving animals and how they can be minimised</p> <p><b>3.6</b> Describe how to assess the safety, security and suitability of the new location</p> <p><b>3.7</b> 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><b>3.8</b> Describe how to establish animals once they have been moved</p> <p><b>3.9</b> Describe how to identify problems and to whom they should be reported</p>
<p><b>4.</b> Know relevant health and safety legislation and environmental good practice</p>	<p><b>4.1</b> Outline the current health and safety legislation, animal health and welfare, codes of practice and any additional requirements relating to animal welfare legislation</p>
<p><b>5.</b> Know how to maintain accurate records</p>	<p><b>5.1</b> Identify the types of records required and state the importance of accurate record keeping</p>
<p><b>Mapping to National Occupational Standards</b></p>	

# Supporting Unit Information

## K/502/1539 Moving animals between locations - Level 2

### INDICATIVE CONTENT

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

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

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g.1.3

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

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

### ***Learning Outcome 1. Be able to move animals between locations***

#### **1.1 Select the animal to be moved, and approach it in a manner which is likely to minimise stress** select correct animal following instruction.

Approach quietly and calmly. Approach animal at its level and at a safe distance. Approach in a secure escape proof area

#### **1.2 Prepare the route for the movement of animals** ensure the area is secure and escape proof. Remove hazards such as trip hazards, wet floors which may cause slipping, any factors which may cause harm to animal or handler

#### **1.3 Check that the new location is safe, secure and suitable for the animal's requirements** secure and escape proof. Free from hazards such as broken structure, dirty and contaminated. Ensure suitable to meet animals requirements i.e. suitable size, ventilation, lighting and humidity and environmental enrichments

#### **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** handle the animal appropriately see LO1.1. Ensure the animal being moved and other animals in vicinity are under control. Allow animal a pace to enable it to adapt and to move without stress or injury

#### **1.5 Establish the animal in the new location consistent with instructions** follow instructions accurately. Settle animal into the enclosure monitoring it for signs of stress such as panting, excessive vocalisation, pacing, excessive salivation and self-mutilation

#### **1.6 Provide clear and accurate information for recording purposes** verbal, written and electronic. Record animal details, where it's moved from and to. Response and reactions to the move

### ***Learning Outcome 2. Be able to work safely and minimise environmental damage***

**2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements** follow legislation such as Health and Safety at Work Act 1974, Control of Substances Hazardous to Health 2002. Ensure safety of self and others.

**2.2 Wear appropriate protective clothing** gloves, aprons, steel toe capped boots, rubber boots

***Learning Outcome 3. Know how to move animals between locations***

**3.1 Describe the reasons for moving animals** to allow maintenance of accommodation, to allow for cleaning and disinfection of accommodation, to improve suitability of location, to improve mental stimulation.

**3.2 Describe how to identify the animals to be moved** follow written, verbal and electronic instruction. Check animal identification against records. Check with supervisor.

**3.3 Describe how the animal's health status and behaviour may affect the movement process** poor health may result in movement being delayed to allow improvement and recovery. Injury or poor health may affect the pace at which the animal is moved. Aggressive or nervous behaviour will affect pace of movement and may require more people to ensure adequate control and restraint.

**3.4 Describe the importance of approaching animals in a manner which minimises stress** See LO1.1 To ensure the animal adapts to the movement smoothly, prevent injury and harm to both handler and animal.

**3.5 Describe the risks inherent in moving animals and how they can be minimised** injury to handler can be minimised by approaching animal calmly, using adequate control and restraint, injury and stress to animal can be minimised as above also allowing animal to move at its own pace, escape of animal can be minimised by using adequate control and moving in a secure, escape proof area.

**3.6 Describe how to assess the safety, security and suitability of the new location** check for cleanliness of the environment, check for hazards such as broken catches, sharp edges. Ensure location can be secured and made escape proof. See LO1.3

**3.7 Describe how to select appropriate methods for moving animals based on the following**

- **their health** ensure method suits health status in preventing further injury or deterioration and prevention of stress. Allow animal to move at its own pace.
- **environmental conditions** ensure method allows safety of movement, allows the animal to adapt to the environment. Adapt to suit weather conditions and surface conditions

**3.8 Describe how to establish animals once they have been moved** see LO1.5

**3.9 Describe how to identify problems and to whom they should be reported** monitor animal for signs of distress. See LO1.5. Report to supervisor immediately. Make accurate and prompt written, electronic and verbal records of problems.

***Learning Outcome 4 Know relevant health and safety legislation and environmental good practice***

**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** follow current legislation to include Health and Safety at Work Act 1974, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrence Regulations 1995, Environmental Protection Act 1990, Animal Health Act 1981, Protection of Animals Act 1988

***Learning Outcome 5. Know how to maintain accurate records***

**5.1 Identify the types of records required and state the importance of accurate record keeping** written, electronic, verbal. To ensure continuity of care and accurate monitoring of animal. To allow accurate, clear communication between staff and owners.

**TEACHING STRATEGIES AND LEARNING ACTIVITIES.**

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

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

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

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

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

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

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

**METHODS OF ASSESSMENT**

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

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

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

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

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

### **EVIDENCE OF ACHIEVEMENT**

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

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

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

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

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

### **ADDITIONAL INFORMATION**

**See ABC website for further information**

## 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>38</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><b>This unit requires independent assessment (see Methods of Assessment below)</b></p>
<b>Learning Outcomes (1 to 3)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.17)</b> <b><i>The learner can</i></b>
<b>1.</b> Identify the hazards and evaluate the risks in your workplace	<p><b>1.1</b> Identify which workplace instructions are relevant to their job</p> <p><b>1.2</b> Identify those working practices in their job which could harm them or others</p> <p><b>1.3</b> Identify those aspects of their workplace which could harm them or others</p> <p><b>1.4</b> Check which of the potentially harmful working practices and aspects of their workplace present the highest risks to them and others</p> <p><b>1.5</b> Deal with hazards in accordance with workplace instructions and legal requirements</p>



	<p><b>1.6</b> Correctly name and locate the people responsible for health and safety in their workplace</p> <p><b>1.7</b> Report to the people responsible for health and safety in their workplace those hazards which present the highest risk</p>
<p><b>2.</b> Reduce the risks to health and safety in your workplace</p>	<p><b>2.1</b> Carry out your work in accordance with their level of competence, workplace instructions, suppliers or manufacturers' instructions and legal requirements</p> <p><b>2.2</b> Control those health and safety risks within their capability and job responsibilities</p> <p><b>2.3</b> Pass on suggestions for reducing risks to health and safety to the responsible people</p> <p><b>2.4</b> Make sure their behaviour does not endanger the health and safety of them or others in their workplace</p> <p><b>2.5</b> Follow the workplace instructions and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products</p> <p><b>2.6</b> Report any differences between workplace instructions and suppliers' or manufacturers' instructions</p> <p><b>2.7</b> 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><b>2.8</b> Make sure they follow environmentally-friendly working practices</p>
<p><b>3.</b> Know and understand how to make sure your own actions reduce risks to health and safety</p>	<p><b>3.1</b> Demonstrate they know and understand what "hazards" and "risks" are</p> <p><b>3.2</b> Demonstrate they know and understand their responsibilities and legal duties for health and safety in the workplace</p> <p><b>3.3</b> Demonstrate they know and understand their responsibilities for health and safety as required by the law covering their job role</p> <p><b>3.4</b> Demonstrate they know and understand the hazards which exist in their workplace and the</p>

	<p>safe working practices which they must follow</p> <p><b>3.5</b> 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</p> <p><b>3.6</b> Demonstrate they know and understand the importance of remaining alert to the presence of hazards in the whole workplace</p> <p><b>3.7</b> Demonstrate they know and understand the importance of dealing with, or promptly reporting, risks</p> <p><b>3.8</b> Demonstrate they know and understand the responsibilities for health and safety in their job description</p> <p><b>3.9</b> Demonstrate they know and understand the safe working practices for their own job</p> <p><b>3.10</b> Demonstrate they know and understand the responsible people they should report health and safety matters to</p> <p><b>3.11</b> Demonstrate they know and understand where and when to get additional health and safety assistance</p> <p><b>3.12</b> Demonstrate they know and understand their scope and responsibility for controlling risks</p> <p><b>3.13</b> Demonstrate they know and understand workplace instructions for managing risks which they are unable to deal with</p> <p><b>3.14</b> Demonstrate they know and understand suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which they must follow</p> <p><b>3.15</b> Demonstrate they know and understand the importance of personal presentation in maintaining health and safety in their workplace</p> <p><b>3.16</b> Demonstrate they know and understand the importance of personal behaviour in maintaining</p>
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	<p>the health and safety of them and others</p> <p><b>3.17</b> Demonstrate they know and understand the risks to the environment which may be present in their workplace and/or in their own job</p>
<p><b>Mapping to National Occupational Standards</b></p>	

## Supporting Unit Information

### R/501/0874 Make sure your own actions reduce risks to health and safety – Level 2

#### INDICATIVE CONTENT

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

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

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

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

**LO1 and LO2 are the key areas of competence for this unit.**

#### ***Learning Outcome 1. Identify the hazards and evaluate the risks in your workplace***

- 1.1 Identify which workplace instructions are relevant to their job** follow workplace instructions, consider hazards relevant to work and recognise relevant instruction
- 1.2 Identify those working practices in their job which could harm them or others** consider all possible activities, consider hazards linked to activities and consider who is at risk
- 1.3 Identify those aspects of their workplace which could harm them or others** consider risk assessment of areas, consider floor surfaces, lighting, contents and equipment in area, activities taking place in area, suitability of area to work
- 1.4 Check which of the potentially harmful working practices and aspects of their workplace present the highest risks to them and others** consider all hazards and hazards of work area, apply likelihood and severity factors to the hazards
- 1.5 Deal with hazards in accordance with workplace instructions and legal requirements** consider control measures, follow workplace health and safety instructions, link to Health and Safety at Work Act and RIDDOR
- 1.6 Correctly name and locate the people responsible for health and safety in their workplace** recognise who health and safety officer is and how to contact them
- 1.7 Report to the people responsible for health and safety in their workplace those hazards which present the highest risk** highlight all possible hazards, consider risk factor involved, severity and likelihood, describe correct reporting procedures

#### ***Learning Outcome 2. Reduce the risks to health and safety in your workplace***

- 2.1 Carry out your work in accordance with their level of competence, workplace instructions, suppliers or manufacturers' instructions and legal requirements** recognise own competencies, follow instructions clearly and complete health and safety requirements, follow manufacturers guidelines for use of equipment and safety procedures, link to Health & Safety at Work Act and RIDDOR
- 2.2 Control those health and safety risks within their capability and job responsibilities ensure own actions reduce risks to themselves and others, follow health and safety procedures,** report any identified risks/hazards
- 2.3 Pass on suggestions for reducing risks to health and safety to the responsible people** report health and safety risks/hazards to responsible person/safety officer, suggest control measures
- 2.4 Make sure their behaviour does not endanger the health and safety of them or others in their workplace** act responsibly, consider safety of themselves and others, ensure health and safety procedures are followed accurately
- 2.5 Follow the workplace instructions and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products** ensure guidelines are followed for use, maintenance and storage to ensure they remain in safe working condition
- 2.6 Report any differences between workplace instructions and suppliers' or manufacturers' instructions** compare workplace instructions with supplier/manufacturers, highlight differences, report to appropriate person/safety officer
- 2.7 Make sure that their personal presentation and behaviour at work**
  - protects the health and safety of them and others
  - meets any legal responsibilities, and
  - is in accordance with workplace instructions
- 2.8 Consider own actions, safety equipment, protective clothing, suitability of clothing.** Link to individual work place and relevant legislation
- 2.9 Make sure they follow environmentally-friendly working practices** following workplace guidelines, consider waste disposal, use of chemicals and radiation, noise pollution

**LO3 is the key areas of knowledge for this unit**

***Learning Outcome 3. Know and understand how to make sure your own actions reduce risks to health and safety***

- 3.1 Demonstrate they know and understand what "hazards" and "risks" are** define the terms "hazard" – potential to cause harm, "risk" – likelihood to cause harm
- 3.2 Demonstrate they know and understand their responsibilities and legal duties for health and safety in the workplace** take responsibility for own health and safety, co-operate with employer and comply with health and safety procedures, do not interfere with health and safety provisions, link to Health & Safety at Work Act
- 3.3 Demonstrate they know and understand their responsibilities for health and safety as required by the law covering their job role** take responsibility for own health and safety, co-operate with employer and comply with health and safety procedures, do not interfere with health and safety provisions, link to Health & Safety at Work Act

- 3.4 Demonstrate they know and understand the hazards which exist in their workplace and the safe working practices which they must follow** list all possible hazards, consider all activities involved in work, describe control measures to prevent/minimise hazards
- 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** consider activities, hazards and control measures. Discuss risk assessments
- 3.6 Demonstrate they know and understand the importance of remaining alert to the presence of hazards in the whole workplace** to ensure safety provisions are followed, minimise risks, identify hazards not yet noted
- 3.7 Demonstrate they know and understand the importance of dealing with, or promptly reporting, risks** reasons for reporting, to allow application of control measures, minimise the risk, follow legislation
- 3.8 Demonstrate they know and understand the responsibilities for health and safety in their job description** list health and safety relevant to individual work
- 3.9 Demonstrate they know and understand the safe working practices for their own job** consider safe working practices, why do they apply, what are they achieving, possible outcomes if not followed
- 3.10 Demonstrate they know and understand the responsible people they should report health and safety matters to** supervisors, health and safety officers, first aiders, health and safety executive
- 3.11 Demonstrate they know and understand where and when to get additional health and safety assistance** supervisors, health and safety officers, first aiders, health and safety executive
- 3.12 Demonstrate they know and understand their scope and responsibility for controlling risks** recognise own limitations within workplace, when to seek further assistance/advice
- 3.13 Demonstrate they know and understand workplace instructions for managing risks which they are unable to deal with** protocols for individual workplaces, highlighting risks to others, reporting procedures
- 3.14 Demonstrate they know and understand suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which they must follow** accurately interpret and follow manufacturers guidelines highlighting safety aspects
- 3.15 Demonstrate they know and understand the importance of personal presentation in maintaining health and safety in their workplace –** protective clothing, personal hygiene, protective equipment appropriate to tasks
- 3.16 Demonstrate they know and understand the importance of personal behaviour in maintaining the health and safety of them and others** responsible behaviour, correct conduct, comply with health and safety provisions, ensures risks are minimised to self and others
- 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 –** chemicals, radiation, waste disposal, noise pollution

## **TEACHING STRATEGIES AND LEARNING ACTIVITIES**

Centres should adopt a delivery approach which supports the development of

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

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

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

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

### **Learning Outcome (LO) 3**

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

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

## **METHODS OF ASSESSMENT**

**If a learner is completing this qualification as part of their Apprenticeship, they MUST include independent assessment as specified by ABC Awards. The Independent Knowledge Questions that must be used can be found on the ABC Awards website.**

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

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

Centres will need to devise assessment tasks which should be practical where possible.

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

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

## **EVIDENCE OF ACHIEVEMENT**

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

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

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

#### **ADDITIONAL INFORMATION**

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

- [www.hse.gov.uk](http://www.hse.gov.uk)
- [www.healthandsafety.co.uk](http://www.healthandsafety.co.uk)

**See ABC website for further information**



## Train Animals through Basic Training Programmes

<b>Unit Reference</b>	<b>M/502/1655</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>	The aim of this unit is to provide the learner with the knowledge and skills required to train animals in basic principles by following a training plan and reporting on progress against the objectives set out in the plan. Training in basic principles could include routine training of pets and/or working animals such as guide dogs, hearing dogs or other animals such as falcons
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to train animals through basic training programmes	<p><b>1.1</b> Prepare the animal correctly for the training programme in the following ways</p> <ul style="list-style-type: none"> <li>• to meet physical needs (i.e. food, water, rest)</li> <li>• to meet emotional/mental needs</li> </ul> <p><b>1.2</b> Identify and use the resources that are necessary for the planned training activity including</p> <ul style="list-style-type: none"> <li>• training environment</li> <li>• equipment</li> <li>• personnel</li> </ul> <p><b>1.3</b> Undertake training activities and use methods which are in accordance with the training programme including the following</p> <ul style="list-style-type: none"> <li>• handling</li> <li>• obedience</li> <li>• specific objectives</li> </ul> <p><b>1.4</b> Monitor the mental condition and physical behaviour of the animal throughout the training and use the results to modify the training programme</p> <p><b>1.5</b> Handle the animal correctly throughout the training in a way that promotes the animal's health and welfare</p>

	<p><b>1.6</b> Report accurately to relevant people progress towards achieving training objectives</p> <p><b>1.7</b> Take the appropriate remedial action when training activities, methods or resources are found to be inappropriate</p>
<p><b>2.</b> Be able to work safely</p>	<p><b>2.1</b> Work in a way which maintains health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements</p>
<p><b>3.</b> Know how to train animals through basic training programmes</p>	<p><b>3.1</b> State how training activities can affect the mental condition and behaviour of an animal</p> <p><b>3.2</b> State the difference between basic discipline training and training for specific activities and how this may affect the training programme as a whole</p> <p><b>3.3</b> Describe how to prepare animals for training and how this differs according to the animal, the environment and the training activity to be undertaken</p> <p><b>3.4</b> State the signs which indicate mental condition and physical behaviour of the breed of animals</p> <p><b>3.5</b> Describe how to assess an animal's confidence levels and how this is related to performance</p> <p><b>3.6</b> State the importance of accurately assessing animal behaviour and condition before and during training activities and taking appropriate action</p> <p><b>3.7</b> Describe how to handle the animal concerned for the safety of the animal, self and others and to enable objectives to be met</p> <p><b>3.8</b> Describe how to provide positive reinforcement to the animal and why this is important</p> <p><b>3.9</b> Describe how to assess progress towards objectives and why this should be reported</p> <p><b>3.10</b> State the actions that should be taken if the training activities, resources or methods are inappropriate</p>
<p><b>4.</b> Know relevant health</p>	<p><b>4.1</b> Outline the current health and safety and animal</p>

and safety legislation

welfare legislation, codes of practice and any additional requirements

**Mapping to National Occupational Standards**

O29NAC5.1

# Supporting Unit Information

## M/502/1655 Train animals through basic training programmes - Level 2

### INDICATIVE CONTENT

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

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

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

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

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

**LO1 and LO2 are the key areas of competence for this unit.**

***Learning Outcome 1. Be able to train animals through basic training programmes***

**1.1 Prepare the animal correctly for the training programme in the following ways**

- **to meet physical needs (i.e. food, water, rest)** provide the animal with suitable food to meet its nutritional requirements, ensure food is offered at suitable times to allow digestion prior to training, allow free access to water, ensure suitable rest periods are allowed prior to training and after training.
- **to meet emotional/mental needs** ensure training is to take place in a secure and stress free environment, ensure the animal is relaxed and happy prior to training. Ensure the animal's temperament is suitable to the training programme.

**1.2 Identify and use the resources that are necessary for the planned training activity including**

- **training environment** secure, hazard free environment. Ensure there is adequate space for the training programme to be completed.
- **equipment** suitable to method of training to include restraint equipment i.e. lead and collar, training aids such as clickers, treats, toys/rewards, specialist equipment e.g. agility equipment, working equipment, dummies and whistles.
- **personnel** handlers, owners/carers, specialist trainers

**1.3 Undertake training activities and use methods which are in accordance with the training programme including the following**

- **handling** leads and collars, restraint equipment, handle securely but in a correct manner to reduce stress

- **obedience** sit, stay, heel, come, down
- **specific objectives** search and rescue, hunting, law enforcement, assistance of humans, gun dogs, agility.

- 1.4 Monitor the mental condition and physical behaviour of the animal throughout the training and use the results to modify the training programme** monitor before, during and after training for signs of stress and injury. Signs to include panting, hyper salivation, shaking, aggression, cowering, limping, bleeding, lack of energy, excessive vocalisation. If signs of stress or injury are present then modify the programme accordingly.
- 1.5 Handle the animal correctly throughout the training in a way that promotes the animal's health and welfare** appropriate to species and breed. Ensure suitable restraint equipment is used and that equipment is safe and appropriate to purpose. Handle firmly but calmly.
- 1.6 Report accurately to relevant people progress towards achieving training objectives** report progress to supervisor, carer/owner, and other trainers. Report on whether targets are met, close to being met and any modifications necessary.
- 1.7 Take the appropriate remedial action when training activities, methods or resources are found to be inappropriate** change the activity to either easier or more challenging, modify methods to suit the activity or animal, select new resources where necessary.

***Learning Outcome 2. Be able to work safely***

- 2.1 Work in a way which maintains health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements** – refer to the Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health & Safety at Work Act 1974, maintain safety of staff and animals. Complete and review risk assessments.

**LO3 and LO4 are the key areas of knowledge for this unit.**

***Learning Outcome 3. Know how to train animals through basic training programmes***

- 3.1 State how training activities can affect the mental condition and behaviour of an animal** reduction of stress, anxiety and aggression. Improves mental alertness and ease of further training. Improves obedience. Enables relaxation from energy expenditure. Lack of training can result in negative behavioural problems including stereotypical behaviour such as tail chasing and over grooming.
- 3.2 State the difference between basic discipline training and training for specific activities and how this may affect the training programme as a whole** basic to include commands such as sit, stay, come, heel and down to enable a controllable domestic dog. Specific activities include hunting, law enforcement, working dogs, search and rescue and agility. Programme will need to consider expert personnel, environment and equipment.
- 3.3 Describe how to prepare animals for training and how this differs according to the animal, the environment and the training activity to be undertaken** refer to LO1.1
- 3.4 State the signs which indicate mental condition and physical**

**behaviour of the breed of animals** refer to LO1.4

- 3.5 Describe how to assess an animal's confidence levels and how this is related to performance** monitor body language, monitor animals reactions to the training, confidence is shown by eagerness to partake in training. Confidence will promote completion of training and targets. A dog not confident will back away from activities, show aggression etc. and will not progress in the program.
- 3.6 State the importance of accurately assessing animal behaviour and condition before and during training activities and taking appropriate action** to ensure that the animal is not stressed or injured. To ensure the animal is confident in the activity and that the animal is working towards and achieving training targets. If problems are noted that training should stop and this should be reported to the supervisor. The training programme should then be adapted as necessary.
- 3.7 Describe how to handle the animal concerned for the safety of the animal, self and others and to enable objectives to be met** refer to LO1.5. Ensure the animal is suitably restrained so that injury to handler is prevented. Ensure handling allows the animal freedom to complete the required activities.
- 3.8 Describe how to provide positive reinforcement to the animal and why this is important** verbal praise, physical praise such as patting and stroking. Reward system such as titbits and toys, or lack of restraint to enable free play. Positive reinforcement will solidify desired behaviours and help eliminate undesirables.
- 3.9 Describe how to assess progress towards objectives and why this should be reported** refer to LO1.6. Progress should be reported to enable monitoring and review of training programmes and to assess the effectiveness of the programme.
- 3.10 State the actions that should be taken if the training activities, resources or methods are inappropriate** refer to LO1.7

***Learning Outcome 4. Know relevant health and safety legislation***

- 4.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements** refer to LO2.1

**TEACHING STRATEGIES AND LEARNING ACTIVITIES**

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

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

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

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

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

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

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

### **METHODS OF ASSESSMENT**

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

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

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

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

### **EVIDENCE OF ACHIEVEMENT**

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

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

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

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

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

**ADDITIONAL INFORMATION**

**See ABC website for further information**



## Contribute To the Evaluation and Implementation of Basic Animal Training Programmes

<b>Unit Reference</b>	<b>T/502/1611</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 contribute in the evaluation and implementation of basic animal training programmes for basic discipline or to meet specific objectives which may be for show or demonstration work</p> <p>The learner will monitor the progress of the training programme and suggest modifications as necessary</p> <p>For this unit, basic discipline means training in basic handling and for obedience</p>
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.1)</b> <i>The learner can</i>
<p><b>1.</b> Be able to contribute to the evaluation and improvement of basic animal training programmes</p>	<p><b>1.1</b> Regularly review the animal's progress towards the training targets</p> <p><b>1.2</b> Actively seek the views of others involved in the training and handling of the animal and use them to inform the evaluation</p> <p><b>1.3</b> Provide clear and accurate information regarding the animal's progress and any conclusions drawn</p> <p><b>1.4</b> Report the results of your findings to the person responsible for the training programme at the times specified in the training programme</p> <p><b>1.5</b> Make recommendations for modifications to the targets</p> <p><b>1.6</b> Implement agreed changes to the training targets and methods as specified in the training programme and regularly monitor and report progress</p>

<p><b>2.</b> Be able to work safely</p>	<p><b>2.1</b> Work in a way which maintains health and safety and animal welfare, and is consistent with current, relevant legislation and codes of practice</p>
<p><b>3.</b> Know how to contribute to the evaluation and improvement of basic animal training programmes</p>	<p><b>3.1</b> State why regular review and reporting are important and to whom reports should be made</p> <p><b>3.2</b> Describe the factors that can influence an animal's achievement of the training targets</p> <p><b>3.3</b> Describe the indicators that training targets may not be suitable for the animal and how to recognise them covering</p> <ul style="list-style-type: none"> <li>• targets are set at too difficult a level for the animal to achieve</li> <li>• targets are set too low</li> <li>• the animal shows more potential in another area</li> </ul> <p><b>3.4</b> Describe how training can be modified to improve its outcomes for the animal</p> <p><b>3.5</b> State why it is important to report progress and problems to the person responsible for the training programme, and not implement modifications oneself</p>
<p><b>4.</b> Know relevant health and safety legislation and environmental good practice</p>	<p><b>4.1</b> Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements</p>
<p><b>Mapping to National Occupational Standards</b> O29NAC5.2</p>	

## Supporting Unit Information

### T/502/1611 Contribute to the evaluation and implementation of basic animal training programmes - Level 2

#### INDICATIVE CONTENT

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

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

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

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

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

LO1 and LO2 are competence based outcomes

#### ***Learning Outcome 1. Be able to contribute to the evaluation and improvement of basic animal training programmes***

- 1.1 Regularly review the animal's progress towards the training targets** review at regular and appropriately timed intervals e.g. weekly/fortnightly. Review the animal's performance against targets which have been set i.e. basic commands. Assess with targets are achieved/not yet achieved or need adapting.
- 1.2 Actively seek the views of others involved in the training and handling of the animal and use them to inform the evaluation** discuss program evaluation with all those involved, including targets, progress and changes. Arrange formal and informal meetings to discuss.
- 1.3 Provide clear and accurate information regarding the animal's progress and any conclusions drawn** information can be provided verbally, written or electronically. Give clear, concise information on how the animal is progressing towards each target, and any conclusions i.e. targets are achieved, targets need adapting, training programme suitable/not suitable.
- 1.4 Report the results of your findings to the person responsible for the training programme at the times specified in the training programme** report findings clearly and concisely. Methods can be verbal/written/electronic. Provided reports at given intervals specified within the programme i.e. at the end of each target.
- 1.5 Make recommendations for modifications to the targets** modifications can include variations in timescales to achieve target, easier targets, smaller steps to achieve overall target, animal not suitable to specific type of training or method and therefore suggest an alternative i.e. change treat rewards for

play rewards.

- 1.6 Implement agreed changes to the training targets and methods as specified in the training programme and regularly monitor and report progress** review the changes and implement these into the new training programme. Implement changes smoothly to prevent stress and anxiety to the animal. Continue to monitor and report progress ensuring that changes have been fully implemented and are effective.

***Learning Outcome 2. Be able to work safely***

- 2.1 Work in a way which maintains health and safety and animal welfare, and is consistent with current, relevant legislation and codes of practice** refer to the Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health & Safety at Work Act 1974, maintain safety of staff and animals. Complete and review risk assessments

**LO3 and LO4 are knowledge based outcomes**

***Learning Outcome 3. Know how to contribute to the evaluation and improvement of basic animal training programmes***

- 3.1 State why regular review and reporting are important and to whom reports should be made** to ensure that the training programme is effective, animal is progressing towards targets, targets are suitable i.e. not too high/low, targets are being achieved. Reports should be made to all those involved in the training programme as well as the owner/carer.
- 3.2 Describe the factors that can influence an animal's achievement of the training targets** appropriate level of target set, appropriate animal selection, adequate timing allowed to achieve targets, method of training, temperament of the animal.
- 3.3 Describe the indicators that training targets may not be suitable for the animal and how to recognise them covering**
- **targets are set at too difficult a level for the animal to achieve** animal not progressing towards the target and unlikely to achieve in a timely manner or not at all. Animal becoming disengaged.
  - **targets are set too low** targets achieved in a very short time/immediately. Animal becoming disengaged.
  - **the animal shows more potential in another area** animal excels in particular types of targets e.g. obedience, agility exercises and therefore suggests that training programme can take an alternative route.
- 3.4 Describe how training can be modified to improve its outcomes for the animal** refer to LO1.5
- 3.5 State why it is important to report progress and problems to the person responsible for the training programme, and not implement modifications oneself** to enable continuity for the animal, to achieve clear communication between oneself and trainer, to ensure that trainer is in agreement and able to continue and monitor the modifications.

***Learning Outcome 4. Know relevant health and safety legislation and environmental good practice***

- 4.1 Outline the current health and safety and animal welfare legislation,**

**codes of practice and any additional requirements** refer to LO2.1

## **TEACHING STRATEGIES AND LEARNING ACTIVITIES**

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

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

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

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

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

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

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

## **METHODS OF ASSESSMENT**

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

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

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

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

## **EVIDENCE OF ACHIEVEMENT**

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

- Product evidence
- Observation reports

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

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

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

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

#### **ADDITIONAL INFORMATION**

**See ABC website for further information**

## Handle Animals to Enable Them to Work Effectively

<b>Unit Reference</b>	<b>F/502/1644</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning Hours</b>	<b>45</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills required to handle animals to enable them to work. The learner will consider the methods of handling, control and encouragement in order to promote health and safety, animal welfare, the effects of the environment on the animal and the resources required
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to handle animals to enable them to work effectively	<p><b>1.1</b> Correctly prepare the animal for work</p> <p><b>1.2</b> Move the animal and introduce it to the working environment in a manner which minimises stress</p> <p><b>1.3</b> Check that the following resources are suitable for the planned work</p> <ul style="list-style-type: none"> <li>• equipment</li> <li>• personnel</li> <li>• environment</li> </ul> <p><b>1.4</b> Maintain control of the animal in a way which is likely to optimise its performance, maintain its safety and minimise stress using the following control methods</p> <ul style="list-style-type: none"> <li>• verbal</li> <li>• non-verbal</li> </ul> <p><b>1.5</b> Encourage the animal to perform to the best of its ability and offer the appropriate reward and praise</p> <p><b>1.6</b> Take the necessary action if the animal is not realising its potential or unexpected circumstances arise</p>

<p><b>2.</b> Be able to work safely and minimise environmental damage</p>	<p><b>2.1</b> Work in a way which maintains health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements</p>
<p><b>3.</b> Know how to handle animals to enable them to work effectively</p>	<p><b>3.1</b> Describe the different preparations which are necessary to enable the animal to work effectively in relation to its type, breed and the work which it has to do</p> <p><b>3.2</b> Describe the methods of handling and moving animals which promote their health and welfare and minimise their stress</p> <p><b>3.3</b> Describe the resources which will be necessary for the work and how they should be used covering</p> <ul style="list-style-type: none"> <li>• equipment</li> <li>• personnel</li> <li>• environment</li> </ul> <p><b>3.4</b> Describe the aspects of the environment which may affect the animal and signs which indicate this</p> <p><b>3.5</b> Describe the limitations of the animal breed and of the particular animal concerned</p> <p><b>3.6</b> Describe methods of controlling the animal effectively in the situations in which it is being worked</p> <p><b>3.7</b> Describe how to encourage the animal to work effectively</p> <p><b>3.8</b> Describe the actions which may be necessary if the animal is not realising its potential or unexpected circumstances arise</p>
<p><b>4.</b> Know relevant health and safety legislation and environmental good practice</p>	<p><b>4.1</b> Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements</p>
<p><b>Mapping to National Occupational Standards</b></p>	



## Supporting Unit Information

### F/502/1644 Handle animals to enable them to work effectively - Level 2

#### INDICATIVE CONTENT

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

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

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

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

Note 3: The examples used here are ferrets however any appropriate species or mixture of species can be used

**LO1, LO2 are the key areas of competence for this unit.**

#### ***Learning Outcome 1. Be able to handle animals to enable them to work effectively***

**1.1 Correctly prepare the animal for work** Choose ferret or ferrets required, these must be fit and healthy, well handled ferrets which will be easier to handle, control and be less likely to be lost when working, and preferably been trained to come to a whistle or call. Ferrets must be well fed and watered, and should not have been fed meat especially pork. Feed and water ferret before work to prevent kills underground. Ferrets need to be used to carrying box, so ferret is keen to return to box after work.

**1.2 Move the animal and introduce it to the working environment in a manner which minimises stress** Animals show stress in varying ways. E.g. Stress in ferrets recognised by wriggling, scenting when panicked, squealing if bitten by dog for example. Transport animals with due regard to stress level. E.g. Ferret transported in ferret carrying box with adequate holes for ventilation. Working ferrets must be keen to go into box as associated with hunting, and sanctuary, the more use the less stress seen. To reduce stress animals need a lot of handling. So ferrets get used to being lifted by hand under chest, and can be introduced calmly and sensibly into carry box, then into the rabbit burrows when ready with nets etc in place to catch any bolting rabbits. Ref LO1.1

**1.3 Check that the following resources are suitable for the planned work**  
Equipment suitable for activity: E.g. Ferret carrying box with bedding, electronic ferret finder and collars, purse, nets, spade or graft, sharp knife, bag or carrying strap for catch. All equipment should be fit for purpose, clean and well maintained

Personnel for activity required: personnel sourced dependent on activity. E.g.

To work ferrets. for a small burrow and only one or two ferrets, no help may be needed but with a very large burrow it may be useful to have more people and more ferrets. If burrow is in a dyke or hedge one person each side is beneficial.

Environment required for working animals: Land use sorted with land owner or tenant. For ferrets, initial site visit essential, to check burrows, rabbit activity, remove problem vegetation. Safety issues e.g. Proximity of roads, watercourses, houses, fences, stone walls etc. Ref LO2.1

**1.4 Maintain control of the animal in a way which is likely to optimise its performance, maintain its safety and minimise stress using the following control methods**

Verbal control of all animals requires training and is essential for most working animals, although not so essential for ferrets however useful. E.g. Use of rabbit squeaks and whistles, or pet calls help capture of ferret at end of day or to move burrows. Listening to locate ferrets stuck underground is also essential..

Non-verbal. Use of signs and signals, for ferrets use good handling to reduce stress, and encourage it to be caught. Ref LO1.1 and use of carrying box clothing etc, to attract ferret out of burrow for example, minimises stress and provides sanctuary. Ref LO1.6

**1.5 Encourage the animal to perform to the best of its ability and offer the appropriate reward and praise**

Most working animals respond well to praise and encouragement. E.g. trail hound at end of a race. However ferrets are mainly out of sight and hearing most of the time, but when collected, as they leave the burrows after the rabbits they need to be handled appropriately so they allow themselves to be caught. They need to want to enter carrying box or rolled up coat or blanket feeling that it is home and a safe sanctuary.

**1.6 Take the necessary action if the animal is not realising its potential or unexpected circumstances arise**

Working animals not reaching required standard may benefit from extra training; or change of occupation. Ferrets for example that cannot be trained may need to be re-homed as pets.

Unexpected circumstances can be varied, with all types of working animals such as escapes, fights, illness, and disappearances. Ferrets need to be prepared correctly Ref LO1.1 to prevent kills below ground which are a common ferret problem happening when ferrets are hungry and kill, feed, then sleep below ground usually on the pelt. Use of electronic ferret finder, or a ferret usually a hob on a line, a spade to dig ferret out. It is important to keep looking; provision of sanctuary to attract escapee like the carry box or rolled up jacket at burrow entrance. Illness e.g. worms, food poisoning salmonella, pneumonia, injury and loss can all occur; action needed may be first aid and or veterinary attention.

***Learning Outcome 2. Be able to work safely and minimise environmental damage***

**2.1 Work in a way which maintains health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements**

Work safely within the law according to current legislation with due regard to animal health and welfare, land access e.g. Countryside Acts, Trespass law, Animal Health Acts, Health and Safety, PUWER, Environmental Protection Acts, Codes of Practices as applicable, risk assessment and any other additional requirements. Learners do not need to

know the intricacies of these laws but they do need to know they must have the landowners, tenant or farmers permission, basic safety requirements, cleanliness, feed bedding and ventilation requirements for the animals concerned. Animal waste including feed should be removed and disposed of correctly as instructed, in accordance to environmental legislation. E.g. muck heap or allocated container. The importance of not feeding contaminated feeds should be highlighted, also the importance of environmental issues when disposing of all categories of livestock waste products.

**LO3 and LO4 are the key areas of knowledge for this unit.**

***Learning Outcomes 3. Know how to handle animals to enable them to work effectively***

**3.1 Describe the different preparations which are necessary to enable the animal to work effectively in relation to its type, breed and the work which it has to do** Ref LO1.1, LO 1.2,

**Describe the methods of handling and moving animals which promote their health and welfare and minimise their stress** Ref LO1.2, LO 1.4, LO 1.5

**3.2 Describe the resources which will be necessary for the work and how they should be used covering**

Equipment  
Personnel  
Environment  
Ref LO1.3

**3.3 Describe the aspects of the environment which may affect the animal and signs which indicate this** Discuss environmental aspects with land owner Ref LO1.3. Environment checked before planned activity e.g. ferreting burrows examined for potential size and length to calculate number of ferrets required. Burrows checked for activity; leaves cobwebs, indicating dead warren; Live warren indicated by rabbit muck and rabbit activity or if requested by farmer. Checked re H and S Ref LO 2.1 For hazards to humans (roads fences walls , livestock) and hazards to ferrets (deep burrows ,walls roots soft ground)

**3.4 Describe the limitations of the animal breed and of the particular animal concerned**

Ref LO1.5 & LO1.6 Breeds of animals being known e.g. Ferrets Albinos are small and sharp and make good workers Pole cat wilder and can be harder to handle, others such as Silvers and Sandies relate to colouring and maybe not such good workers but prettier making better pets.

**3.5 Describe methods of controlling the animal effectively in the situations in which it is being worked** Working animals vary greatly in their ability to be trained, controlled and or manipulated e.g. Police dogs are well trained and hence can be well controlled by whistle, voice, hand signals. Ferrets working instinctively need to be managed well to avoid losses and to facilitating their innate ability. Ref LO1.4, LO1.6

**3.6 Describe how to encourage the animal to work effectively** Ref LO1.5

**3.7 Describe the actions which may be necessary if the animal is not realising its potential or unexpected circumstances arise** Ref LO1.6

***Learning Outcome 4. Know relevant health and safety legislation and environmental good practice***

#### **4.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements Ref LO 2.1**

##### **TEACHING STRATEGIES AND LEARNING ACTIVITIES**

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

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

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

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

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

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

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

##### **METHODS OF ASSESSMENT**

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

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

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

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

##### **EVIDENCE OF ACHIEVEMENT**

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

- Product evidence
- Observation reports

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

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

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

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

## **ADDITIONAL INFORMATION**

### **Useful sources of reference**

- The British Ferret club <http://www.britishferretclub.co.uk>
- The National Ferret Welfare Society (NFWS )  
<http://www.ntlworld.com/ferreter>
- Joint Nature Conservation Committee <http://www.jncc.gov.uk/page-3614>
- The Defra web site <http://www.defra.gov.uk> has details of the new animal welfare acts and The Code of Recommendations for the Welfare of livestock are useful sources of information on transporting livestock.
- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc

**See ABC website for further information**

## Care for Animals After They Have Worked

<b>Unit Reference</b>	<b>F/502/1594</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills required to care for animals after they have worked. It covers being able to assess the condition of animals after work and provide suitable care
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.1)</b> <i>The learner can</i>
<b>1.</b> Be able to care for animals after they have worked	<p><b>1.1</b> Prepare conditions ready to receive the animal following work</p> <p><b>1.2</b> Provide the following types of care for the animal to maintain and promote its health and welfare</p> <ul style="list-style-type: none"> <li>• diet</li> <li>• exercise</li> <li>• appearance</li> <li>• rest</li> <li>• health</li> </ul> <p><b>1.3</b> Assess the health and condition of the animal and take the appropriate action</p> <p><b>1.4</b> Re-establish the animal in its living conditions to ensure comfort and safety</p>
<b>2.</b> Be able to work safely	<b>2.1</b> Work in a way which maintains health and safety and animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements
<b>3.</b> Know how to care for animals after they have worked	<p><b>3.1</b> Describe methods of assessing the health and condition of animals following work activity</p> <p><b>3.2</b> Describe the particular health</p>

	<p>and welfare requirements of animals following work activity covering</p> <ul style="list-style-type: none"> <li>• diet</li> <li>• exercise</li> <li>• appearance</li> <li>• rest</li> </ul> <p>• health</p> <p><b>3.3</b> Describe the living conditions which will promote the health and safety of the animal and any particular requirements for these following work</p>
<p><b>4.</b> Know relevant health and safety legislation</p>	<p><b>4.1</b> Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements</p>
<p><b>Mapping to National Occupational Standards</b></p>	

# Supporting Unit Information

## F/502/1594 Care for animals after they have worked – Level 2

### INDICATIVE CONTENT

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

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

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

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

Note 3: The examples used here are ferrets, however any appropriate species or mixture of species can be used

**LO1, LO2 are the key areas of competence for this unit.**

### ***Learning Outcome 1. Be able to care for animals after they have worked***

#### **1.1 Prepare conditions ready to receive the animal following work**

Hutch at base prepared ready, clean (toilet area cleaned daily), dry with appropriate food, water, bedding e.g. ferrets have large hutches with sleeping area well bedded with soft hay, do not use wood chip (causes respiratory problems). Carrying box ready clean, dry, with little bedding, known to ferret as a sanctuary. Rolled coat or blanket may be used at the burrow entrance to entice ferret after work if not keen to be caught.

#### **1.2 Provide the following types of care for the animal to maintain and promote its health and welfare**

**diet** appropriate feed and water. Working ferrets need a biscuit meat based diet (not fish) they should not be fed fresh meat as it encourages kills underground. Bread and milk should not normally be fed as it encourages obesity, but can be used as a treat after work. Treats may also be fresh fruits including dates and raisins and some vegetables but ferrets cannot digest and must not be fed seeds.

**exercise** after work ferrets may sleep for up to 18hrs or more. Ferrets need a good sized hutch with areas to exercise so they can choose when they are ready for exercise. Play and activity are essential for good health and recovery. Ferrets need 4 – 6 hours exercise a day, more is preferable.. A ferret that is caged too much will become depressed resulting in either refusing food or getting too fat, eating out of boredom and uninterested in work.

**appearance** animals health is mainly judged on appearance. Fit ferrets have good shiny coats, bright eyes, damp nose, regular breathing and heart beat. They are alert and active. Look for cuts, bruises and other injuries. Ferrets can be washed if needed after work use proprietary small animal



shampoo

**rest** ferrets need plenty of rest after work in well bedded sleeping area. Ref Lo1.2(ii)

**health** ferrets health judged on appearance and promoted by correct food, water , accommodation and exercise, ref LO1.3.

### **1.3 Assess the health and condition of the animal and take the**

**appropriate action** If ferret does not appear right and it looks weak, lying flat down, quiet, puffing, mouth open, dull eyed, scoured, emaciated or injured, remedial action needs to be taken. Check ferret's normal rectal body temp 39.4 C. Care needed taking rectal temp. Respiration rate 33 to 36 breaths per minute. Average heart rate should be 225 beats per minute. Higher temperatures, rapid pulse, and shallow breathing indicate heatstroke. Check gums and pads for either inflammation (redness) or white (going into shock) Care needed when transporting in cars for example. Excessive panting salivating followed by collapse, coma, even seizures indicate heat stroke/stress.

Once ferret assessed second opinions from fellow ferreters can also be useful. Appropriate action needs to be taken e.g. isolation, extra food, electrolytes, water, bedding, or if the following symptoms are seen; blood in urine, severe hair loss, breathing difficulty, inability to urinate, dramatic weight loss, lethargy and weakness, loss of colour in gums, and constant scratching or chewing of the paws, veterinary attention should be obtained.

### **1.4 Re-establish the animal in its living conditions to ensure comfort and safety** After work ferrets put back carefully in hutch at base which should be a good roomy purpose built house. Ref LO1.1 with clean soft hay in living area. Ferrets introduced straight from carrying box to reduce chance of escape or by careful handling.

## ***Learning Outcome 2. Be able to work safely***

**2.1 Work in a way which maintains health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements** Work safely within the law according to current legislation with due regard to animal health and welfare, land access e.g. Countryside Acts, Trespass law, Animal Health Acts, Health and Safety, PUWER, Environmental Protection Acts, Codes of Practices as applicable, risk assessment and any other additional requirements. Learners do not need to know the intricacies of these laws but they do need to know they must have the landowners, tenant or farmers permission, basic safety requirements, cleanliness, feed bedding and ventilation requirements for the animals concerned.

## **LO3, LO4 are the key areas of knowledge for this unit**

## ***Learning Outcome 3. Know how to care for animals after they have worked***

**3.1 Describe methods of assessing the health and condition of animals following work activity** methods including observation of general appearance injuries etc. Ref LO1.2. Health and condition checked Ref LO1.2 and LO1.3, only use thermometer if ill health indicated, however observe for heat stroke. Always observe respiration and heart rate.

**3.2 Describe the particular health and welfare requirements of animals following work activity covering**

**diet** full description of appropriate feed as in LO1.2

**exercise** describe link between rest and exercise to enable a full recovery  
Ref LO1.2.

**appearance** be able to describe a fit healthy ferret Ref LO1.2

**rest** ref LO1.2

**health** know health problems to look for in ferrets after work Ref LO1.2 and LO1.3

**3.3 Describe the living conditions which will promote the health and safety of the animal and any particular requirements for these following work**

Describe a large airy hutch with well bedded sleeping area, with food and water as in LO1.1, with appropriate company to enable ferret to relax and recover. Also how animal waste including feed should be removed and disposed of correctly as instructed, in accordance to environmental legislation e.g. muck heap or allocated container. The importance of not feeding contaminated feeds should be highlighted, also the importance of environmental issues when disposing of all categories of livestock waste products.

**Learning Outcome 4. Know relevant health and safety legislation**

**4.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements** Ref LO2.1

**TEACHING STRATEGIES AND LEARNING ACTIVITIES**

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

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

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

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

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

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

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

**METHODS OF ASSESSMENT**

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

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

Centres will need to devise assessment tasks which will be practical animal care centre, wildlife centre, on farm/estate, or zoo based where possible. **Simulation is not acceptable for this unit**

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

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

#### **EVIDENCE OF ACHIEVEMENT**

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

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

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

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

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

#### **ADDITIONAL INFORMATION**

### **Useful sources of reference**

- The British Ferret club <http://www.britishferretclub.co.uk>
- The National Ferret Welfare Society (NFWS )  
<http://www.ntlworld.com/ferreter>
- Joint Nature Conservation Committee <http://www.jncc.gov.uk/page-3614>
- The Defra web site <http://www.defra.gov.uk> has details of the new animal welfare acts and The Code of Recommendations for the Welfare of livestock are useful sources of information on transporting livestock.
- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc

**See ABC website for further information**

## 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>
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.4)</b> <i>The learner can</i>
<b>1.</b> Be able to clean and maintain the work environment	<p><b>1.1</b> Carry out the cleaning of equipment in accordance with manufacturer's instructions</p> <p><b>1.2</b> Select and use protective clothing, tools, equipment and cleaning materials in accordance with manufacturers'/employers' instructions</p> <p><b>1.3</b> 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><b>1.4</b> Complete appropriate maintenance checks to identify wear and tear and accurately report to the appropriate person as soon as possible</p>

	<p><b>1.5</b> Leave working areas in an appropriate state for the work to be undertaken</p> <p><b>1.6</b> Store materials and equipment safely and correctly after use</p> <p><b>1.7</b> Ensure that animal welfare, safety and security is maintained at all times during and after cleaning of the work environment</p> <p><b>1.8</b> Provide clear and accurate information for recording purposes</p>
<p><b>2.</b> Be able to work safely and minimise environmental damage</p>	<p><b>2.1</b> Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements</p> <p><b>2.2</b> Carry out work in a manner which minimises environmental damage</p> <p><b>2.3</b> Dispose of waste safely and correctly</p>
<p><b>3.</b> Know how to clean the work environment</p>	<p><b>3.1</b> 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><b>3.2</b> 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><b>3.3</b> 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> <li>• surfaces</li> <li>• equipment</li> </ul> <p><b>3.4</b> Describe why cleaning should minimise disruption to other staff and to animals</p>

	<p><b>3.5</b> Explain the contribution that good cleaning practices have on customer relations, the image of the organisation and health and bio-security</p>
<p><b>4.</b> Know how to clean and maintain equipment in the work environment</p>	<p><b>4.1</b> 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><b>4.2</b> State why cleaning agents should be correctly diluted and the possible effects of not doing this</p> <p><b>4.3</b> Explain when sterilisation can be used, the reasons for doing and the potential risks if this is not done correctly</p> <p><b>4.4</b> State the frequency with which different items of equipment should be cleaned and maintained</p> <p><b>4.5</b> Describe how to recognise potentially hazardous equipment and the potential effects of not reporting it</p> <p><b>4.6</b> Explain the reasons of maintaining and storing cleaning materials and equipment safely and correctly</p> <p><b>4.7</b> State why it is important to keep accurate records</p> <p><b>4.8</b> Describe how cleaning, maintenance and storage of work equipment contributes to bio-security measures</p>
<p><b>5.</b> Know relevant health and safety legislation and environmental good practice</p>	<p><b>5.1</b> Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements</p> <p><b>5.2</b> Describe how environmental damage can be minimised</p> <p><b>5.3</b> Describe the correct methods for disposing of waste</p> <p><b>5.4</b> Describe the selection and use of Personal Protective Equipment for cleaning the work environment</p>
<p><b>Mapping to National Occupational Standards</b> O29NAC 3.1, 2</p>	

# Supporting Unit Information

## Maintain the cleanliness and bio security of the animal care working environment - Level 2

### INDICATIVE CONTENT

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

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

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

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

LO1 and LO2 are competence based outcomes

### ***Learning Outcome 1. Be able to clean and maintain the work environment***

- 1.1 Carry out the cleaning of equipment in accordance with manufacturer's instructions** clean away debris with detergent, disinfect equipment following cleaning. Follow manufacturer's instructions on how to clean and dilution rates of chemicals. Ensure equipment is cleaned thoroughly, including grooves, ratchets, hinges and all surfaces.
- 1.2 Select and use protective clothing, tools, equipment and cleaning materials in accordance with manufacturers'/employers' instructions** protective clothing to include gloves, aprons, mask and protective boots. Tools, equipment and cleaning materials to include maintenance tools such as screwdrivers, spanners and hammers, mops, brooms, buckets, cleaning chemicals, hosepipes, brushes and sponges/cloths. Follow instructions accurately.
- 1.3 Clean at least 5 of the following areas in the working environment**
  - **floors and walls** remove any objects from floor space, sweep/hover debris, clean and disinfect. Use warning signs for wet floors
  - **work tables/benches** remove all objects. Clean and disinfect
  - **washing and drying areas** ensure area is uncluttered. Clean and disinfect
  - **public areas** ensure chemicals are non-hazardous, provide warning signs when necessary
  - **animal accommodation** remove animal to secure location, remove bedding etc., remove organic debris, clean with detergent and disinfect. Use detergent and disinfectant combined if available. Follow directions for chemicals.
  - **staff facilities** to include staff room, toilet, and kitchen area.
- 1.4 Complete appropriate maintenance checks to identify wear and tear and accurately report to the appropriate person as soon as possible**



check for damage such as broken equipment, exposed wiring, damaged door hinges on accommodation, broken windows, check for potential hazards. Mark any faults clearly for all other personnel to see and report to supervisor.

- 1.5 Leave working areas in an appropriate state for the work to be undertaken** equipment put away, debris removed, cleaned and disinfected.
- 1.6 Store materials and equipment safely and correctly after use** ensure equipment is cleaned and checked for wear and tear after use. Clean and disinfect when necessary. Return to their correct storage location. Ensure harmful equipment is stored in a secure area.
- 1.7 Ensure that animal welfare, safety and security is maintained at all times during and after cleaning of the work environment** ensure that the animal is kept in a secure location. Ensure no stress is caused to the animal, monitor during and after the cleaning for signs of stress. Follow manufacturer's instructions to ensure chemicals and dilution rates are appropriate for use around animals.
- 1.8 Provide clear and accurate information for recording purposes** keep a timely, clear and accurate record of cleaning carried out, chemicals used and date and time of cleaning. Records can be kept written or electronic.

***Learning Outcome 2. Be able to work safely and minimise environmental damage***

- 2.1 Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements** refer to the Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health & Safety at Work Act 1974, maintain safety of staff and animals. Complete and review risk assessments.
- 2.2 Carry out work in a manner which minimises environmental damage** keep noise levels low to prevent noise pollution, use chemicals safely and at the manufacturers recommendations. Dispose of chemicals and waste correctly. Refer to LO2.1
- 2.3 Dispose of waste safely and correctly** dispose of waste materials following correct procedures, clinical waste, domestic waste, industrial waste. Segregate waste according to current legislation. Dispose of according to current legislation using licensed companies.

LO3, LO4 and LO5 are knowledge based outcomes

***Learning Outcome 3. Know how to clean the work environment***

- 3.1 State what the potential hazards are when cleaning each area of the following work environments**
  - **floors and walls** chemical hazards such as chemical splashes, irritation from chemicals, inhalation/ingestion of chemicals. Slips on wet floors, tripping over cleaning equipment such as mops and buckets, water around electricity switches/sockets
  - **work tables/benches** chemicals hazards (see above). Sprains and strains when clearing benches. Water around electricity sockets.
  - **washing and drying areas** chemical hazards, water around electricity sources
  - **public areas** chemical hazards, electrical hazards, slips on wet floors,

tripping over equipment

- **animal accommodation** chemical hazards, electrical hazards, slips and trips, banging of head if leaning into cattery type kennels, back injuries, bites/scratches from animals, zoonotic infection.
- **staff facilities** chemical hazards, electrical hazards, slips and trips.

### **3.2 Assess the risks and state how they can be minimised with respect to the**

- **animal(s)** ensure suitable restraint equipment is used e.g. lead and collar, halti, muzzle, gauntlets. Seek assistance if necessary. Remove animal to a separate, secure location.
- **work environment** ensure equipment is moved safely out of the way, ensure floor space is clean, dry and uncluttered to prevent trips and slips. Ensure wiring and electrical equipment is checked regularly and serviced.
- **equipment** ensure electrical equipment is serviced regularly and checked for wiring. Ensure equipment is cleaned and disinfected to prevent transmission of zoonotic disease. Check equipment is in a safe working order before use.
- **cleaning materials** store in secure original containers, wear protective clothing such as gloves, aprons, face masks, follow manufacturers instruction.
- **others** complete and regularly review risk assessments. Follow protocols and procedures accurately.

### **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**

- **particular fabrics** detergents, disinfectants, brushes.
- **surfaces** detergents, disinfectants, sponges and cloths
- **equipment** detergents, disinfectants, sterilising solution, brushes, mops. Chemicals need to be diluted correctly following the manufacturer's instructions. Incorrect dilution can lead to the chemical being ineffective, toxic fumes, skin irritation.

### **3.4 Describe why cleaning should minimise disruption to other staff and to animals** to ensure that staff productivity continues and remains high, organisation can continue to run smoothly and efficiently, prevents stress and injury to the animals if they are not disrupted.

### **3.5 Explain the contribution that good cleaning practices have on customer relations, the image of the organisation and health and bio-security** creates a professional image, customers are likely to return and recommend your business by word of mouth, gives the impression that the service to the customer will be high and that animals will be well cared for, prevents transmission of disease between animals, people and also zoonotic diseases.

## ***Learning Outcome 4. Know how to clean and maintain equipment in the work environment***

### **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** detergents, disinfectants, sterilising solutions, brushes, sponges and cloths, washing bowls, buckets, ultrasonic cleaners, sterilising units. Electrical equipment should be cleaned ensuring that any wiring and plugs does not come in contact with water. Protective clothing should include gloves, aprons and facemasks.

- 4.2 State why cleaning agents should be correctly diluted and the possible effects of not doing this** refer to LO3.3
- 4.3 Explain when sterilisation can be used, the reasons for doing and the potential risks if this is not done correctly** sterilisation can be performed once items have been cleaned from organic debris. Sterilisation destroys or removes all micro-organisms. Sterilisation can be achieved by chemical (all items), steam and pressure (non electrical) or radiation. If not done correctly micro-organisms can multiply to a harmful level.
- 4.4 State the frequency with which different items of equipment should be cleaned and maintained** equipment should be cleaned immediately after use, or if used all day long i.e. work surfaces/floors then daily. Specialised items should be cleaned and maintained according to the manufacturer's instructions.
- 4.5 Describe how to recognise potentially hazardous equipment and the potential effects of not reporting it** examine equipment before and after use. Hazardous equipment includes broken equipment with sharp edges, contaminated equipment, cracked casing of electrical items, and exposed wiring. If not reported use may be continued resulting in injury to user and or animal.
- 4.6 Explain the reasons of maintaining and storing cleaning materials and equipment safely and correctly** to maintain their effectiveness, to ensure they pose no health and safety threat including trips and slips, chemical reaction from inhalation/ingestion/ or contact, to ensure they are safe, accessible and in working order for next person.
- 4.7 State why it is important to keep accurate records** to comply with legislation, to ensure people can track when and how it was cleaned, to track maintenance and servicing of equipment.
- 4.8 Describe how cleaning, maintenance and storage of work equipment contributes to bio-security measures** by effectively removing and destroying micro-organisms, or keeping number of micro-organisms to a minimum. This reduces the risk of disease transmission.

***Learning Outcome 5. Know relevant health and safety legislation and environmental good practice***

- 5.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements** refer to the Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Animal Welfare Transport Legislation 2007 Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health & Safety at Work Act 1974, maintain safety of staff and animals. Complete and review risk assessments.
- 5.2 Describe how environmental damage can be minimised** refer to LO2.2
- 5.3 Describe the correct methods for disposing of waste** refer to LO2.3
- 5.4 Describe the selection and use of Personal Protective Equipment for cleaning the work environment** gloves, face masks, aprons and goggles when using/preparing chemicals. Steel toe capped boots when using heavy equipment.

**TEACHING STRATEGIES AND LEARNING ACTIVITIES**

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

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

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

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

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

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

## **METHODS OF ASSESSMENT**

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

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

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

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

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

## **EVIDENCE OF ACHIEVEMENT**

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

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements

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

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

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

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

#### **ADDITIONAL INFORMATION**

**See ABC website for further information**

## 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>	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
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.2)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare feed for animals	<b>1.1</b> Use correct personal hygiene procedures before and after preparing animal feed  <b>1.2</b> Prepare the correct amount of animal feed according to feeding plans in a way that minimises wastage
<b>2.</b> Be able to work safely and minimise environmental damage	<b>2.1</b> Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements  <b>2.2</b> Dispose of waste and animal feed safely and correctly
<b>3.</b> Be able to select, use and maintain relevant equipment	<b>3.1</b> Select appropriate materials and equipment for this area of work  <b>3.2</b> Use the appropriate equipment and utensils in a hygienic way consistent with legal and organisational requirements  <b>3.3</b> Prepare, maintain and store materials and equipment in a safe, hygienic and effective condition
<b>4.</b> Know how to prepare	<b>4.1</b>

<p>feed for animals</p>	<p>Describe the importance of personal hygiene and health and safety in preparing animal feed</p> <p><b>4.2</b> 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><b>4.3</b> Describe any particular precautions that should be taken when preparing different types of feed</p> <p><b>4.4</b> Describe the equipment and utensils that are used in preparing and serving animal feed</p> <p><b>4.5</b> Describe three situations in which animals may have specific nutritional needs</p>
<p><b>5.</b> Know relevant health and safety legislation and environmental good practice</p>	<p><b>5.1</b> Outline the current health and safety legislation, codes of practice and any additional requirements</p> <p><b>5.2</b> Describe the correct methods for disposing of waste and animal feed</p>
<p><b>Mapping to National Occupational Standards</b></p>	

# Supporting Unit Information

## L/502/1467 Prepare feed for animals – Level 2

### INDICATIVE CONTENT

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

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

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

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

Note 3: The examples used here are cats however any appropriate species or mixture of species can be used

**LO1, LO2 LO3 are the key areas of competence for this unit.**

#### ***Learning Outcome 1. Be able to prepare feed for animals***

**1.1 Use correct personal hygiene procedures before and after preparing animal feed** Ensure that hands are washed and dried correctly, using antibacterial wash, soap &/or hand cleanser, keep facilities clean and tidy before and after preparing feed, to prevent cross contamination. Use correct PPE as applicable

**1.2 Prepare the correct amount of animal feed according to feeding plans in a way that minimises wastage** Use feeding plan provided to identify amount and type of feed required. Use correct utensils as listed in LO3. Read and follow feeding plans for animals to be fed, calculate different feeds required for animals being fed. Use weigh scales or other form of metering amount of food by volume, to ensure feed is allocated accurately to prevent over and under feeding, and prevent wastage. Use feed utensils as detailed in LO3.2.

#### ***Learning Outcome 2. Be able to work safely and minimise environmental damage***

**2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements** Work safely according to current legislation with due regard to animal health and welfare e.g. Animal Health Acts, Health and Safety, PUWER, Environmental Protection Acts, Codes of Practices as applicable, risk assessment and any other additional requirements. Learners do not need to know the intricacies of these laws but they do need to know basic safety requirements, cleanliness, and feed preparation requirements.

**2.2 Dispose of waste and animal feed safely and correctly** Animal waste including feed should be removed and disposed of correctly as instructed,



following standard operating procedure. All categories of livestock waste products disposed of in accordance to environmental legislation, in muck heap or allocated containers. Waste water disposed in a dirty water system. The importance of not feeding contaminated feeds should be highlighted.

***Learning Outcome 3. Be able to select, use and maintain relevant equipment***

**3.1 Select appropriate materials and equipment for this area of work**

Equipment for personal use selected footwear, gloves, apron, etc. Equipment for handling and preparing food e.g. tin opener, fork, spoon, bowls and weigh scales. Ensure any electrical equipment (fridge, freezer, kettles) used is safe, pat tested and correctly maintained. Equipment for feeding cat; water bowls and feed bowls clean and fit for purpose. Note bowls must be wide enough to let cat put head into bowl without touching whiskers. None slip bases also useful.

**3.2 Use the appropriate equipment and utensils in a hygienic way consistent with legal and organisational requirements**

Follow workplace rules and standard operating procedures to prepare food, with specific tools such as scales, knives, spoons used for each type of food, to prevent cross contamination certain tools may sometimes only be used for selected feeds such as tinned cat feed.

**3.3 Prepare, maintain and store materials and equipment in a safe, hygienic and effective condition**

Clean all tools and equipment before and after process so ready for reuse. Do not clean with human feeding utensils. Ensure temperature safe but high enough to remove bacteria. Do not use highly scented detergents on feed bowls as it can deter cats from eating. Check all equipment and materials are clean and in good working order before and after use. Report breakages and defects to line manager, who could be section manager, small holder, pet owner, vet, keeper, or teacher. Store cupboards temperature regulated, preferably out of direct sunlight. All opened containers labelled for specific animals. Tinned food removed from tins placed in air tight containers and labelled. Ref LO1.2

**LO4, and LO5 are the key areas of knowledge for this unit**

***Learning Outcome 4. Know how to prepare feed for animals***

**4.1 The importance of personal hygiene and health and safety when preparing animal feed**

Know the reasons for personal hygiene e.g. Cross contamination with for example Salmonella and E Coli infections. Know how to keep safe when preparing feed; note the use of simple risk assessments for all standard operating procedures used, is a useful teaching tool to highlight risks. E.g. use of tin openers, sharp knives, motorised equipment and machinery if used. Ref LO1.1 and LO2.1

**4.2 Describe the different types of feed that are available and how to prepare these, covering, prey, freshly prepared and cooked foods, frozen. proprietary tinned and dried foods**

- **Fresh** Cats like to kill and eat their own prey e.g. insects, rodents, birds, reptiles. Fresh food can be prepared for cats who will eat it raw however to reduce the risk of salmonella it is best cooked. E.g. porridge, liver, rabbit, poultry, fish, scrambled eggs. Cool and remove bones before feeding. Problems can occur with vitamin mineral and amino acid imbalance so not recommended as a sole method of feeding cats.

- **Frozen** Above foods can be kept frozen, then thawed properly prior to feeding and preferably cooked for cats. Cats will only eat prey they have killed themselves.
- **Dried** Contains minimal water so water must be provided at all times, good for cats' teeth, poor quality dried food known to result in urinary problems in the past. However very good source of correctly balanced feed, vitamin and minerals. Clean to use, best varied with other types of feed.
- **Tinned** Preferred by most cats as many different flavours, varieties and qualities, it is a well balanced feed, also pouched feeds are similar to tinned, are drier so keeps better after feeding. Tinned and pouched feeds must be only fed in small quantities to prevent wastage.  
Know the effect of faddism and importance of varied diets for cats from a young age.

**4.3 Describe any particular precautions that should be taken when preparing different types of feed** Know how to keep safe see LO2.1, LO2.2 and LO4.1 and extra precautions needed for each type of feed. Feed at room temperature. Fresh feed must not be a sole diet unless all natural prey. Ref LO4.2. Care required with cross contamination Ref LO3.1 and LO3.2. All fresh food cooked adequately to kill all bacteria. Frozen see LO4.2 and problems handling frozen food adequate PPE. Dried See LO4.2 vary with other feed use good proprietary well balanced feeds only, do not over feed as can be a cause of urinary calculi if fed without adequate water or for long periods. Tinned. Good balanced feed but cats can get addicted and over eat or refuse to eat. Decant into ceramic stainless steel or plastic containers with lids to prevent deterioration, store in fridge use in 24hrs

**4.4 Describe the equipment and utensils that are used in preparing and serving animal feed** Ref LO3.LO4.2

**4.5 Describe three situations in which animals may have specific nutritional needs.** Examples could be kittens up to 12 weeks need 5 small meals a day due to small size. Elderly cats getting tooth problems need soft feed, fed to appetite one to two meals a day, to ensure adequate food intake is not prevented by pain. Nursing cats need a good supply of feed and water available at all times and fed two times a day. Special diets for cats with diarrhoea and or colitis will be prescribed by vets.

### ***Learning Outcome 5. Know relevant health and safety legislation and environmental good practice***

**5.1 Current health and safety legislation, codes of practice and other requirements.** Ref LO2.1 and 3.2

**5.2 Correct methods of disposing of waste and animal feed:** See LO2.2

## **TEACHING STRATEGIES AND LEARNING ACTIVITIES**

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

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

Delivery of these learning outcomes is by supervised practical animal care tasks giving learners the opportunity, first to practice the various tasks and then to be

observed correctly doing each task to demonstrate achievement of the assessment criteria.

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

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

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

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

### **METHODS OF ASSESSMENT**

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

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

Centres will need to devise assessment tasks which will be mainly practical, but also knowledge based tests. Based in an animal care centre, wildlife centre, on a farm, or in a zoo where possible. **Simulation is not acceptable for this unit**

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

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

### **EVIDENCE OF ACHIEVEMENT**

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

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

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

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

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

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

## **ADDITIONAL INFORMATION**

### **Useful sources of reference**

- The RSPCA web site [www.rspca.co.uk](http://www.rspca.co.uk) and The pet web site [www.petwebsite.com](http://www.petwebsite.com) The Defra web site <http://www.defra.gov.uk> has details of the new animal welfare acts and the Cats Protection League has useful information on cats [http://www.cats.org.uk/learn/education\\_secondary.asp](http://www.cats.org.uk/learn/education_secondary.asp)
- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Department for Environment, Food and Rural Affairs website has up to date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors
- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc

**See ABC website for further information**

## 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>
<b>1.</b> Be able to provide feed and water to animals	<p><b>1.1</b> Select the correct feed according to the animals' feeding plan</p> <p><b>1.2</b> Prepare feed correctly and hygienically</p> <p><b>1.3</b> Provide feed in a manner which gives each animal the opportunity to obtain its food and maintains it's health and welfare</p> <p><b>1.4</b> Supply clean, fresh water to the animals according to their needs</p> <p><b>1.5</b> Provide clear and accurate information for recording purposes</p>
<b>2.</b> Be able to select, use and maintain relevant equipment	<p><b>2.1</b> Select appropriate equipment for this area of work</p> <p><b>2.2</b> Prepare, maintain and store equipment in a safe and effective working condition</p>
<b>3.</b> Be able to work safely	<b>3.1</b> Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements

	<b>3.2</b> Dispose of waste safely and correctly
<b>4.</b> Know how to provide feed and water to animals	<p><b>4.1</b> Describe the purpose of a feeding plan</p> <p><b>4.2</b> Describe different types of feed and feed quality for three different purposes</p> <p><b>4.3</b> Outline the importance of providing fresh water to animals</p> <p><b>4.4</b> Describe normal feeding and drinking behaviour of animals and how to identify signs of abnormality</p> <p><b>4.5</b> Outline correct storage and use of equipment and feedstuffs</p> <p><b>4.6</b> Describe potential difficulties and risks that may arise during the feeding process and who to report them to</p> <p><b>4.7</b> Identify the types of records required and explain the importance of accurate record keeping</p>
<b>5.</b> Know relevant health and safety legislation	<p><b>5.1</b> Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements</p> <p><b>5.2</b> Describe the correct methods for disposing of waste</p>
<b>6.</b> Know the types of equipment required and how to maintain them	<p><b>6.1</b> Describe the equipment which will be required for the activity</p> <p><b>6.2</b> Describe the methods of cleaning and maintaining the range of equipment hygienically</p>
<b>Mapping to National Occupational Standards</b>	

# Supporting Unit Information

## D/502/1473 Provide feed and water to animals – Level 2

### INDICATIVE CONTENT

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

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

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

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

Note 3: The examples used here are cats however any appropriate species or mixture of species can be used

**LO1, LO2 LO3 are the key areas of competence for this unit.**

### ***Learning Outcome 1. Be able to provide feed and water to animals***

**1.1 Select the correct feed in accordance to animals' feeding plan** Follow feeding plan for animals to be fed, Use plan provided to identify amount and type of feed required which could be fresh, frozen, dried, or tinned

**1.2 Prepare feed correctly and hygienically** Follow standard operating procedure, prepare by washing hands and selecting correct PPE, use clean tools and equipment to measure and dispense food into correct containers for animals concerned. Report mistakes in feeding plans, breakages and defects to line manager, who could be section manager, small holder, pet owner, vet, keeper, or teacher. All opened containers labelled for specific animals if not emptied sealed and labelled, to ensure no cross contamination, miss feeding, and stored in safe place such as fridge for perishable foods or sealed containers for dried and other foods.

**1.3 Provide feed in a manner which gives each animal the opportunity to obtain its food and maintains its health and welfare** Ensure cats have own bowls cleaned and returned with correct feed allocation as feeding plan with no distractions e.g. dogs, other cats etc. All cats in room fed at the same time if possible to prevent stress and give them time to eat. Especially with young animals feeding plan may be little and often to increase feed intake and keep them fit

**1.4 Supply clean, fresh water to the animals according to their needs** Water provided ad lib unless otherwise directed e.g. before an operation. Water bowls kept topped up, clean and hygienic throughout to help encourage uptake. Beware topping up dirty containers

**1.5 Provide clear and accurate information for recording purposes** Follow work place standard operating procedures for recording and providing information for example - hospitalisation records with name of animal, date of

arrival, expected time of operation, type of food and water required, amount and whether eaten, time of withholding of food prior to operation, change of diet and time required for post operation food and water or information on hypo-allergenic or weight loss/gain diets

**Learning Outcome 2. Be able to select, use and maintain relevant equipment**

**2.1 Select appropriate equipment for this area of work** Equipment for personal use selected footwear, gloves, apron, etc. Equipment for handling and preparing food e.g. tin opener, fork, spoon, bowls and weigh scales. Ensure any electrical equipment (fridge, freezer, kettles) used is safe, pat tested and correctly maintained. Equipment for feeding cat; water bowls and feed bowls clean and fit for purpose. Note bowls must be wide enough to let cat put head into bowl without touching whiskers. None slip bases also useful.

**2.2 Prepare, maintain and store equipment in the correct way** Clean all tools and equipment before and after process so ready for reuse. Do not clean with human feeding utensils. Ensure temperature safe but high enough to remove bacteria. Do not use highly scented detergents on feed bowls as it can deter cats from eating. Check all equipment and materials are clean and in good working order before and after use. Report breakages and defects to line manager, ref. LO1.2. Store cupboards temperature regulated, preferably out of direct sunlight. All opened containers labelled for specific animals. Tinned food removed from tins placed in air tight containers and labelled, before refrigeration.

**Learning Outcome 3. Be able to work safely**

**3.1 Work healthily and safely with regard to animal welfare codes of practice and other requirements minimising environmental damage**

Work safely according to current legislation with due regard to animal health and welfare e.g. Animal Health Acts, Health and Safety, PUWER, Environmental Protection Acts, Codes of Practices as applicable, risk assessment and any other additional requirements. Learners do not need to know the intricacies of these laws but they do need to know basic safety requirements, cleanliness, and feed preparation requirements.

**3.2 Dispose of waste safely and correctly** Animal waste including feed should be removed and disposed of correctly as instructed, following standard operating procedures. The disposal of all categories of animal feed waste and water, disposed of in accordance to environmental legislation, in municipal waste bins, sinks or specifically allocated containers. or dirty water system. The importance of not feeding contaminated feeds and water should be highlighted

**LO4, LO5 and LO6 are the key areas of knowledge for this unit**

**Learning Outcome 4. Know how to provide feed and water for animals**

**4.1 Describe the purpose of a feeding plan** To prevent illness from underfeeding and over feeding, feeding the correct foods at the correct times. To enable a written record which enables different people to follow plan and feed correctly, to enable analysis of feed intake to diagnosis illness, incidents of weight gain or loss, changes in behaviour. To prevent gorging and sickness, and to prevent wastage. Ref LO1.1

**4.2 Describe different types of feed and feed quality for 3 different**



**purposes** Examples could be freshly caught prey if plentiful caught by cat provides all a cat needs to keep healthy Cats like to kill and eat their own prey e.g. insects rodents, birds, reptiles. Tinned food can be useful to help a cat regain lost body condition especially more expensive brands e.g. kittens up to 12 weeks need 5 small meals of tinned food a day. Elderly cat getting tooth problems need soft tinned food, fed to appetite one to two times a day. Dried food contains minimal water so water must be provided at all times, good for cats' teeth, and good for cats where it may be impossible to feed the regularly e.g. pressures of work as it does not go off as quickly as fresh and tinned foods

Examples of different uses of different feed types could be special diets for cats with diarrhoea and or colitis, or hypo-allergenic diets as prescribed by vets. Post and pre operation diets, specialist kidney diets. Nursing cats also need a good supply of a variety of feed and water available at all times, or fed two times a day at least

**4.3 Outline the importance of providing fresh water to animals** Cats' body contains about 67% water, which is approximately the percentage of water in the prey they would catch and eat in the wild. A 15% loss in water can result in death. Dry cat food is around 10% water, and canned cat food around 78%. Without the right water the cat can become ill with dehydration. Dirty water can carry infections e.g. bacteria such as Salmonella. Excess water is not a problem as the cat can expel excess in urine. Water loss can take place with bleeding, diarrhoea, increased body temp, increased salt intake and must be replaced to prevent death. Ref LO1.4

**4.4 Describe normal feeding and drinking behaviour of animals and how to identify signs of abnormality** Cats can vary but they are creatures of habit, variations in normal habits such as not drinking or eating, are important and can indicate illness and must be noted on feeding charts and/or reported to line manager. Ref LO1.2. Dropping of feed can indicate tooth problems as can refusal to eat dried food.

**4.5 Correct storage and use of equipment and feed:** Ref LO2.2

**4.6 Difficulties and risks during feeding and who to report them to** Work with due regard to health and safety Ref LO3.1 to minimise risks. Risk assessments are useful teaching tools to highlight potential difficulties and risks when feeding all types of animals. Some cats can be very aggressive at times for example and learners need to report any issues to Line Managers. Ref LO1.2 so that warnings can be put in place to minimise the risk to all personnel. Risks to the cat due to eating too fast causing sickness or aspiration pneumonia also noted.

**4.7 Types of records required and the importance of accurate records** Records required can vary between businesses and individual cats. Ref LO1.5. From total recorded feeding regime to a record of just feeding in some catteries. Legibility and accuracy of all records paramount as otherwise have no meaning and can cause mistakes. Records may for example be written on cards, placed in cats cage or record book, or electronic in computer recording system, or digital recording system.

### ***Learning Outcome 5. Know relevant health and safety legislation and environmental good practice***

**5.1 Current health and safety legislation, codes of practice and other requirements.** Ref LO3.1

**5.2 Correct methods of disposing of waste and animal feed:** Ref LO3.2

***Learning Outcome 6. Know the types of equipment and how to maintain them***

**6.1 Equipment required for feeding:** Ref LO2.1

**6.2 Methods of cleaning and maintaining equipment hygienically:** Know methods of cleaning all tools and equipment before and after process so ready for reuse. Ref LO2.2

**TEACHING STRATEGIES AND LEARNING ACTIVITIES**

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

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

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

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

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

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

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

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

**METHODS OF ASSESSMENT**

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

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

Centres will need to devise assessment tasks which should be practical where possible

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

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

### **EVIDENCE OF ACHIEVEMENT**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following:

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

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

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

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

### **ADDITIONAL INFORMATION**

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

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- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Department for Environment, Food and Rural Affairs website has up to

date information about legislation, codes of practice and consultations in the horticultural / agricultural sectors

- The Environment Agency website <http://www.environment-agency.gov.uk> provides guidance about environmental permitting, pollution and emissions, hazardous waste, water etc

**See ABC website for further information**

## 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>	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 This unit is designed to be applicable to working with all species of animals that need to exercise
<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>
<b>1.</b> Be able to assess opportunities for controlled exercise	<b>1.1</b> Assess the animals suitability for exercise and their requirements <b>1.2</b> Assess that the exercise areas is as safe as possible for the animal and the controlled exercise
<b>2.</b> Be able to use equipment properly and safely	<b>2.1</b> Select, prepare and check appropriate equipment for exercise <b>2.2</b> Fit equipment properly for the animal and the exercise <b>2.3</b> Clean equipment after use
<b>3.</b> Be able to provide controlled exercise opportunities for animals	<b>3.1</b> Prepare the animals for exercise in a manner which allows them to exercise safely and to benefit from the exercise <b>3.2</b> Provide exercise opportunities which meet the requirements of the animal and its environment <b>3.3</b> Follow the correct procedures for the animal

	<p>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><b>4.</b> Be able to work safely and minimise environmental damage</p>	<p><b>4.1</b> Provide clear and accurate information for recording purposes</p> <p><b>4.2</b> 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><b>4.3</b> Maintain personal hygiene before, during and after the exercise opportunity</p> <p><b>4.4</b> Maintain biosecurity measures to protect yourself, others and other animals</p>
<p><b>5.</b> Be able to communicate with colleagues and others</p>	<p><b>5.1</b> Communicate with colleagues and/or others regarding the exercise requirements and opportunities for the animal</p>
<p><b>6.</b> Know how to provide controlled exercise opportunities to animals</p>	<p><b>6.1</b> Explain the animals' needs for controlled exercise and the reasons for this and the optimum time for exercise</p> <p><b>6.2</b> Explain the requirements and benefits of controlled exercise for different animals</p> <p><b>6.3</b> 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><b>6.4</b> Describe the reasons for providing animals with different exercise patterns and how these differ at different life stages</p> <p><b>6.5</b> State why insufficient or excessive exercise is harmful to animals</p> <p><b>6.6</b> Explain why some animals should not be exercised</p>

<p><b>7.</b> Know what equipment should be used to provide controlled exercise opportunities to animals</p>	<p><b>7.1</b> Give examples of different equipment that would be used for different exercise opportunities</p> <p><b>7.2</b> State why it is important to ensure the correct equipment is used</p> <p><b>7.3</b> State why it is important to check, clean and maintain equipment in good order for use in controlled exercise opportunities</p>
<p><b>8.</b> Know the relevant health and safety legislation and codes of practice</p>	<p><b>8.1</b> 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><b>8.2</b> List the factors affecting the safety of the exercise area where the animal(s) is to be exercised including</p> <ul style="list-style-type: none"> <li>• other people</li> <li>• the handler</li> <li>• the environment</li> </ul> <p><b>8.3</b> State the reasons for accurate recording and reporting of the exercise taken</p>
<p><b>9.</b> Know about the potential risks to animals and handlers regarding bio security and infection control</p>	<p><b>9.1</b> Describe the potential risks to animals, handlers and others regarding</p> <ul style="list-style-type: none"> <li>• bio security</li> <li>• infection control</li> <li>• disease control</li> </ul>
<p><b>Mapping to National Occupational Standards</b> O29NAC4.1</p>	

# Supporting Unit Information

## K/502/1556 Provide controlled exercise opportunities for animals - Level 2

### INDICATIVE CONTENT

To successfully achieve this unit, learners need to provide evidence that they have met the learning outcomes and assessment criteria for the unit. Indicative content is offered as guidance to aid delivery of the unit and to set the learning outcomes and assessment criteria in context

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

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

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

**LO1, LO2, LO3, LO4 and LO5 are the key areas of competence for this unit.**

#### ***Learning Outcome 1. Be able to assess opportunities for controlled exercise***

**1.1 Assess animals suitability for exercise and their requirements** Age, species, breed, condition – health, injuries, exercise tolerance – has this been affected by clinical condition or age, natural behaviour – allow for natural behaviour to be expressed e.g. running, seeking and retrieving, controlled amounts of exercise

**1.2 Assess that the exercise area is as safe as possible for the animal and the controlled exercise** Secure, free from hazards – broken fencing, litter, sharp edges and objects, suitable for purpose, perform risk assessment of the area, area is controlled

#### ***Learning Outcome 2. Be able to use equipment properly and safely***

**2.1 Select, prepare and check appropriate equipment for exercise** Lead, collar, harness, halti, exercise toys e.g. balls, check condition of equipment to include stitching, clasps, buckles etc., security of equipment, suitability for individual and use, prevents injury, prevents escape, allows appropriate exercise. Ensure PPE is worn – gloves, aprons

**2.2 Fit equipment properly for the animal and the exercise** Well fitted, not too tight/loose, releases quickly, not rubbing (leads, collars and haltis) exercise toys not broken, not able to be swallowed and choked on, don't allow entrapment of tongues

**2.3 Clean equipment after use** Remove debris, clean with suitable detergent, use of appropriate disinfectants, correct use of disinfectants, follow manufacturer's instructions, maintain biosecurity, prevent transmission of zoonosis, maintain quality of equipment



***Learning Outcome 3. Be able to provide controlled exercise opportunities for animals***

- 3.1 Prepare the animals for exercise in a manner which allows them to exercise safely and to benefit from the exercise** Assess the animal's health, fit suitable equipment on the animal, assess the individual animal's requirements, check for lameness and lethargy. Benefits include expression of normal behaviour, respiratory and cardiovascular system benefits relieve from stress and boredom, mental stimulation, improved muscle tone and joint mobility
- 3.2 Provide exercise opportunities which meet the requirements of the animal and its environment** Suitable to the animal's age, breed, condition and exercise requirements. Mimic the animals natural exercise patterns – reduced exercise for puppies and geriatrics, giant breeds have reduced exercise requirements to prevent joint problems, is exercise limited for clinical reasons. Prevent stress boredom, expression of normal behaviour, reduced or over use of skeletal and muscular system, poor exercise tolerance, obesity, allow expression of normal toileting habits
- 3.3 Follow the correct procedures for the animal concerned to maintain health, safety and welfare of the animal**
- **prior to exercise** – monitor animals condition, handle correctly – restrain in a suitable manner (secure and firm), ensure equipment and area is suitable and in the correct condition – allows adequate space, no hazards, prevents escape
  - **during exercise** – is it tolerating the exercise or struggling/stressed, handle correctly – restrain in a suitable manner (secure and firm)
  - **after exercise** - monitor animals response to exercise – stress, fear, excitement, monitor animal following exercise – is it relaxed/stressed, any injuries or collapse

***Learning Outcome 4. Be able to work safely and minimise environmental damage***

- 4.1 Provide clear and accurate information for recording purposes** Animal details, exercise requirements, completion of exercise, written or electronic. Provide to supervisors, colleagues and owners
- 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** Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995
- 4.3 Maintain personal hygiene before, during and after the exercise opportunity** Wear appropriate personal protective equipment e.g. gloves, aprons, boots – rubber boots, steel toe capped boots, wash hands before and after handling animals
- 4.4 Maintain biosecurity measures to protect yourself, others and other animals** Prevention of cross contamination, use of PPE, washing of hands, disinfecting equipment and exercise areas, minimise contact between infectious animals, maintain hygiene of the exercise area – refer to LO4.3

***Learning Outcome 5. Be able to communicate with colleagues and others***

- 5.1 Communicate with colleagues and/or others regarding the exercise**

**requirements and opportunities for the animal** – clear information, prompt communication, verbal, written, electronic – refer to LO4.1

***Learning Outcome 6. Know how to provide controlled exercise opportunities to animals***

- 6.1 Explain the animals' needs for controlled exercise and the reasons for this and the optimum time for exercise** Controlled areas – secure area that enables amount and type of exercise to be limited or encouraged, controlled amount of exercise- ensure animal is exercising within its limits and requirements, dependent on species, breed, age, condition – any medical or surgical contraindications
- 6.2 Explain the requirements and benefits of controlled exercise for different animals** - felines allows for hunting, chasing, expression of normal behaviour, health, prevention of stress, prevention of obesity – refer to LO1.1. Canines as above. Reptiles – prevents stereotypical behaviour, regulation of metabolism
- 6.3 State how the need for exercise differs between different animals and the context in which the animal is kept according to ,type, time, intensity, stage of life** Adapt type and time to suit the varying needs – refer to LO1.1 Health – exercise restricted due to surgical/medical contraindications, exercise tolerance may be affected in geriatric animals or medical conditions. Boarding animals will require routine and familiar exercise patterns, recovering animals will need exercise patterns adapted to their needs
- 6.4 Describe the reasons for providing animals with different exercise patterns and how these differ at different life stages** Differing requirements at different life stages to suit health, growth and development. Puppy stages require limited exercise to enable normal bone and joint development, geriatrics require reduced exercise, increased exercise requirements for working dogs
- 6.5 State why insufficient or excessive exercise is harmful to animals**  
Refer to LO3
- 6.6 Explain why some animals should not be exercised** Medical conditions e.g. cardiovascular conditions or tracheal collapse having contraindications to exercise, post-surgery recumbence, post orthopaedic surgery to allow skeletal repair

***Learning Outcome 7. Know what equipment should be used to provide controlled exercise opportunities to animals***

- 7.1 Give examples of different equipment that would be used for different exercise opportunities** Refer to LO2.1
- 7.2 State why it is important to ensure the correct equipment is used**  
Refer to LO2.1 and LO2.2
- 7.3 State why it is important to check, clean and maintain equipment in good order for use in controlled exercise opportunities** Refer to LO2.3.  
Check for damage to the equipment to ensure it is still safe and functional. Maintain the equipment by checks, cleaning and correct storage to ensure safe and functional.

***Learning Outcome 8. Know the relevant health and safety legislation and codes of practice***

- 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** Refer to LO4.1 and LO4.2

**8.2 LO8.2 List the factors affecting the safety of the exercise area where the animal(s) is to be exercised including**

- **other people** – ensure safety of others, access restricted
- **the handler** personal hygiene, use of PPE (gloves, boots and aprons), not at risk of injury by environment or animal
- **the environment** – environment is secure, free from hazards, maintain biosecurity, prevents escape

**8.3 State the reasons for accurate recording and reporting of the exercise taken** Communication between colleagues, owners, to enable continuous monitoring of exercise, to record type of exercise, record problems post exercise such as injury, intolerance. Refer to LO4.1

***Learning Outcome 9. Know about the potential risks to animals and handlers regarding bio security and infection control***

**9.1 Describe the potential risks to animals, handlers and others regarding**

- **bio security** – reducing the risk of disease transmission between patients or to humans, use preventative measures such as PPE, hygiene, quarantine and isolation
- **infection control** – reduce the risk of disease transmission and zoonosis, use of chemicals
- **disease control** – see above

**TEACHING STRATEGIES AND LEARNING ACTIVITIES.**

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

**Learning Outcomes (LO) 1, 2, 3, 4 and 5**

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

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

**Learning Outcomes (LO) 6, 7, 8 and 9**

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

It is important that practical assessment activities are supervised appropriately

**METHODS OF ASSESSMENT**

This unit will be internally assessed, internally and externally moderated via a

learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

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

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

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

### **EVIDENCE OF ACHIEVEMENT**

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

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

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

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

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

### **ADDITIONAL INFORMATION**

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

- The Complete Textbook of Veterinary Nursing – Victoria Aspinall

- RSPCA Website

**See ABC website for further information**

## 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>	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 This unit is designed to be applicable to working with all species of animals that need to exercise/enrichment
<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>
<b>1.</b> Be able to assess opportunities for animals to exercise by themselves	<b>1.1</b> Assess the animals suitability for exercise and their requirements <b>1.2</b> Assess that the exercise area and/or equipment is as safe as possible for the animal and the controlled exercise
<b>2.</b> Be able to use equipment properly and safely	<b>2.1</b> Select, prepare and check the environment equipment and materials for animals to exercise for themselves
<b>3.</b> Be able to move animal safely	<b>3.1</b> Move the animal to exercise area appropriately and safely according to <ul style="list-style-type: none"> <li>• animal</li> <li>• self</li> <li>• environment</li> </ul>
<b>4.</b> Be able to provide natural exercise opportunities for	<b>4.1</b> Prepare the animals and the environment for exercise in a manner which allows them to exercise safely and to benefit from the exercise

<p>animals</p>	<p><b>4.2</b> Provide opportunities for animals to exercise by themselves and exhibit natural behaviour which meet the requirements of the animal and its environment</p> <p><b>4.3</b> 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><b>5.</b> Be able to work safely and minimise environmental damage</p>	<p><b>5.1</b> Work in a way which maintains health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements</p> <p><b>5.2</b> Wear appropriate Personal protective Equipment for the animal and the environment</p> <p><b>5.3</b> Maintain personal hygiene before, during and after the exercise opportunity</p> <p><b>5.4</b> Maintain bio security measures to protect yourself, others and other animals</p>
<p><b>6.</b> Be able to communicate with colleagues and others</p>	<p><b>6.1</b> Communicate with colleagues and/or others regarding the exercise requirements and opportunities for the animal</p> <p><b>6.2</b> Make correct reports of exercise activity promptly to the appropriate people</p>
<p><b>7.</b> Be able to review exercise opportunity</p>	<p><b>7.1</b> Review the exercise opportunity /environment enrichment to see how it meets the animals requirements</p> <p><b>7.2</b> Make adjustments to exercise opportunity/environmental enrichment as necessary</p>
<p><b>8.</b> Know how to provide exercise opportunities to animals</p>	<p><b>8.1</b> Describe the animals' natural behaviour and how opportunities can be replicated</p> <p><b>8.2</b> State how the need for exercise and environmental enrichment differs between different animals and the context in which the animal is kept including their</p>

	<p>expression of natural behaviour</p> <p><b>8.3</b> 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><b>8.4</b> State why and when you may consider changing the exercise or enrichment opportunity</p> <p><b>8.5</b> Describe how to recognise negative responses to exercise and environment enrichment and what you should do in different situations</p> <p><b>8.6</b> Describe how the lack of enrichment opportunities will cause problems in animals</p>
<p><b>9.</b> Know what equipment should be used to provide controlled exercise opportunities to animals</p>	<p><b>9.1</b> Give examples of different equipment that would be used for different exercise opportunities</p> <p><b>9.2</b> State why it is important to ensure the correct equipment is used</p> <p><b>9.3</b> State why it is important to check, clean and maintain equipment in good order for use in controlled exercise opportunities</p>
<p><b>10.</b> Know the relevant health and safety legislation and environment good practice</p>	<p><b>10.1</b> Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements</p> <p><b>10.2</b> 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><b>10.3</b> State the reasons for accurate recording and reporting of the exercise taken and enrichment activities</p>
<p><b>11.</b> Know the potential risks to animals and handlers regarding bio security and infection control</p>	<p><b>11.1</b> Describe the potential risks to animals, handlers and others regarding</p> <ul style="list-style-type: none"> <li>• bio security</li> <li>• infection control</li> <li>• disease control</li> </ul>



**Mapping to National Occupational Standards**  
O29NAC4.1

# Supporting Unit Information

## **A/502/1559 Provide opportunities for animals to have freedom to exercise - Level 2**

### **INDICATIVE CONTENT**

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

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

Note 1: Cross references are first to the Learning Outcome (LO) e.g. LO1 and then to the Assessment Criteria number listed e.g. 1.3

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

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

### ***Learning Outcome 1. Be able to assess opportunities for animals to exercise by themselves***

**1.1 Assess the animals suitability for exercise and their requirements** Age – restricted for young to enable skeletal development, restricted for geriatric due to exercise tolerance , species, breed – restricted for giant breeds due to skeletal development, condition – contraindications due to medical or surgical conditions, exercise tolerance – due to health or age, natural behaviour. Check for signs of stress, lameness, fear, collapse, breathing difficulties, excitement.

**1.2 Assess that the exercise area is as safe as possible for the animal and the controlled exercise** Secure, free from hazards, suitable for purpose, perform risk assessment of the area

### ***Learning Outcome 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** Leads, collars, halters, harnesses, toys, enclosures, open spaces, PPE – gloves, aprons, boots.

- Select -suitable for purpose, does it allow suitable exercise opportunity, suitable for species/breed – size, design
- Prepare – ensure clean, safe and functional
- Check – hazards, broken clasps, sharp catches, worn material, check for escape risks, disease transmission

### ***Learning Outcome 3. Be able to move animal safely***

**3.1 Move the animal to exercise area appropriately and safely according to**

- animal – control direction, secure methods of transport e.g. lead and collar,

- vehicles (caged), harnesses, transport boxes, prevent injury and escape
- self – prevent injury
- environment – prevent escape, prevent damage to area Refer to LO2.1

***Learning Outcome 4. Be able to provide natural exercise opportunities for animals***

- 4.1 Prepare the animals for exercise in a manner which allows them to exercise safely and to benefit from the exercise** Assess the animals health, fit suitable equipment on the animal(refer to LO2.1), assess the individual animals requirements
- 4.2 Provide opportunities for animals to exercise by themselves and exhibit natural behaviour which meet the requirements of the animal and its environment** Suitable to the animal's age, breed, species condition and exercise requirements. Mimic the animals natural exercise patterns, allow for behaviour such as stalking, chasing, hiding, burying. For example enable Springer Spaniels to retrieve, search and swim.
- 4.3 Follow the correct procedures for the animal concerned to maintain health, safety and well-being of the animal**
- prior to exercise – ensure equipment and area is in the correct condition – refer to LO2.1, monitor animals condition, handle animal correctly – eg appropriate method, firmly and securely.
  - during exercise – see above, monitor animals response to exercise
  - after exercise – see above, monitor animal following exercise

***Learning Outcome 5. Be able to work safely and minimise environmental damage***

- 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** Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995. Complete and review risk assessments
- 5.2 Wear appropriate Personal protective Equipment for the animal and the environment** Gloves, aprons, boots – rubber, steel toe capped
- 5.3 Maintain personal hygiene before, during and after the exercise opportunity** Wear appropriate personal protective equipment, wash hands before and after handling animals
- 5.4 Maintain bio security measures to protect yourself, others and other animals** Prevention of cross contamination, use of PPE refer to LO5.2, washing of hands – refer to LO5.3, disinfecting equipment and exercise areas, minimise contact between infectious animals, maintain hygiene of the exercise area

***Learning Outcome 6. Be able to communicate with colleagues and others***

- 6.1 Communicate with colleagues and/or others regarding the exercise requirements and opportunities for the animal** Clear information, prompt communication, verbal, written, electronic, communicate with colleagues, owners, carers, supervisors, volunteers
- 6.2 Make correct reports of exercise activity promptly to the appropriate people** communicate with colleagues/owners, record following establishment protocols, type of exercise, duration of exercise, animal's response to

exercise. Written, verbal and electronic

***Learning Outcome 7. Be able to review exercise opportunity***

**7.1 Review the exercise opportunity /environment enrichment to see how it meets the animals requirements** Breed – smaller breeds may require more exercise than giant breeds due to joint/skeletal issues, larger breeds may require more space, age – consider variations between puppies, adults and geriatrics – allow little and often for geriatrics, condition – consider health status, natural behaviour – running, chasing, seeking and retrieving

**7.2 Make adjustments to exercise opportunity/environmental enrichment as necessary** Adjust to ensure that it meets the animals requirements and any changes at review e.g. change in animal condition, change in exercise requirements, more or less stimulation required.

***Learning Outcome 8. Know how to provide exercise opportunities to animals***

**8.1 Describe the animals' natural behaviour and how opportunities can be replicated** – refer to LO4.2. Adapt routine and environment to replicate their natural environment and exercise pattern

**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** Refer to LO4.2 Allow variation between individuals. Monitor individuals and devise exercise opportunities according to their individual requirements

**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** Changes in exercise tolerance may vary through juvenile adult and geriatric life stages, changes in physical capabilities due to age, health and condition, mental stimulation and variation to keep the animal stimulated and the exercise stimulating, mimicking of natural exercise patterns

**8.4 State why and when you may consider changing the exercise or enrichment opportunity** Changes in animal condition, changes in life stage, variation, routinely to prevent boredom and stereotypical behaviour, seasonal in some species. Review exercise at regular intervals and change when it is no longer proving effective

**8.5 Describe how to recognise negative responses to exercise and environment enrichment and what you should do in different situations** Stereotypical behaviour – pacing, barking, chasing tail, injury, signs of stress, self-mutilation – excess licking and grooming, chewing areas of the body, changes in temperament – aggression or depression, change in health status, report to appropriate personal, review exercise requirements and methods

**8.6 Describe how the lack of enrichment opportunities will cause problems in animals** Prevents expression of natural behaviour and instinct, boredom, lack of mental stimulation, stereotypical behaviours, stress and reduced health. Refer to LO4.2

***Learning Outcome 9. Know what equipment should be used to provide controlled exercise opportunities to animals***

**9.1 Give examples of different equipment that would be used for different exercise opportunities** Refer to LO2.1. Leads, collars, halters for controlled,

restrained exercise. Toys for un restrained exercise

**9.2 State why it is important to ensure the correct equipment is used**

Appropriate for use, prevent injury, prevent escape, allow appropriate exercise

**9.3 State why it is important to check, clean and maintain equipment in good order for use in controlled exercise opportunities**

Maintain biosecurity, prevent injury, prevent transmission of zoonosis, prevent escape, maintain quality of equipment

***Learning Outcome 10. Know the relevant health and safety legislation and environment good practice***

**10.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements-** refer to LO5.1

**10.2 List factors affecting the safety of the exercise area, where the animal is to be exercised including and others including**

- other people – hygiene, maintaining biosecurity, preventing zoonosis and injury
- the handler – as above, equipment enables suitable control and restraint
- the environment – see other people, security of area, prevention of escape
- equipment and material for the animal(s) -security, hygiene, biosecurity, injury, escape
- Refer to LO5.2, LO5.3 and LO5.4

**10.3 State the reasons for accurate recording and reporting of the exercise taken and enrichment activities**

communication between colleagues, owners, monitoring of animals and their exercise requirements, animals response to exercise. To review and monitor the effectiveness of exercise patterns, to enable continuation between colleagues and owners. To highlight needs for changes.

***Learning Outcome 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 – reducing risk of disease transmission, quarantine and isolation
- infection - as above, zoonotic risks, use of chemicals and disposal of waste
- disease control – as above

**TEACHING STRATEGIES AND LEARNING ACTIVITIES**

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

**Learning Outcomes (LO) 1, 2, 3, 4, 5, 6 and 7**

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

Prior to, during and after completion of practical operational work photographs or

video could be taken to provide evidence of progress.

### **Learning Outcomes (LO) 8, 9, 10 and 11**

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

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

### **METHODS OF ASSESSMENT**

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

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

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

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

### **EVIDENCE OF ACHIEVEMENT**

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

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

This is not an exhaustive list and learners should be encouraged to develop the

most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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**ADDITIONAL INFORMATION**

**See ABC website for further information**

## 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</p> <p>The unit does not cover enabling animals to groom themselves as this is covered in a separate unit</p>
<b>Learning Outcomes (1 to 7)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 7.3)</b> <i>The learner can</i>
<b>1.</b> Be able to assess the animal prior to grooming	<p><b>1.1</b> 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><b>1.2</b> Handle animals in a manner that promotes their confidence and co-operation and health and safety of all throughout</p> <p><b>1.3</b> Report promptly to the appropriate person when examination of the animal reveals an abnormal condition</p>
<b>2.</b> Be able to prepare and groom animals	<p><b>2.1</b> Select and use equipment and materials which is appropriate to the animal and its care requirements</p> <p><b>2.2</b> Prepare the animal ready for grooming using the correct techniques and equipment. Preparation to include</p> <ul style="list-style-type: none"> <li>• remove excess hair, knots and tangles</li> </ul>



	<ul style="list-style-type: none"> <li>• clean the animal's coat and skin</li> <li>• remove dirt and debris from feet</li> </ul> <p><b>2.3</b> Groom the animal using the correct methods</p> <p><b>2.4</b> Observe the condition of the animal during the process and report any changes to the appropriate person</p> <p><b>2.5</b> Communicate with others on the animal's care requirements</p> <p><b>2.6</b> Keep accurate records on the techniques and materials used to care for the animal</p>
<p><b>3.</b> Be able to work safely and minimise environmental damage</p>	<p><b>3.1</b> Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements</p> <p><b>3.2</b> Carry out work in a manner which minimises environmental damage</p> <p><b>3.3</b> Dispose of waste safely and correctly</p>
<p><b>4.</b> Know how to prepare and groom animals</p>	<p><b>4.1</b> State why it is important to approach and handle animals in a manner that promotes their confidence, co-operation, health and safety</p> <p><b>4.2</b> Describe how the type of animal affects the method of preparing for grooming and the equipment that should be used</p> <p><b>4.3</b> 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><b>4.4</b> Describe different methods used for grooming the animals</p> <p><b>4.5</b> State why particular care is required when working on specific areas of the animal</p> <p><b>4.6</b> List the steps that should be taken in the event of accidentally damaging the animal</p> <p><b>4.7</b> State why it is important to communicate the animals care requirements</p>

	<p><b>4.8</b> 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><b>4.9</b> State why it is important to keep accurate records of the care provided to the animal</p>
<p><b>5.</b> Know how to assess the animal prior to grooming</p>	<p><b>5.1</b> Describe the normal signs of health and the signs indicating that the animal should be referred to a veterinary surgeon</p> <p><b>5.2</b> Describe basic animal anatomy and physiology sufficient to identify abnormalities</p> <p><b>5.3</b> Explain the signs and symptoms of basic skin problems and infestations</p>
<p><b>6.</b> Know relevant health and safety legislation and environmental good practice</p>	<p><b>6.1</b> Outline the current health and safety animal welfare legislation, codes of practice and any additional requirements</p> <p><b>6.2</b> Describe how environmental damage can be minimised</p> <p><b>6.3</b> Describe the correct methods for disposing of waste</p>
<p><b>7.</b> Know the types of equipment required and how to maintain them</p>	<p><b>7.1</b> Describe the equipment and materials which will be required for the activity</p> <p><b>7.2</b> Describe methods of maintaining the range of equipment used</p> <p><b>7.3</b> 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>
<p><b>Mapping to National Occupational Standards</b> O29NAC9</p>	

# Supporting Unit Information

## L/502/1694 Prepare and groom animals – Level 2

### INDICATIVE CONTENT

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

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

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

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

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

**LO1, LO2 and LO3 are the key areas of competence for this unit.**

#### ***Learning Outcome 1. Be able to assess the animal prior to grooming***

- 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** appropriate equipment gathered, free from debris, disinfected, check equipment and area for hazards, ensure equipment is functional
- 1.2 Handle animals in a manner that promotes their confidence and co-operation and health and safety of all throughout** approach calmly, handle gently, reassure dog, restrain securely using an appropriate technique, minimise stress use restraint aid where necessary e.g. muzzle
- 1.3 Report promptly to the appropriate person when examination of the animal reveals an abnormal condition** report to supervisor, report to owner, report verbally and also keep written records

#### ***Learning Outcome 2. Be able to prepare and groom animals***

- 2.1 Select and use equipment and materials which is appropriate to the animal and its care requirements** suitable for species and breed.  
Appropriate to grooming requirements
- 2.2 Prepare the animal ready for grooming using the correct techniques and equipment. Preparation to include**
  - remove excess hair, knots and tangles
  - clean the animal's coat and skin
  - remove dirt and debris from feetloosen dead hair, trim, clip, dematt, bathe, clippers, scissors, dematting combs, baths, shampoo, drying facilities
- 2.3 Groom the animal using the correct methods** suitable to breed, species, coat type. Select equipment, loosen dead hair comb, brush, finish
- 2.4 Observe the condition of the animal during the process and report any**

**changes to the appropriate person** monitor stress, monitor health and injuries, report to senior member of staff and owner

**2.5 Communicate with others on the animal's care requirements** verbal, written and electronic. Clear, concise and prompt. Communicate on procedure, condition and further care

**2.6 Keep accurate records on the techniques and materials used to care for the animal** clear, current and concise records

***Learning Outcome 3. Be able to work safely and minimise environmental damage***

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

**3.2 Carry out work in a manner which minimises environmental damage** COSHH, dispose of waste and chemicals in the correct manner

**3.3 Dispose of waste safely and correctly** dispose of waste materials following correct procedures, clinical waste, domestic waste, industrial waste

**LO4, LO5, LO6 and LO7 are the key areas of knowledge for this unit**

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

**4.1 State why it is important to approach and handle animals in a manner that promotes their confidence, co-operation, health and safety** prevent stress, prevent injury to dog and self, enable procedure to be performed

**4.2 Describe how the type of animal affects the method of preparing for grooming and the equipment that should be used** select appropriate equipment for species

**4.3 Describe how to prepare animals for grooming covering all of the following methods**

- remove excess hair, knots and tangles
- clean the animal's coat and skin
- remove dirt and debris from feet

loosen dead hair, trim, clip, dematt, bathe, clippers, scissors, dematting combs, baths, shampoo, drying facilities

**4.4 Describe different methods used for grooming the animals** handle and control animal correctly, check for matts/knots, select appropriate equipment, choose method suitable to species

**4.5 State why particular care is required when working on specific areas of the animal** sensitive, delicate tissue, prevention of injury

**4.6 List the steps that should be taken in the event of accidentally damaging the animal** assess the condition of the animal, assess the injury, arrest any bleeding, apply dressing, seek veterinary attention, follow first aid procedures

**4.7 State why it is important to communicate the animal's care requirements** ensure complete and appropriate aftercare

**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** can suggest possible abnormalities and conditions but cannot diagnose, can administer basic first aid but not treatment. Seek veterinary advice if abnormalities suspected

**4.9 State why it is important to keep accurate records of the care**

**provided to the animal** legislation, business records, follow on procedures and care

***Learning Outcome 5. Know how to assess the animal prior to grooming***

- 5.1 Describe the normal signs of health and the signs indicating that the animal should be referred to a veterinary surgeon** check head to tail, include eyes, ears, mouth, skin and coat, legs, paws, nails, anus, genital area, check for discharges, lumps, signs of parasites, wounds. Refer abnormalities to a vets
- 5.2 Describe basic animal anatomy and physiology sufficient to identify abnormalities** skin, coat, eyes, ears, skeleton
- 5.3 Explain the signs and symptoms of basic skin problems and infestations** reddened skin, dry/flaky skin, excess scale/dandruff, hair loss, greasy coat, visible parasites, flea dirt, irritation, itching

***Learning Outcome 6. Know relevant health and safety legislation and environmental good practice***

- 6.1 Outline the current health and safety animal welfare legislation, codes of practice and any additional requirements** Animal Welfare Act, Health and Safety at Work Act, COSHH
- 6.2 Describe how environmental damage can be minimised** dispose of waste correctly, safe disposal of chemicals, follow current legislation
- 6.3 Describe the correct methods for disposing of waste** describe categories of waste and their disposal to include clinical, domestic and industrial

***Learning Outcome 7. Know the types of equipment required and how to maintain them***

- 7.1 Describe the equipment and materials which will be required for the activity** dependant on species, appropriate scissors, clippers, combs, brushes, drying equipment and restraint aids
- 7.2 Describe methods of maintaining the range of equipment used** check working order, clean and remove of debris, disinfect, follow manufacturers guidelines
- 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** maintains working order of equipment and possible warranty/guarantee, follow instructions accurately and at recommended intervals, possible consequences are equipment failure, injury to animal and users

**TEACHING STRATEGIES AND LEARNING ACTIVITIES**

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

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

Delivery of these learning outcomes is by supervised practical operational work giving learners the opportunity, first to practice the various tasks and then to be

observed correctly doing each task to demonstrate achievement of the assessment criteria.

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

### **Learning Outcomes (LO) 4, 5, 6 and 7**

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

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

### **METHODS OF ASSESSMENT**

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

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

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

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

### **EVIDENCE OF ACHIEVEMENT**

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

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

- Internet research / copies of items with relevant knowledge highlighted

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

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

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

### **ADDITIONAL INFORMATION**

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

- Dog Grooming (Everything You Need to Know About...) Sandy Blackburn
- All-breed Dog Grooming Denise Dobish, Gay M Ernst, Susan Gutman, Sandy King
- Veterinary Nursing D.R. Lane & B.Cooper

**See ABC website for further information**

## 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>	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
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to receive information within the workplace	<b>1.1</b> Identify information required, timescales and source  <b>1.2</b> Request information using appropriate methods  <b>1.3</b> Receive and record information accurately according to organisational requirements
<b>2.</b> Be able to transmit information within the workplace	<b>2.1</b> Transmit information accurately and timely and using appropriate methods  <b>2.2</b> Confirm receipt of information
<b>3.</b> Understand how to receive and transmit information within the workplace	<b>3.1</b> Give examples of when information may be required urgently  <b>3.2</b> Explain why it is important to take messages accurately and the potential effects of not doing so  <b>3.3</b> Explain the importance of confirming information and why this should be acknowledged and accurately recorded



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

# Supporting Unit Information

## Y/502/1195 Communicate information within the workplace – Level 3

### INDICATIVE CONTENT

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

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

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

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

### LO1 and LO2 are the key areas of competence for this unit

#### **Learning Outcome 1. Be able to receive information within the workplace**

##### **1.1 Identify information required, timescales and source** e.g. administrative

- dates of meetings; financial - budget, income, expenditure; policy - data protection, use of company computers to access internet; procedure - complaints procedure; process - stock rotation; product or service details; staff - roles and responsibilities, technical - nutrient / temperature / packaging requirements, legislative - health & safety, copyright, environmental / waste.

Preferred method of provision identified e.g. demonstration, verbal, written; paperwork or computer system of provision. Preferred presentation of information e.g. reports, spreadsheets, diagrams, pictures, photographs, specifications, product leaflets.

Timescales e.g. information received in time to prepare for meetings, to correctly care for product or provide service, to meet deadlines, project management stages, customer service response targets, to avoid transgressing legislative requirements or putting people's health and safety at risk. Speed of transfer e.g. postal / telephone / fax / texting / email / permanently available on organisation intranet.

Source: Internal to organisation e.g. policies / procedures / processes, products or services to be provided. External to organisation e.g. technical / legislative, products or services to be purchased.

**1.2 Request information using appropriate methods** Purpose of the information e.g. accurately identify why the information is needed and how it will be used, what facts are needed and at what level of detail. Methods of requesting information e.g. memo's, requisitions, formal letter, email, telephone, ask somebody who knows. Appropriate: Construction of request e.g. purpose of request, keep it simple, brief and accurately identify what information is needed and reason / incentive for sending it - refer to LO1.1 for preferred method of provision, preferred presentation of information to be

requested and timescales. According to organisation guidelines / procedures e.g. forms or letter templates to use, protocols for constructing and signing off emails

**1.3 Receive and record information accurately according to organisational requirements** System of receipt e.g. date stamp, acknowledgement, logging and prioritisation systems. Holding system prior to use / action e.g. in-tray for paperwork, period folders for emails, related / project management folders, daily log of phone calls and conversations. Categorisation of information received e.g. urgent, important, part of audit trail, nice to do, file in recycle bin. Recorded accurately according to organisational requirements e.g. in diary, job sheet, day file, report, upgraded specifications, spreadsheet. Records clear, legible, brief and accurate and held to meet organisational requirements

***Learning Outcome 2. Be able to transmit information within the workplace***

**2.1 Transmit information accurately and timely and using appropriate methods** e.g. correct information transmitted, purpose identified, key / important / background information separated / headed, succinct, clear, blocks easily digestible / to assist concentration, clear use of language free of acronyms / complicated sentences and unnecessary information. Physical aspects e.g. all pages present / numbered, writing legible, copy readable, flipcharts or slides big enough to read, no obstructions to view, speaking voice loud enough for people to hear

Timely e.g. to fulfil a customer order each person / group of people in the process must receive the details they need to complete the order at the time specified by the customer - this involves communication in time to allow staff responsible for ordering raw materials, production, administration etc to carry out their function within the overall timescale and with sufficient time to do the task to the specified standard, allow for delays / absences, minimise mistakes and stressful working conditions. Appropriate methods e.g. appropriate to conditions of working / use of information, outdoors - verbal / laminated, indoors - procedures / IT, noisy environment - posters / written, timescale - refer to LO1.1, amount of information to be transmitted - text / fax / email, whether information is needed in pictorial / diagrammatic / written / verbal form, number of people information is transmitted to - memo / email circulation list. Check whether there are any impediments to people receiving messages e.g. reading or hearing difficulties. Follow organisation procedures/guidelines for correct method of transmission at each stage

**2.2 Confirm receipt of information** Receipt of information confirmed e.g. written / verbal / email acknowledgement requested, receipt checked by questions, requests for confirmation of points / actions, clarification. Follow organisation procedures/guidelines for receipt relating to key process stages

**LO3 and LO4 are the key areas of knowledge for this unit**

***Learning Outcome 3. Understand how to receive and transmit information within the workplace***

**3.1 Give examples of when information may be required urgently** e.g. administrative - date of training day changed; financial - budget being exceeded; policy - update to prevent discriminatory practices; procedure - complaint from key customer; process - stock shortfall or spoilage; product

or service details - pest control products / services to control an infestation; staff roles and responsibilities - staff overload and process breaking down; technical - to mend broken down machinery, legislative - e.g. check staff appropriately competent to use machinery

**3.2 Explain why it is important to take messages accurately and the potential effects of not doing so** e.g. organisation's / department's / person's reputation, trust and confidence are at stake, efficiency and effectiveness depend on accurate information. Potential effects of not taking messages accurately: Efficiency reduced e.g. unnecessary work caused, time wasted during clarification. Effectiveness reduced e.g. an inaccurately taken message may cause confusion, delivery of the wrong product or service, failure to identify the true cause of a problem.

**3.3 Explain the importance of confirming information and why this should be acknowledged and accurately recorded** e.g. to check correct understanding and clarify before work starts and costs are incurred, to confirm that the required actions will be taken / issues addressed / products or services delivered. Acknowledgement e.g. to let the sender know that the information has been received, to foster two way communication, encourage buy in / ownership of information. Accurately recorded e.g. in case of any dispute about the content of the information or the timeliness of actions taken, information types that form part of evidence of compliance with legislative / quality assurance requirements

**3.4 Explain the situations in which confidentiality needs to be maintained** e.g. protection of individuals personal, financial, medical, religious, racial, sexual, employment details, development of new products / services / systems of operation that give competitive edge or have commercial value, sensitive aspects of organisational strategy, finance, staff recruitment, security information - CCTV / internet usage monitoring, pest infestations, handling of complaints or appeals

#### ***Learning Outcome 4. Understand the relevant legislation in receiving and sending information***

**4.1 Summarise the legislation which relates to communicating information within the workplace** Legislation which relates to communicating information within the workplace e.g. Health and Safety at Work Act, Management of Health & Safety at Work Regulations, Provision and Use of Work Equipment Regulations, Health and Safety (Display Screen Equipment) Regulations as amended  
Data Protection Act, Copyright, Designs and Patents Act  
Various acts relating to discrimination e.g. Disability Discrimination Act, Race Relations Act, Sex Discrimination Act  
Briefly summarise the key points of each item of legislation considered - for example: The Data Protection Act applies to all businesses that keep information or personal data about identifiable people. It sets out a number of key data protection principles such as to process only as much information as needed, to keep individuals properly informed about what their information will be used for, to ensure that it is kept accurate and up to date, to hold it securely, to delete information as soon as there is no reason to keep it and to observe the rights of an individual. Businesses may be required to notify that they hold and use personal information

## **TEACHING STRATEGIES AND LEARNING ACTIVITIES**

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

### **Learning Outcomes 1 and 2**

Delivery of these learning outcomes is by assessment of competence for those who have experience in this area of work or by supervised communication activities to give learners the opportunity to practice the various tasks involved and develop competence in each assessment criteria. Many of the communication methods and types of presentation referred to in the indicative content will readily contribute to the assessment of competence using diverse evidence.

Communication is an important aspect of level 3 units and opportunities to observe competent performance of communication tasks will arise during the observation of aspects of competence in other units. Recording and cross referencing such observations will provide a cost effective way of gathering evidence of competence for this unit.

### **Learning Outcomes 3 and 4**

Delivery of these learning outcomes is by generation of knowledge evidence. This could be linked to the practical work by cross referencing to the diverse evidence generated by the practical activities e.g. by learners reviewing communications sent or received and providing written notes / comments about how assessment criteria aspects such as presentation, clarity, accuracy etc were effective or could be improved, by answering oral or written questions, by assignments or internet research. Direct observation and questioning may also be appropriate in some situations.

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

## **METHODS OF ASSESSMENT**

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

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

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

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

knowledge evidence to be gathered during the practical activities

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

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

### **EVIDENCE OF ACHIEVEMENT**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include some of the following:

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

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

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

### **ADDITIONAL INFORMATION**

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

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

**See ABC website for further information**

## 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>	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
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.7)</b> <i>The learner can</i>
<b>1.</b> Be able to maintain and store records within the workplace	<p><b>1.1</b> Identify records and check that they are suitable to their intended purpose</p> <p><b>1.2</b> Make entries into records that are accurate and complete</p> <p><b>1.3</b> Transfer records where appropriate and accurately record information as necessary</p> <p><b>1.4</b> Store confidential records in a safe location in accordance with organisational and legislative requirements</p> <p><b>1.5</b> Re-file records correctly after use, where applicable</p> <p><b>1.6</b> Where necessary take the appropriate action to resolve any errors or mistakes which are discovered in the records</p>
<b>2.</b> Understand how to maintain and store records within the workplace	<p><b>2.1</b> Explain the different types of records and systems used for record keeping within the industry</p> <p><b>2.2</b> Explain the responsibility in maintaining, handling and storing records under current legislation</p> <p><b>2.3</b> Explain the records which are confidential or</p>

	<p>commercially sensitive and how to deal with these</p> <p><b>2.4</b> Outline the correct method and language in which records must be completed within the industry</p> <p><b>2.5</b> Explain the importance of accurate record keeping for production purposes and organisational effectiveness</p> <p><b>2.6</b> Explain the procedures for transferring records</p> <p><b>2.7</b> Explain the types of problems which may occur during the maintenance of records and how these should be resolved</p>
<p><b>Mapping to National Occupational Standards</b> O29NCU7.2</p>	



## Supporting Unit Information

### D/502/1196 Maintain and store records within the workplace – Level 3

#### INDICATIVE CONTENT

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

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

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

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

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

#### ***Learning Outcome 1. Be able to maintain and store records in the workplace***

- 1.1 Identify records and check that they are suitable to their intended purpose** Personnel records including medical details, stock and sales records, accounting records, vehicle and machinery records, details of specific contracts and work undertaken and may include specific risk assessments for sites, activities or individuals at risk in certain areas. Records can be paper based and/or electronic stored under lock and key or with computer passwords so access is restricted only to authorised staff. Personnel records only to be accessed by designated personnel manager and financial accounts only to be accessed by the finance department and specific managers while stock records of plants can be accessed by any full-time employees putting together orders for customers.
- 1.2 Make entries into records that are accurate and complete** Records must be effective, accurate and safe with entries being factual and consecutive in chronological order and must not include any abbreviations, jargon, meaningless phrases, irrelevant speculation or offensive, subjective statements. Records to be completed as soon as possible after an event to which they relate and must be accurate and up to date with signatures and dates to identify who completed the records especially for stock records and production so that supplies do not run out. An audit trail to be fully in place for all records.
- 1.3 Transfer records where appropriate and accurately record information as necessary** Records to be transferred only by authorised staff to a safe location, never to be left unattended or in an unlocked location. The date of transfer between authorised staff to be recorded, signed and dated by the relevant parties involved. Personnel records only to be transferred by designated personnel manager and financial accounts only to be moved by the finance department while stock records of plants can be transferred and

altered by any full-time employees as orders for customers and stock changes on a daily basis.

- 1.4 Store confidential records in a safe location in accordance with organisational and legislative requirements** Staff records to be kept under lock and key in the Human Resources department or with the relevant appointed manager or staff members as laid out in organisational company procedures that must strictly adhere to the Data Protection Act 1998. Computer records to be backed up so data cannot be lost. Accounts and commercially sensitive information only to be available to managers and accountants.
- 1.5 Re-file records correctly after use, where applicable** Records obtained for information purposes must be read within the labelled file and the file to then be closed up securely and the record returned to the original correct secure location. Computer records to be backed up so data cannot be lost.
- 1.6 Where necessary take the appropriate action to resolve any errors or mistakes which are discovered in the records** Records to be examined carefully to determine who entered the errors and when this occurred and then all relevant staff are to be consulted so that the records can be amended accurately and brought up to date. Examples of errors to include decimal point in the wrong place on accounts and plants that have been moved from one location to the next have not been deleted from the original location so stock figures show more than is physically available. Financial accounts need to balance and these are checked by a second person before being presented to auditors. A stock take for plants can be physically done by counting up the number of plants in a location and checking the figures on the computer system by location.

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

***Learning Outcome 2. Understand how to maintain and store records within the workplace***

- 2.1 Explain the different types of records and systems used for record keeping within the industry** See LO1.1 for details.
- 2.2 Explain the responsibility in maintaining, handling and storing records under current legislation** See LO1.2, LO1.3 and LO1.4 for detail
- 2.3 Explain the records which are confidential or commercially sensitive and how to deal with these** See LO1.4 for details.
- 2.4 Outline the correct method and language in which records must be completed within the industry** See LO1.2 for details.
- 2.5 Explain the importance of accurate record keeping for production purposes and organisational effectiveness** See LO1.2 for details.
- 2.6 Explain the procedures for transferring records** See LO1.3 for details.
- 2.7 Explain the types of problems which may occur during the maintenance of records and how these should be resolved** See LO1.6 for details.

**TEACHING STRATEGIES AND LEARNING ACTIVITIES**

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

considered and appropriate support mechanisms put in place.

### **Learning Outcome 1**

Delivery of these learning outcomes is by assessment of competence for those who have experience in this area of work or by supervised practical record keeping giving learners the opportunity, first to practice the various tasks involved and then to be observed correctly doing each task to demonstrate achievement of the assessment criteria. Prior to, during and after completion of record keeping, photographs or video could be taken to provide evidence of progress.

### **Learning Outcome 2**

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

**Learners who have not yet completed the necessary training or certification to use machinery, equipment and materials must be supervised by a suitably qualified person.**

### **METHODS OF ASSESSMENT**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria. The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. Centres will need to devise assessment tasks which should be practical where possible e.g. Learning Outcome 1 is competence based and can be assessed practically by observation or by generation of diverse evidence. This could also link to Learning Outcome 2 to allow knowledge evidence to be gathered during the practical activities.

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

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

### **EVIDENCE OF ACHIEVEMENT**

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

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

- Reports/notes/diaries/reflective accounts
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory and safety checklists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

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

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

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

### **ADDITIONAL INFORMATION**

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

- The Health and Safety Executive website <http://www.hse.gov.uk/> has useful information about identifying what health and safety legislation applies to areas of work and lists of Acts, Statutory instruments and legal publications
- The Office of Public Information website <http://www.opsi.gov.uk> has year by year lists of UK Acts and Statutory Instruments
- The Information Commissioners Office has a Data Protection Act 1998 Website [www.ico.gov.uk/what\\_we\\_cover/data\\_protection.aspx](http://www.ico.gov.uk/what_we_cover/data_protection.aspx) giving useful information on the rights, responsibilities and obligations to data protection.

**See ABC website for further information**

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

	<b>4.2</b> Outline how to make the transportation method ready for animals including: cleanliness, health and safety, security and removal of hazards
<b>5.</b> Know how to load and unload animals for transport	<p><b>5.1</b> Describe how to prepare, load and unload animals safely and effectively minimising stress to the animal</p> <p><b>5.2</b> Describe how to approach, handle and restrain animals correctly minimising stress</p> <p><b>5.3</b> State the types of problems which should be reported, when and to whom</p>
<b>6.</b> Know the relevant legislation and codes of practice	<b>6.1</b> Summarise the relevant legislation and codes of practice relating to health and safety and maintaining the welfare of animals
<b>Mapping to National Occupational Standards</b>	

# Supporting Unit Information

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

### INDICATIVE CONTENT

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

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

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

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

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

LO1, LO2 and LO3 are competence based outcomes

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

- 1.1 Communicate effectively with colleagues** communicate verbally and written. Ensure communication is clear and accurate. Allow communication between all personnel involved in the transportation. Communication must be clear, concise and timely.
- 1.2 Prepare the correct animals as instructed** follow verbal and written instruction to ensure that the correct animals have been selected, confirm with supervisor. Provide the animal with food, water and rest prior to the journey. Examine the animal to ensure it is fit to travel making sure it is free from injury or disease, is mentally healthy, and is not very young or geriatric.
- 1.3 Prepare and make safe the appropriate transportation equipment covering**
  - **cleanliness** ensure the accommodation, restraint equipment, and any other relevant equipment is cleaned and disinfected using appropriate chemicals prior to travel.
  - **health and safety** ensure equipment is suitable for purpose, clean and safe and doesn't pose any hazards to personnel. Perform a thorough risk assessment.
  - **security** ensure the transport accommodation is secure and prevents escape of the animal.
  - **removal of hazards** check for hazards such as sharp edges, broken hinges, broken glass, chemicals, wet surfaces, exposed wiring. Identify hazards and act accordingly to remove the hazards. Report identified hazards to supervisor.

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

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

***Learning Outcome 3. Be able to work safely***

**3.1 Work in a way which maintains health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements** refer to the Animal Welfare Act 2006, Pet Animals Act 1951, Five Freedoms, Animal Welfare Transport Legislation 2007 Personal Protective Equipment Regulations 2002, Control of Substances Hazardous to Health Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences 1995, Health & Safety at Work Act 1974, maintain safety of staff and animals. Complete and review risk assessments.

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

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

**4.1 Outline how to communicate effectively with colleagues** refer to LO1.1

**4.2 Outline how to make the transportation method ready for animals including: cleanliness, health and safety, security and removal of hazards** refer to LO1.3

***Learning Outcome 5. Know how to load and unload animals for transport***

**5.1 Describe how to prepare, load and unload animals safely and effectively minimising stress to the animal** refer to LO1.2 and 2.1

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

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

***Learning Outcome 6. Know the relevant legislation and codes of practice***

**6.1 Summarise the relevant legislation and codes of practice relating to health and safety and maintaining the welfare of animals** refer to LO3.1

**TEACHING STRATEGIES AND LEARNING ACTIVITIES**

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



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

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

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

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

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

## **METHODS OF ASSESSMENT**

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

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

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

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

## **EVIDENCE OF ACHIEVEMENT**

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

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

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

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

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

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

### **ADDITIONAL INFORMATION**

**See ABC website for further information**

## 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>
<b>1.</b> Understand how resolving customer queries and complaints contributes to customer loyalty and confidence	<p><b>1.1</b> Explain how resolving customer queries can increase customer loyalty and confidence</p> <p><b>1.2</b> Explain how resolving customer complaints can increase customer loyalty and confidence</p>
<b>2.</b> Understand how to manage angry customers when dealing with customer queries and complaints in a retail environment	<b>2.1</b> Explain how to manage angry customers when dealing with customer queries and complaints
<b>3.</b> Be able to deal with customer queries in a retail environment	<p><b>3.1</b> Acknowledge customer requests for information and advice politely</p> <p><b>3.2</b> Ask questions as needed to discover customer needs for information and advice</p>

	<p><b>3.3</b> 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><b>3.4</b> Ask customers questions to ensure that the information and advice provided has met their needs</p> <p><b>3.5</b> Provide alternative solutions to help customers when information and advice given is not satisfactory</p> <p><b>3.6</b> Refer requests for information or advice to the designated person when helping the customer is not within own authority</p>
<p><b>4.</b> Be able to deal with customer complaints in a retail environment</p>	<p><b>4.1</b> Confirm the nature of the complaint with the customer, using information they have provided</p> <p><b>4.2</b> 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><b>4.3</b> 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><b>4.4</b> 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><b>4.5</b> 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>	

## Supporting Unit Information

### F/503/5687 Deal with customer queries and complaints in a retail environment

#### - Level 2

#### INDICATIVE CONTENT

##### ***Learning Outcome 1. Understand how resolving customer queries and complaints contributes to customer loyalty and confidence***

Understand that customer's loyalty and confidence builds a company's reputation, gets it repeat business and also builds business through recommendation

- deal efficiently and correctly with a complaint
- ensure that the customer understands and appreciates action taken
- give the customer confidence to return
- try to resolve the situation to the customer's satisfaction

##### ***Learning Outcome 2. Understand how to manage angry customers when dealing with customer queries and complaints in a retail environment***

- be able to talk calmly to customer
- move away from other customers
- be polite
- show empathy
- explain that they will help the customer but may need more information
- know the limit of their authority
- know who to go to for advice / authorisation
- be able to decide on the seriousness of complaint (value of goods; safety issues; the effect of the problem on the customer)

##### ***Learning Outcome 3. Be able to deal with customer queries in a retail environment***

Know how to ask open questions, be able to listen carefully to replies and confirm information required (active listening). Be able to speak clearly and concisely checking customer's understanding

Understand the company's products and procedures and who to ask for further information or advice. Be able to supply information and advice but know the limits and detail of advice that can be given

- gains customer's loyalty and confidence and builds company's reputation
- generates repeat business
- builds business through recommendation

##### ***Learning Outcome 4. Be able to deal with customer complaints in a retail environment***

Be aware that goods cannot be returned if they

- have been abused
- are out of guarantee
- have been tampered with
- have not been used in accordance with instructions
- do not have proof of purchase

Understand the Sale of Goods Act – the customer is entitled to a replacement or refund if goods

- are not as described
- are not fit for purpose
- are not finished to a reasonable standard
- are unsafe
- have a defect

Customers are not entitled to return unwanted goods (unless the store advertises a policy to the contrary)

Be able to explain their company's customer service policy for dealing with complaints, such as

- rules regarding proof of purchase, if required
- whether or not the store has a 'blanket' refund policy for all faulty goods
- time limits for replacement / refund or repair of goods
- how complaints are recorded
- who the customer should contact if complaints are not dealt with at department or store level

Know who can provide advice if necessary, e.g. manager, customer services

## **TEACHING STRATEGIES AND LEARNING ACTIVITIES**

The delivery of this unit needs to be closely linked with the workplace and assessment of this unit must take place in the workplace

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

It is hoped that opportunities provided by the specification will be fully used to introduce related and general / key skills studies

## **METHODS OF ASSESSMENT**

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

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

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

This unit requires workplace assessment of occupational competence. This assessment must be carried out in line with the guidance available from the

Learning Provider's section of Skillsmart Retail's web site  
([www.skillsmartretail.com](http://www.skillsmartretail.com))

### **Specific Evidence Requirement for this unit**

Simulation is not allowed for any performance evidence within this unit

**Assessment Criteria 3.1:** 'Politely' means demonstrating respect and consideration for other people through the use of appropriate body language, verbal language, tone of voice (or the sign language equivalent) and facial expressions

**Assessment Criteria 4.2** can be assessed by asking 'What if?' questions, if no situation arises where the organisation is, or appears to be, responsible for the situation that has caused the customer to complain

**Assessment Criteria 4.3:** If the organisation does not have a written policy, learners need to ask their manager for broad guidelines and follow these where the unit refers to a policy

### **EVIDENCE OF ACHIEVEMENT**

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. Evidence is not prescribed but may include any or all of the following\*

- product evidence
- observation reports
- oral / written questions and answers
- reports / notes
- worksheets / workbooks
- witness statements
- recorded evidence (e.g. video or audio)
- photographic evidence
- case studies / assignments
- other suitable supplementary evidence
- simulation (see specific evidence requirement above)
- interview / discussion

\*The most appropriate evidence for the qualification should be used

**Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts**

### **Evidence does not have to be written**

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met

All evidence must be clearly signposted and made available for the external

moderator upon request

### **ADDITIONAL INFORMATION**

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk))

A copy of the following documents are available on the Skillsmart Retail web site [www.skillsmartretail.com](http://www.skillsmartretail.com)

- Retail Sector's Assessment Principles for the Qualifications and Credit Framework
- Retail Skills Evidence Requirements
- Retail Skills Unit Equivalences
- Retail Skills mapping guide for employers



## Recognition of Prior Learning (RPL), Exemption and Credit Transfer

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

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

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

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

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

- Credit Transfer – ABC may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - original certificates OR
  - copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real

copy and make these available for scrutiny by the External Moderator

- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

ABC encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption and Credit Transfer. 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

## **Certification**

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

ABC's policies and procedures are available on the ABC web site in the Examination Officers' Guide

# Appendices

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## Glossary of Terms

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### **GLH (Guided Learning Hours)**

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

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

Examples of Guided Learning include:

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

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

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

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

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

Examples of unsupervised activities that could contribute to TQT include:

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