

# **SEG Awards Level 2 Diploma in Work-Based Animal Care and Welfare**

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## **Qualification Guidance**

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**England - 610/1057/1**

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## About Us

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

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

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

## Sources of Additional Information

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

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## Specification Code, Date and Issue Number

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The specification code is D9238-02.

Version	Date	Details of change
1.0	01/09/2022	New qualification guide
1.1	July 2025	Operational End Date and Certification End Date set

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

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

# Introduction

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The SEG Awards Level 2 Diploma in Work-Based Animal Care and Welfare replaces the SEG Awards Level 2 Diploma in Work-Based Animal Care (Animal Care and Welfare). The qualification promotes sound working practices that are fully in accordance with Animal Welfare requirements, and fosters effective communication skills, team-working, and customer satisfaction.

## Aims

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The aims of the SEG Awards Level 2 Diploma in Work-based Animal Care and Welfare are to:

- provide knowledge and understanding that will support effective and efficient working practices that are fully in accordance with Animal Welfare requirements
- promote and encourage good working practices in relation to safety, bio security, transport, handling and restraint of animals, 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, behaviour, overall state and health of the animal throughout care operation
- develop competent practical skills in handling, grooming, and care 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

## Pre-requisites

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There are no entry requirements for this qualification, however, learners will need to be in a work placement.

Skills and Education Group Awards 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.

## 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

## Qualification Structure and Rules of Combination

### Rules of Combination: Level 2 Diploma in Work-Based Animal Care and Welfare

Learners must achieve a minimum of 44 credits. This must include 39 credits from the mandatory units plus 5 credits from the optional units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
Principles of Animal Care	F/650/3004	2	4	30
Provide Basic Nursing Treatments to Animals	K/650/2928	2	4	35
Maintain Animal Accommodation	L/650/2929	2	3	25
Maintain the Cleanliness and Biosecurity of the Animal Care Working Environment	H/650/3005	2	4	30
Provide Nutrition to Animals	T/650/2930	2	5	40
Handling and Restraint of Animals	Y/650/2931	2	5	40
Introduction to Animal Anatomy and Physiology	D/650/2924	2	5	30
Welcome, Receive and Care for Visitors	J/650/3006	2	4	25
Provide Opportunities for Animals to Exercise	A/650/2932	2	5	35
Optional Units				
British Wildlife Rehabilitation	K/650/3007	2	4	30
Communicate Information within the Workplace	L/650/3008	2	2	15
Establish and Maintain Effective Working Relationships	M/650/3009	2	2	15
Load and Unload Animals for Transportation	Y/650/3010	2	4	25
Moving Animals between Locations	A/650/3011	2	2	15
Maintain and Develop Personal Performance	D/650/3012	2	2	15
Maintain and Store Records within the Workplace	F/650/3013	2	2	15
Make Sure Own Actions Reduce Risks to Health and Safety	H/650/3014	2	5	40

Prepare and Groom Animals	J/650/3015	2	5	40
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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.

## Practical Hours Requirement

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

## Assessments

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

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

## Resources

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

- Learner Unit Achievement Checklist
- Indicative Content
- Progression Routes Flow Chart

## Teaching Strategies and Learning Activities

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

## Progression Opportunities

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By obtaining this qualification, learners will have the necessary skills and knowledge to allow them the opportunity to potentially progress into employment within Animal Care and Welfare or gain promotion to a more senior position within existing employment or progress into an advanced Apprenticeship in the sector.

In addition, achievement of SEG Awards Level 2 Diploma in Work-Based Animal Care and Welfare, 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.

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

- SEG Awards Level 3 Diploma in Work-Based Animal Care and Welfare

The following units are also in the SEG Awards Level 2 Award for Animal Nursing Assistants qualification:

- SEG Awards Level 2 Introduction to Animal Anatomy and Physiology
- SEG Awards Level 2 Provide Basic Nursing Treatments to Animals
- SEG Awards Level 2 Maintain Animal Accommodation
- SEG Awards Level 2 Provide Nutrition to Animals
- SEG Awards Level 2 Handling and Restraint of Animals
- SEG Awards Level 2 Provide Opportunities for Animals to Exercise

The following units are also in the Level 2 Certificate for Animal Nursing Assistants qualification:

- SEG Awards Level 2 Introduction to Animal Anatomy and Physiology
- SEG Awards Level 2 Provide Basic Nursing Treatments to Animals
- SEG Awards Level 2 Maintain Animal Accommodation
- SEG Awards Level 2 Provide Nutrition to Animals
- SEG Awards Level 2 Handling and Restraint of Animals
- SEG Awards Level 2 Provide Opportunities for Animals to Exercise

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

## **Tutor/Assessor Requirements**

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Skills and Education Group Awards require those involved in the assessment process to be suitably experienced and/or qualified. In general terms, this usually means that the Assessor must be knowledgeable of the subject/occupational area to at least the level they are delivering at.

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

## **Language**

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These specifications and associated assessment materials are in English only.



# Qualification Summary

Qualification								
SEG Awards Level 2 Diploma in Work-Based Animal Care and Welfare - 610/1057/1								
<b>Qualification Purpose</b>		<p>This qualification will provide learners with the knowledge and skills required to work effectively in animal care environments.</p> <p>Occupations within Animal Care Services has shown a strong increase of demand over the past 3 years, with occupation postings increasing by 9%. The sector continues to rise with occupation opportunities within this field, with an expected 3% rise, providing learners with a great opportunity of success when achieving this qualification.</p>						
<b>Age Range</b>		<b>Pre 16</b>		<b>16-18</b>	✓	<b>18+</b>		<b>19+</b> ✓
<b>Regulation</b>		The qualification identified above is regulated by Ofqual						
<b>Assessment</b>		<ul style="list-style-type: none"> <li>Internal assessment</li> <li>Internal and external moderation</li> </ul>						
<b>Type of Funding Available</b>		See FaLA (Find a Learning Aim)						
<b>Qualification/Unit Fee</b>		See Skills and Education Group Awards web site for current fees and charges						
<b>Grading</b>		<p>Pass</p> <p>To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC)</p>						
<b>Operational Start Date</b>		01/09/2022						
<b>Review Date</b>		31/08/2025						
<b>Operational End Date</b>		31/12/2025						
<b>Certification End Date</b>		31/08/2027						
<b>Guided Learning (GL)</b>		330 hours						
<b>Total Qualification Time (TQT)</b>		459 hours						
<b>Credit Value</b>		44						
<b>Skills and Education Group Awards Sector</b>		Animal Care						
<b>Ofqual SSA Sector</b>		3.3 Animal Care and Veterinary Science						
<b>Support from Trade Associations</b>								
<b>Administering Office</b>		See Skills and Education Group Awards web site						



# Principles of Animal Care

<b>Unit Reference</b>	<b>F/650/3004</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning</b>	<b>30 hours</b>
<b>Unit Summary</b>	<p>The purpose of this unit is to give learners an understanding of basic animal care needs, in addition to promoting animal health and welfare. Learners will also develop the knowledge of recording an animal's temperature, pulse and respiration and be able to recognise and identify abnormalities.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 6)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 6.5)</b> <b><i>The learner can</i></b>
1. Understand how to provide basic animal care	1.1. Describe the basic care needs of animals 1.2. Describe the basic obstetrics and reproductive behaviour 1.3. Describe how behaviour can impact animal care and welfare 1.4. Identify common characteristics of species cared for in the role 1.5. Describe the purpose for why animals are being kept 1.6. Describe how to provide adequate physical stimulation to animals 1.7. Describe how to provide adequate mental stimulation to animals 1.8. Describe types of preventative care used to maintain the health and welfare of animals
2. Be able to provide basic animal care to animals	2.1. Treat animals in a way which is consistent with relevant legislation 2.2. Provide adequate mental and physical stimulation for animals

	<p>2.3. Carry out procedures to promote animal health and welfare</p> <p>2.4. Seek assistance immediately for any animals' health or welfare emergency and initiate action as appropriate to the situation</p>
3. Understand the monitoring and vital signs in animals	<p>3.1. Describe how to take the temperature</p> <p>3.2. State normal temperature ranges for animals</p> <p>3.3. Identify possible reasons for abnormal temperatures</p> <p>3.4. Describe how to take the pulse</p> <p>3.5. State normal pulse rate ranges for animals</p> <p>3.6. Identify possible reasons for abnormal pulse rates</p> <p>3.7. Describe how to take the respiratory rate</p> <p>3.8. State normal respiration rate ranges for animals</p> <p>3.9. Identify possible reasons for abnormal respiratory rates</p> <p>3.10. Monitor and report the animals' physical condition and behaviour</p> <p>3.11. Describe the visual signs which indicate the potential problems with an animal's health</p>
4. Understand the principles of animal first aid	<p>4.1. Identify the main principles of animal first aid</p> <p>4.2. Identify legislation applicable to animal first aid</p> <p>4.3. Describe the limitations when administering first aid to animals</p> <p>4.4. Classify animal emergency situations</p> <p>4.5. Identify common animal first aid situations</p> <p>4.6. Describe how to manage animal first aid situations</p> <p>4.7. Describe appropriate handling and restraint methods for animal first aid</p> <p>4.8. Describe how to assess the first aid patient</p>
5. Understand record keeping requirements	<p>5.1. Identify the types of records required and explain the importance of accurate record keeping</p>

	<p>5.2. Provide clear and accurate information for recording purposes</p> <p>5.3. Maintain records in line with data protection, codes of practice and workplace requirements</p> <p>5.4. Monitor, record and report the health and welfare of animals in line with animal welfare legislation and workplace policies</p>
6. Understand the legislation followed in animal care	<p>6.1. Comply with UK legislation</p> <p>6.2. Identify legislation applicable to working with animals</p> <p>6.3. Work in a way which maintains health and safety, is consistent with relevant legislation, codes of practice and workplace requirements</p> <p>6.4. Describe how to dispose of waste in line with workplace procedures</p> <p>6.5. Dispose of waste in line with legislation and workplace procedures</p>

### **Mapping to Standards**

#### **Level 2 Animal Care and Welfare Standard – Veterinary Care Support stream**

##### **Knowledge (Core) linked to LO 1-8**

- the changing needs of animals' dependent on their life stage
- Data Protection and records in line with legislation, codes of practice and workplace requirements
- basic reproduction and obstetrics and reproductive behaviour, including neutering
- different skin and coat care requirements of animals in their care
- the behaviours of the animal, applicable to the species and how it impacts its care and welfare such as stress/distress/pain/fear/frustration
- animal first aid, urgent, ongoing and preventive care
- signs that indicate potential problems with animals' health and welfare and the actions that should be taken
- the species/breeds specific to your role and common characteristics
- current legislation, policies, procedures, guidelines, Codes of Practice and ethics relevant to the workplace and the health and welfare of animals
- UK and EU Animal related legislation

##### **Skills (Core) linked to LO 1-8**

- respond to animal first aid, urgent, ongoing and preventive care requirements as appropriate
- maintain, update and reference correct records in accordance with current legislation
- identify and describe animals using appropriate methods to the species involved (e.g. scanning for microchips)
- provide appropriate care, for example coat, skin, scales, plumage and feet to ensure good health and appearance
- monitor, record and report the health and welfare of animals in line with animal welfare legislation and workplace policies
- work effectively in a safe and healthy working environment following current / relevant health and safety legislation and workplace policies
- comply with UK and EU Animal related legislation

# Provide Basic Nursing Treatments to Animals

<b>Unit Reference</b>	<b>K/650/2928</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning (GL)</b>	<b>35 hours</b>
<b>Unit Summary</b>	<p>This unit provides learners with the knowledge to prepare and provide medications in a safe manner whilst maintaining the welfare of animals.</p> <p>The unit must be delivered in line with the Veterinary Surgeons Act, Schedule 3.</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>The term 'animals' relates to all equine and exotic species and companion animals e.g., dogs, cats, rabbits</p> <p>Example of a scenario-based treatment: Use of a syringe to place water in between the shoulder blades to mimic the topical application of flea treatment.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 6)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 6.3)</b> <b><i>The learner can</i></b>
1. Understand how to deliver basic treatments and medications to animals	<p>1.1. Describe the equipment used for basic treatments</p> <p>1.2. Describe how to administer prescribed basic health care treatments</p> <p>1.3. State the importance of following instructions and the consequences of not following instructions for basic health care treatments</p> <p>1.4. Describe how to use restraint techniques for basic health care treatments</p> <p>1.5. Describe the reasons and legislative requirements for 'withdrawal periods' for animals</p> <p>1.6. Describe the reasons for personal hygiene and safety precautions when delivering basic health care treatments</p> <p>1.7. Describe the changes in the condition of the animal which may occur after the treatment</p> <p>1.8. Describe why it is necessary to monitor the behaviour of animals after treatment and report unusual signs</p>

	1.9. Explain the types of records required and the importance of accurate record keeping
2. Understand how to provide prescribed medication to animals	2.1. Explain the correct technique to give specified treatment and medication at the correct time 2.2. State the significance of expiry dates on medications 2.3. Describe the possible sources of contamination to medications 2.4. State how to identify damage to medications
3. Understand legislation applicable in the delivery of basic health care treatments to animals	3.1. Describe how to apply the current health and safety legislation 3.2. Describe how to apply the current animal welfare legislation 3.3. Describe the correct methods for safe handling and disposal of medical waste
4. Be able to deliver basic health care treatments to animals	4.1. Use the correct techniques to give specified health care treatments to animals 4.2. Demonstrate how to seek assistance if problems arise when delivering basic healthcare treatments to animals 4.3. Record the treatment accurately to comply with any legislative requirements 4.4. Observe animals after treatments and immediately report any unusual signs
5. Be able to provide prescribed medication to animals	5.1. Demonstrate the provision of medications for a specified animal 5.2. Demonstrate the provision of prescriptive medications for a specified animal 5.3. Use medications in accordance with instructions 5.4. Use equipment in accordance with instructions
6. Be able to work safely whilst delivering basic health care treatments and medications	6.1. Maintain health and safety when delivering basic treatments and medications to animals 6.2. Maintain animal welfare when delivering basic treatments and medications to animal

	6.3. Demonstrate the safe and correct methods of medical waste disposal
<p><b>Mapping to Standards</b></p> <p><b>Level 2 Animal Care and Welfare Standard – Veterinary Care Support stream</b></p> <p><b>Knowledge (Core) Linked to LO 1-3</b></p> <ul style="list-style-type: none"><li>the types of basic medication, routes of administering medication, safe handling and disposal of medication</li></ul> <p><b>Skills (Core) linked to LO 3, 4 &amp; 5</b></p> <ul style="list-style-type: none"><li>store, use and administer medication in line with legislative and veterinary instructions as appropriate</li></ul> <p><b>Veterinary Care support stream (Skills) linked to LO5</b></p> <ul style="list-style-type: none"><li>the dispensing and administration of medication</li></ul>	



## Maintain Animal Accommodation

<b>Unit Reference</b>	<b>L/650/2929</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning (GL)</b>	<b>25 hours</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills required to maintain animal accommodation. This involves maintaining environmental conditions, carrying out cleaning, and replacing any ancillary materials.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.2)</b> <i>The learner can</i>
1. Understand the importance of maintaining a range of animal accommodation	1.1. Describe the factors to consider when maintaining animal accommodation 1.2. Explain factors which may influence the maintenance of animal accommodation 1.3. Identify health and welfare indicators within the animal accommodation 1.4. Describe the significance of health and welfare indicators observed within animal accommodation
2. Understand how to maintain a range of animal accommodation	2.1. Describe the environmental conditions which promote the health and welfare of animals 2.2. Identify the reasons for monitoring environmental conditions 2.3. Explain cleaning routines appropriate to a range of animal accommodations 2.4. Describe cleaning methods and materials appropriate to a range of animal accommodations
3. Understand legislations applicable to maintaining animal accommodation	3.1. Describe relevant health and safety legislation 3.2. Describe relevant animal welfare legislation
4. Be able to maintain a range of companion animal accommodation	4.1. Assess the suitability of animal accommodation

	<p>4.2. Demonstrate the use of appropriate Personal Protective Equipment (PPE)</p> <p>4.3. Demonstrate routine cleaning of animal accommodation</p> <p>4.4. Demonstrate the monitoring and maintenance of environmental conditions</p> <p>4.5. Demonstrate the safety and security of animals</p> <p>4.6. Demonstrate appropriate record keeping</p>
5. Be able to work safely when maintaining a range of animal accommodation	<p>5.1. Demonstrate the ability to meet health and safety requirements</p> <p>5.2. Demonstrate the safe disposal of waste</p>

### **Mapping Standards**

#### **Level 2 Animal Care and Welfare Standard – Veterinary Care Support stream**

##### **Knowledge (Core) linked to LO 1 & 2**

- accommodation and environment requirements that are suitable and safe for animals

##### **Skills (Core) linked to LO 2, 3, 4, & 5**

- identify and report potential hazards and breaches of security within animal accommodation/enclosures
- clean and maintain animal accommodation/enclosures/environment and equipment and provide appropriate resources including species specific enrichment (e.g. hiding, perches and areas to dig)

## Maintain the Cleanliness and Biosecurity of the Animal Care Working Environment

<b>Unit Reference</b>	<b>H/650/3005</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning</b>	<b>30 hours</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills required to undertake routine cleaning within the workplace. Cleaning is a key factor in ensuring the health and safety of people and animals within the working environment and promoting the image of the organisation to customers.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.5)</b> <i>The learner can</i>
1. Know how to clean the work environment	<p>1.1. State the potential hazards when cleaning work environments</p> <p>1.2. Assess the risks in an animal care working environment and how these can be minimised</p> <p>1.3. Describe the selection and use of cleaning materials for work environments</p> <p>1.4. Explain why cleaning should minimise disruption to animals and colleagues</p> <p>1.5. Explain the importance of good cleaning practices</p>
2. Know how to clean and maintain equipment in the work environment	<p>2.1. Identify materials, equipment and cleaning methods required for cleaning equipment</p> <p>2.2. Describe the correct use of sterilisation and the potential risks if not done correctly</p> <p>2.3. State the frequency with which different items of equipment should be cleaned and maintained</p> <p>2.4. Describe how to recognise potentially hazardous equipment and the potential effects of not reporting it</p>

	<p>2.5. Explain the reasons of maintaining and storing cleaning equipment correctly</p> <p>2.6. State the importance of maintaining accurate records of materials and equipment</p> <p>2.7. Describe how cleaning, maintenance and storage of work equipment contributes to biosecurity measures</p>
3. Know relevant health and safety legislation and environmental good practice	<p>3.1. Outline relevant health and safety legislation</p> <p>3.2. Outline relevant animal welfare legislation</p> <p>3.3. Describe how environmental damage can be minimised</p> <p>3.4. Describe the correct methods for disposing of waste</p> <p>3.5. Identify protective clothing required for cleaning the work environment</p>
4. Be able to clean and maintain the work environment	<p>4.1. Select and use protective clothing, equipment and cleaning materials</p> <p>4.2. Demonstrate the cleaning of equipment in accordance with instructions</p> <p>4.3. Clean five different areas in the working environment</p> <p>4.4. Complete maintenance checks and accurately report findings</p> <p>4.5. Ensure working areas are in an appropriate state to complete work</p> <p>4.6. Store materials and equipment safely and correctly after use</p> <p>4.7. Provide clear and accurate information for recording purposes</p>
5. Be able to work safely and maintain cleanliness and biosecurity	<p>5.1. Maintain animal welfare, health and safety during and after cleaning the work environment</p> <p>5.2. Demonstrate adhering to current legislation and current codes of practice when cleaning the work environment</p> <p>5.3. Maintain hygiene, biosecurity procedures and infection controls when working with animals</p> <p>5.4. Carry out work in a manner which minimises environmental damage</p>

	5.5. Demonstrate the correct and safe disposal of waste
<b>Mapping to Standards</b> No mapping	

## Provide Nutrition to Animals

<b>Unit Reference</b>	<b>T/650/2930</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>40 hours</b>
<b>Unit Summary</b>	<p>This unit aims to provide learners with an understanding of the importance of adequate nutrition in animals. This will involve providing learners with a knowledge of the functions of nutrients and where each nutrient is sourced. They will also understand the need for nutritional support and how this is achieved.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 8)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 8.3)</b> <i>The learner can</i>
1. Understand how to provide nutrition to animals	1.1. Identify different types of animal feed 1.2. Describe how different types of animal feed should be stored 1.3. Describe correct storage and use of animal feeds and associated equipment 1.4. Identify the types of animal feeding records required 1.5. Explain the purpose of an animal feeding plan 1.6. Explain the importance of accurate record keeping when providing animal feed 1.7. Describe normal feeding behaviour in animals 1.8. Describe potentially abnormal feeding behaviours in animals
2. Understand the importance of nutrition to animals	2.1. Identify the essential nutrients for animals 2.2. Identify common dietary sources of each essential nutrient 2.3. Describe the functions of essential nutrients
3. Understand the importance of nutritional support for	3.1. Identify possible reasons for providing animals

animals	<p>with nutritional support</p> <p>3.2. Describe methods of providing nutritional support</p> <p>3.3. Identify potential issues associated with nutritional support</p>
4. Understand the relevant legislation applicable to providing nutrition to animals	<p>4.1. State current health and safety legislation applicable to providing nutrition to animals</p> <p>4.2. State current animal welfare legislation applicable to providing nutrition to animals</p> <p>4.3. Identify potential risks that may occur when providing nutrition to animals</p> <p>4.4. Describe the correct methods for disposing of nutritional waste</p>
5. Know dietary requirements of animals	<p>5.1. Identify a range of diets suitable for specified animals</p> <p>5.2. Describe a range of diets suitable for specified animals</p>
6. Be able to use and maintain equipment for providing nutrition to animals	<p>6.1. Select appropriate equipment to provide nutrition for specified animals</p> <p>6.2. Demonstrate the preparation of equipment to provide nutrition for specified animals</p> <p>6.3. Demonstrate the maintenance of equipment to provide nutrition for specified animals</p> <p>6.4. Demonstrate the storage of equipment to provide nutrition for specified animals</p>
7. Be able to provide nutrition to animals	<p>7.1. Select the appropriate nutrition for specified animals</p> <p>7.2. Prepare and provide nutrition for specified animals, using appropriate methods</p> <p>7.3. Record nutrition provided for specified animals</p>
8. Be able to work safely when providing nutrition to animals	<p>8.1. Maintain health and safety when providing nutrition to animals</p> <p>8.2. Maintain animal welfare when providing nutrition to animals</p> <p>8.3. Demonstrate the safe and correct methods for</p>

	waste disposal
<b>Mapping to Standards</b> <b>Level 2 Animal Care and Welfare Standard – Veterinary Care Support stream</b> <b>Knowledge (Core) linked to 1, 2, 3 &amp; 5</b> <ul style="list-style-type: none"><li>• feeding, watering and basic nutrition and characteristics of foodstuffs</li><li>• how an animal’s natural behaviour impacts its diet and feeding patterns</li><li>• the different methods required to meet the animals’ need for enrichment/exercise opportunities, appropriate to species and individual animal</li></ul> <b>Skills (Core) linked to LO 1, 6 &amp; 7</b> <ul style="list-style-type: none"><li>• provide food and water to animals and monitor the intake</li><li>• store and care for foodstuffs</li></ul>	



# Handling and Restraint of Animals

<b>Unit Reference</b>	<b>Y/650/2931</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>40 hours</b>
<b>Unit Summary</b>	<p>The aim and purpose of this unit is to provide the learner with the knowledge and skills to plan for handle and restrain animals. The learner will be able to assess the risks involved, identify appropriate methods of restraints and use them effectively and safely.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.2)</b> <i>The learner can</i>
1. Know how to plan the handling and restraint of animals	1.1. Explain how to plan the handling and restraint of animals and how to assess the risks involved in restraining animals
2. Know how to handle and restrain animals	2.1. Explain why animals may require handling and restraint and how this may affect the method selected 2.2. Describe the different methods of handling and restraining animals and the range of equipment used 2.3. Explain how to identify the possible risks and hazards involved with handling and restraint of animals and how to minimise and respond to them 2.4. Explain how animals should be approached in order to minimise stress, promote animal welfare and maintain health and safety 2.5. Explain how to recognise and assess the signs of stress and alarm in the animals being handled and restrained 2.6. Explain why it is important to work within their own limitations and experience when working with animals 2.7. Explain how to identify situations where it is not suitable for a person to approach, handle or restrain an animal without assistance and the

	<p>possible consequences of doing so</p> <p>2.8. Describe the types of conditions that may affect the approach of the handling and restraint of animals</p> <p>2.9. Explain how to supervise others in the safe handling and restraint of animals</p> <p>2.10. Describe how, and from whom, to obtain the necessary authority for the handling and restraining of animals and when this may be necessary</p>
3. Understand relevant health and safety legislation when handling and restraining animals	<p>3.1. Explain current health and safety, animal health and welfare legislation and codes of practice</p> <p>3.2. Describe the range of protective clothing which may be required and the reasons for its use</p>
4. Be able to plan for handling and restraining animals	<p>4.1. Plan the handling and restraint of animals by identifying the reason for handling and the possible risks involved</p> <p>4.2. Describe a range of suitable methods for restraining the animal and the appropriate equipment required for each method</p> <p>4.3. Prepare the environment to ensure that the risks to the animal, others and themselves are minimised</p> <p>4.4. Ensure that authorisation has been obtained for the animal to be handled and restrained using the method selected if required</p>
5. Be able to handle and restrain animals	<p>5.1. Select a method of handling and restraint that is appropriate for the animal concerned, minimises the risks to the animal, the handler and others</p> <p>5.2. Approach the animal in a manner which promotes animal welfare and minimises stress to the animal</p> <p>5.3. Adapt the handling and restraint of the animal in response to its reactions and behaviour</p> <p>5.4. Assess the situation and seek assistance if there is a risk to the animal, security or health and safety</p> <p>5.5. Supervise others in the handling and restraint of animals</p> <p>5.6. Record the handling and restraint of the animal using the correct system</p>

6. Be able to promote health and safety whilst handling and restraining animals	6.1. Demonstrate the promotion of health and safety and animal welfare which is consistent with relevant legislation and codes of practice  6.2. Demonstrate the use of appropriate protective clothing
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### **Mapping to Standards**

#### **Level 2 Animal Care and Welfare Standard – Veterinary Care Support stream**

#### **Knowledge (Core) linked to LO 1, 2, 4, 5 & 6**

- how to safely approach/handle/restrain/move animals
- how the animal you are working with learns and the basic principles of re-enforcement techniques
- the importance of the human and animal bond
- basic awareness of capture techniques

#### **Skills (Core) linked to LO 1, 4, 5 & 6**

- observe and be aware of the behaviour of animals and take appropriate actions
- approach/handle/restrain/move/recapture animals as part of routine husbandry appropriate for the species and individual

# Introduction to Animal Anatomy and Physiology

<b>Unit Reference</b>	<b>D/650/2924</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Unit Summary</b>	<p>This unit aims to give the learner an introduction to the anatomy and physiology of companion animals. Learners will be given the knowledge to describe the structure and function of the major body systems. This unit will also provide learners with the correct terminology to employ when describing animal anatomy and physiology.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 10)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 10.1)</b> <b><i>The learner can</i></b>
1. Know the appropriate terminology for anatomy and physiology of companion animals	1.1. Define the appropriate terminology when describing anatomical and physiological features
2. Know the cardiovascular system of companion animals	2.1. Identify the major structures of the heart 2.2. State the key differences between blood vessel types 2.3. Identify the location of the main vessels used in venepuncture and pulse taking 2.4. State the role of the cardiovascular system 2.5. Describe the circulation of blood
3. Know the major body cavities of companion animals	3.1. Identify the location of major body cavities 3.2. State the function of major body cavities 3.3. Identify the key organs and structures within the major body cavities
4. Know the skeletal structure of companion animals	4.1. Identify the location of named key bones within the axial skeleton 4.2. Identify the location of named key bones within the appendicular skeleton

	4.3. Identify the location of named key bones within the splanchnic skeleton
5. Know the structure of the mammalian cell of companion animals	5.1. Identify the organelles of the mammalian cell
6. Know the body tissue classification and structure of companion animals	6.1. Identify the main tissue types 6.2. State the function of the main tissue types
7. Know the digestive and excretory systems of companion animals	7.1. Identify the major structures of the digestive system 7.2. State the role of the digestive system 7.3. Define digestive processes, using appropriate terminology 7.4. Identify the major structures of the urinary system 7.5. State the role of the urinary system 7.6. State normal urinary output 7.7. State the role of the liver in excretion
8. Know the respiratory system of companion animals	8.1. Identify key features of the respiratory system 8.2. State the function of key structures within the respiratory system 8.3. Identify normal respiratory ranges 8.4. Identify factors that can affect respiratory function 8.5. State the role of the respiratory system
9. Know the endocrine system of companion animals	9.1. Identify the main endocrine glands 9.2. State the hormones secreted by the main endocrine glands
10. Know the components of the nervous system of companion animals	10.1. List the main components of the nervous system
<b>Mapping to Standards</b> No mapping	

## Welcome, Receive and Care for Visitors

<b>Unit Reference</b>	<b>J/650/3006</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning (GL)</b>	<b>25 hours</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills required to deal with visitors to sites. It covers caring for and monitoring the behaviour of visitors in the workplace, and providing them with current, relevant information. Workplaces may be open to the public or may be organisations to which visitors are invited or where officials have the right of access.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 6) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 6.3) <i>The learner can</i></b>
1. Understand how to welcome and receive visitors	<p>1.1. State the preparations required for the arrival of visitors</p> <p>1.2. Outline the importance of creating a positive first impression and how this is achieved</p> <p>1.3. Describe effective methods of communicating with visitors</p> <p>1.4. Identify and report inappropriate visitors</p>
2. Understand how to care for visitors	<p>2.1. Identify how to monitor visitors' needs and when to intercept to offer help</p> <p>2.2. Describe how the purpose of the site can be maintained whilst accommodating the needs, safety and security of visitors</p>
3. Know how to meet relevant legislation and workplace procedures	<p>3.1. Describe how biosecurity and welfare can be maintained on sites open to visitors</p> <p>3.2. Outline the organisational policy on health and safety and confidentiality and how this can be maintained</p> <p>3.3. Describe the organisations policies and procedures for registering customers and making bookings</p>

	3.4. Make appropriate records in line with organisation procedures
4. Be able to welcome and receive visitors	4.1. Maintain the area to receive visitors safely 4.2. Greet and communicate with visitors 4.3. Maintain animal welfare and health and safety when welcoming visitors 4.4. Demonstrate adhering to current legislation and codes of practice when welcoming visitors
5. Be able to provide services for visitors	5.1. Care for visitors in accordance with their needs and relevant policies in a manner which promotes their own safety and security 5.2. Respond appropriately to a variety of situations 5.3. Support with customer enquiries 5.4. Provide advice to clients within limitations of the role 5.5. Use appropriate methods of communication
6. Be able to meet care requirements for the sale of products	6.1. Prepare, receive and store deliveries of goods 6.2. Care for animal products appropriately 6.3. Carry out different methods of payment
<b>Mapping to Standards</b> No mapping	

## Provide Opportunities for Animals to Exercise

<b>Unit Reference</b>	<b>A/650/2932</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>35 hours</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills to provide enrichment and exercise opportunities specific to individual animal needs. This unit is not designed to cover exercise for competitive purposes.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 10)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 10.2)</b> <b><i>The learner can</i></b>
1. Understand the requirements for providing exercise opportunities for specified animals	<p>1.1. Identify the reasons for providing exercise opportunities to animals</p> <p>1.2. Identify natural exercise behaviours and patterns in animals</p> <p>1.3. Explain how exercise requirements differ between a range of animals</p> <p>1.4. Describe how exercise opportunities can meet natural behaviours in animals</p> <p>1.5. Describe how to recognise negative responses to exercise</p> <p>1.6. Explain why insufficient exercise can be potentially harmful to animals</p> <p>1.7. Explain why excessive exercise can be potentially harmful to animals</p> <p>1.8. Justify why exercise opportunities may need to alter to meet animal welfare requirements</p> <p>1.9. Explain the importance of effective communication when providing exercise opportunities to animals</p>
2. Understand the available equipment used to provide exercise opportunities for specified animals	<p>2.1. Identify equipment that may be used to provide exercise opportunities for animals</p> <p>2.2. Describe how to use equipment when providing</p>



	<p>exercise opportunities for animals</p> <p>2.3. Explain the importance of using appropriate equipment when providing exercise opportunities for animals</p> <p>2.4. Describe the maintenance of equipment used to provide exercise opportunities to animals</p>
3. Understand legislation applicable to providing exercise opportunities for specified animals	<p>3.1. Identify health and safety legislation applicable to providing exercise opportunities</p> <p>3.2. Describe health and safety legislation applicable to providing exercise opportunities</p> <p>3.3. Identify animal welfare legislation applicable to providing exercise opportunities</p> <p>3.4. Describe animal welfare legislation applicable to providing exercise opportunities</p>
4. Understand the potential risks associated with providing exercise opportunities for specified animals	<p>4.1. Describe the potential risks to animals when providing exercise opportunities</p> <p>4.2. Describe the potential risks to handlers when providing exercise opportunities</p> <p>4.3. Describe the potential risks to others when providing exercise opportunities</p>
5. Be able to assess opportunities for animals to exercise	<p>5.1. Assess the suitability of exercise for specified animals</p> <p>5.2. Assess the requirements of exercise for specified animals</p> <p>5.3. Risk assess the methods of exercise for specified animals</p>
6. Be able to use exercise equipment appropriately	<p>6.1. Prepare appropriate equipment to provide exercise to specified animals</p> <p>6.2. Demonstrate fitting exercise equipment to specified animals safely</p> <p>6.3. Demonstrate removing equipment from specified animals following exercise</p> <p>6.4. Maintain equipment following exercise to specified animals</p>

7. Be able to provide exercise opportunities for animals	<p>7.1. Prepare the environment for specified animals to exercise</p> <p>7.2. Prepare specified animals for exercise</p> <p>7.3. Provide suitable exercise opportunities to meet the requirements of specified animals</p> <p>7.4. Follow the correct procedures when providing exercise opportunities for specified animals</p>
8. Be able to meet legislation when providing exercise opportunities for animals	<p>8.1. Demonstrate the ability to meet health and safety requirements when providing exercise opportunities for specified animals</p> <p>8.2. Demonstrate the ability to meet animal welfare requirements when providing exercise opportunities for specified animals</p> <p>8.3. Demonstrate personal hygiene when providing exercise opportunities for specified animals</p>
9. Be able to communicate effectively when providing exercise opportunities for specified animals	<p>9.1. Demonstrate effective communication when providing exercise opportunities for specified animals</p> <p>9.2. Record exercise opportunities for specified animals</p>
10. Be able to review exercise opportunities for specified animals	<p>10.1. Review exercise opportunities for specified animals</p> <p>10.2. Plan adjustments to exercise opportunities for specified animals</p>
<p><b>Mapping to Standards</b></p> <p><b>Level 2 Animal Care and Welfare Standard – Veterinary Care Support stream</b></p> <p><b>Knowledge (Core) linked to LO 1, 4, 7, &amp; 10</b></p> <ul style="list-style-type: none"> <li>the different methods required to meet the animals' need for enrichment/exercise opportunities, appropriate to species and individual animal</li> </ul> <p><b>Skills (Core) linked to LO 1, 4, 7, &amp; 10</b></p> <ul style="list-style-type: none"> <li>exercise/socialise animals and provide appropriate enrichment relevant to their specific needs</li> </ul>	

## British Wildlife Rehabilitation

<b>Unit Reference</b>	<b>K/650/3007</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning (GL)</b>	<b>30 hours</b>
<b>Unit Summary</b>	<p>The purpose of this unit is to give learners an understanding of how to plan for and carry out rehabilitation of British wildlife. This involves an introduction to British wildlife species and care needs. Learners will also develop the knowledge of legislative requirements and their impact on wildlife rehabilitation planning and release.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.5)</b> <b><i>The learner can</i></b>
1. Understand common British wildlife care requirements	1.1. Identify a range of British wildlife species 1.2. Describe British wildlife that are suitable for rehabilitation and release 1.3. Describe behavioural and ecological needs of common British wildlife 1.4. Describe the differences between the care of domestic and wildlife species 1.5. Describe abnormal behaviours seen in rehabilitated wildlife species
2. Understand the impact of wildlife legislation on rehabilitation	2.1. Describe the legislation relevant to wildlife rehabilitation 2.2. Describe licensing specific to wildlife rehabilitation
3. Understand wildlife rehabilitation and release	3.1. Describe the legal and ethical implications of wildlife rehabilitation and transport 3.2. Describe the principles of releasing rehabilitated animals 3.3. Plan rehabilitation for a British wildlife species 3.4. Explain the purpose of rehabilitation policies and procedures

	<p>3.5. Describe the requirements of post release monitoring</p> <p>3.6. Describe alternative options to release</p>
4. Be able to demonstrate wildlife rehabilitation	<p>4.1. Safely capture/handle wild animals</p> <p>4.2. Move and transport wild animals appropriate to the species</p> <p>4.3. Carry out hand rearing of a British wildlife species</p> <p>4.4. Undertake rehabilitation of a British wildlife animal</p> <p>4.5. Release and monitor wild animals appropriate to the species</p>

### **Mapping to Standards**

#### **Level 2 Animal Care and Welfare Standard – Wildlife rehabilitation stream**

##### **Knowledge (Core) linked to LO 1-4**

- respond to collection requests
- identify wild animals that are suitable for rehabilitation and release
- plan and undertake rehabilitation for release into the wild
- capture and handle healthy and casualty wild animals
- move and transport wild animals appropriately
- release and monitor wild animals as appropriate
- carry out the hand rearing of wildlife species
- identify a range of different species (wildlife) or breeds (domestic) in order to understand the behavioural and ecological needs of the animal as well as be aware of the potential risks it may pose

##### **Skills (Core) linked to LO 1-4**

- the differences between treating and interacting with domestic and wildlife species
- rehabilitation policies and procedures including the need to record the specific location, date and time of collection of wildlife
- the principles of releasing rehabilitated animals
- post release monitoring
- the basic legal and ethical implications pertaining to wildlife rehabilitation and transport
- knowledge of legislation and licences specific to wildlife rehabilitation
- abnormal behaviours in relation to stereotypic and imprinting
- the principles and procedures in relation to orphan wildlife species hand rearing legislation and methods for identification of wildlife pre-release and for post-release monitoring

## Communicate Information within the Workplace

<b>Unit Reference</b>	<b>L/650/3008</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning (GL)</b>	<b>15 hours</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to communicate information within the workplace.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.3)</b> <i>The learner can</i>
1. Understand how to receive and transmit information within the workplace	<p>1.1. Give examples of when information may be required urgently</p> <p>1.2. Explain why it is important to take messages accurately and the potential effects of not doing so</p> <p>1.3. Explain the importance of confirming information and why this should be acknowledged and accurately recorded</p> <p>1.4. Explain the situations in which confidentiality needs to be maintained</p>
2. Understand the legislation in receiving and sending information	2.1. Summarise the legislation which relates to communicating information within the workplace
3. Be able to receive information within the workplace	<p>3.1. Identify information provided, timescales and source</p> <p>3.2. Request information using appropriate methods</p> <p>3.3. Receive and record information accurately according to organisational requirements</p>
4. Be able to transmit information within the workplace	<p>4.1. Transmit information accurately and timely and using appropriate methods</p> <p>4.2. Confirm receipt of information</p> <p>4.3. Using examples explain types of information that must be communicated to other staff</p>

**Mapping to Standards****Level 2 Animal Care and Welfare Standard – Wildlife rehabilitation stream****Skills (Core) linked to LO 1-4**

- deliver customer experience (internal and external), where applicable, in line with workplace policies and procedures
- maintain, update and reference correct records in accordance with current legislation (this can also be linked to animal welfare records)

## Establish and Maintain Effective Working Relationships

<b>Unit Reference</b>	<b>M/650/3009</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning (GL)</b>	<b>15 hours</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>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.6)</b> <i>The learner can</i>
1. Understand why good working practices are important	<p>1.1. State the importance of good working relationships</p> <p>1.2. Suggest ways in which good working relationships can be maintained</p> <p>1.3. State the methods of dealing with disagreements within the workplace</p> <p>1.4. Describe own level of responsibility in relation to dealing with disagreements</p> <p>1.5. State the importance of effective communication</p>
2. Be able to maintain working relationships with others	<p>2.1. Identify opportunities to improve working practices with the appropriate person</p> <p>2.2. Carry out activities requiring co-operation with others in accordance with required procedures</p> <p>2.3. Communicate with others in a way which promotes effective working relationships</p> <p>2.4. Keep others informed about work plans or activities which affect them</p> <p>2.5. Seek assistance from others without causing undue disruption to normal work activities</p> <p>2.6. Respond in a timely and positive way when others ask for help or information</p>

**Mapping to Standards**

No mapping



## Load and Unload Animals for Transportation

<b>Unit Reference</b>	<b>Y/650/3010</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning (GL)</b>	<b>25 hours</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills needed to load and unload animals for transportation. It includes preparation of the transportation equipment, health and safety, legislation, maintaining the welfare of the animal throughout the process and the importance of effective communication.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 7) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 7.2) <i>The learner can</i></b>
1. Know how to prepare animals for transport	<p>1.1. Outline how to communicate effectively with colleagues</p> <p>1.2. Outline how to make the transportation method ready for animals</p>
2. Be able to prepare animals for transport	<p>2.1. Communicate effectively with colleagues</p> <p>2.2. Prepare the correct animals as instructed</p> <p>2.3. Prepare appropriate transportation equipment safely</p> <p>2.4. Describe differing animal requirements for transport</p> <p>2.5. Describe the requirement to plan the travel route and have a contingency plan</p>
3. Know how to load and unload animals for transport	<p>3.1. Describe how to prepare, load and unload animals safely and effectively minimising stress to the animal</p> <p>3.2. Describe how to approach, handle and restrain animals correctly minimising stress</p> <p>3.3. State the types of problems which should be reported, when and to whom</p>

4. Be able to load and unload animals for transport	4.1. Load and unload the animals as required
5. Know how to monitor animals during transport	5.1. Describe the monitoring requirements of animals during transportation 5.2. Monitor the health and welfare of animals during transportation 5.3. Identify if an animal requires veterinary treatment and take appropriate action
6. Know the relevant legislation and codes of practice when moving animals	6.1. Summarise the relevant legislation and codes of practice relating to health and safety and maintaining the welfare of animals
7. Be able to work safely	7.1. Maintain animal welfare, health and safety whilst transporting animals 7.2. Demonstrate adhering to current legislation and current codes of practice whilst transporting animals
<b>Mapping to Standards</b> No mapping	

## Moving Animals between Locations

<b>Unit Reference</b>	<b>A/650/3011</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning (GL)</b>	<b>15 hours</b>
<b>Unit Summary</b>	<p>The aim and purpose of this unit is to provide the learner with the skills and knowledge to move animals between locations. The learner will move animals in a manner that is appropriate, minimises stress and is safe. It also covers checking the new location is safe, secure and suitable.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.3)</b> <i>The learner can</i>
1. Know how to move animals between locations	<p>1.1. Identify reasons for moving animals</p> <p>1.2. Describe how the animal's health status and behaviour may affect the moving process</p> <p>1.3. Identify reasons when an animal should not be moved and if additional precautions need to be implemented</p> <p>1.4. Explain the importance of approaching animals in a manner which minimises stress</p> <p>1.5. Describe the risks inherent in moving animals and how these can be minimised</p> <p>1.6. Explain how to assess the safety, security and suitability of the new location</p> <p>1.7. Describe how to select appropriate methods for moving animals</p> <p>1.8. Explain how to establish animals once they have been moved</p> <p>1.9. Describe how to identify problems and the process of reporting</p>
2. Know how to maintain accurate records	2.1. Identify types of records required

	2.2. State the importance of keeping accurate records
3. Be able to move animals between locations	3.1. Select the animal to be moved and approach it in a manner which is likely to minimise stress 3.2. Prepare the route for the movement of animals 3.3. Check that the new location is safe, secure and suitable for the animal's requirements 3.4. Move the animal to its new location 3.5. Establish the animal in the new location consistent with instructions 3.6. Provide clear and accurate information for recording purposes
4. Know the relevant legislation and codes of practice when moving animals	4.1. Explain the current health and safety legislation, animal health and welfare, codes of practice 4.2. Describe the personal protective equipment that should be used when moving animals between locations
5. Be able to work safely	5.1. Maintain animal welfare and health and safety when preparing accommodation for animals 5.2. Demonstrate adhering to current legislation and codes of practice when preparing accommodation for animals 5.3. Demonstrate wearing appropriate personal protective clothing
<b>Mapping to Standards</b> No mapping	

## Maintain and Develop Personal Performance

<b>Unit Reference</b>	<b>D/650/3012</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning (GL)</b>	<b>15 hours</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>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
1. Know how to develop personal performance	<p>1.1. State own limits of responsibility in relation to specific tasks and activities</p> <p>1.2. Explain the correct procedures for obtaining advice</p> <p>1.3. Identify who to obtain advice from in relation to specific tasks and activities</p> <p>1.4. State the risks involved in not obtaining advice where specific tasks and activities are unclear</p> <p>1.5. Describe how to determine and agree development needs and personal targets</p> <p>1.6. State the importance of reviewing personal performance</p>
2. Be able to develop personal performance	<p>2.1. Agree personal performance targets with an appropriate person</p> <p>2.2. Review performance and progress regularly</p> <p>2.3. Seek advice from an appropriate person if clarification is required concerning specific tasks</p> <p>2.4. Seek constructive feedback and advice from others and use it to improve performance</p>
3. Be able to maintain personal performance	<p>3.1. Identify current competence and areas for development</p>

	3.2. Carry our work in accordance with current responsibilities and organisational requirements
<b>Mapping to Standards</b> No mapping	

## Maintain and Store Records within the Workplace

<b>Unit Reference</b>	<b>F/650/3013</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning (GL)</b>	<b>15 hours</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to maintain and store records within the workplace. This will involve record keeping, filing and maintaining any necessary confidential information in line with current legislation.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 2) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.5) <i>The learner can</i></b>
1. Understand how to maintain and store records within the workplace	<p>1.1. Explain the different types of records and systems used for record keeping</p> <p>1.2. Explain the responsibility in maintaining, handling and storing records</p> <p>1.3. Explain the records which are confidential or commercially sensitive and how to deal with these</p> <p>1.4. Explain the importance of accurate record keeping for production purposes and organisational effectiveness</p> <p>1.5. Explain the procedures for transferring records</p> <p>1.6. Explain the types of problems which may occur during the maintenance of records and how these should be resolved</p>
2. Be able to maintain and store records within the workplace	<p>2.1. Identify records and check that they are suitable to their intended purpose</p> <p>2.2. Transfer records where appropriate and make entries into records that are accurate and complete</p> <p>2.3. Store confidential records in a safe location in accordance with organisational and current legislative requirements</p> <p>2.4. Re-file records correctly after use, where applicable</p>

	2.5. Resolve mistakes or errors in the records appropriately
<b>Mapping to Standards</b> No mapping	



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

<b>Unit Reference</b>	<b>H/650/3014</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>40 hours</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 learners maintain a safe environment by following legislation and workplace procedures.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.4)</b> <i>The learner can</i>
1. Know how actions can reduce risks to health and safety	<p>1.1. Describe how to identify hazards, risks and breaches in security</p> <p>1.2. Describe the health and safety legislations relevant to the workplace and who is responsible for these duties</p> <p>1.3. Explain the importance of identifying, dealing with, or promptly reporting risks in the workplace</p> <p>1.4. Explain the importance of personal presentation in maintaining health and safety in the workplace</p> <p>1.5. Explain the importance of personal behaviour in maintaining health and safety in the workplace</p>
2. Know how to identify the hazards and evaluate the risks in the workplace	<p>2.1. Identify the relevant workplace instructions to job role</p> <p>2.2. Identify aspects of workplace practice that could cause harm to staff and visitors</p> <p>2.3. Explain how to assess the level of risks posed by workplace practices</p>
3. Be able to make sure own actions reduce risks to health and safety	<p>3.1. Demonstrate safe working practices in job role</p> <p>3.2. Demonstrate where and when to get additional health and safety assistance</p>

	3.3. Report hazards identified to appropriate people in the workplace
4. Be able to reduce risks to health and safety in the workplace	4.1. Carry out work in accordance with workplace instructions and legal requirements 4.2. Control health and safety risks within capability and job responsibilities 4.3. Provide suggestions to the appropriate people for reducing risks to health and safety 4.4. Demonstrate correct personal presentation and behaviour at work in accordance with workplace instructions

### **Mapping to Standards**

#### **Level 2 Animal Care and Welfare Standard – Veterinary Care Support stream**

##### **Knowledge (Core)**

- current legislation, policies, procedures, guidelines, Codes of Practice and ethics relevant to the workplace and the health and welfare of animals
- Data Protection and records in line with legislation, codes of practice and workplace requirements

##### **Skills (Core)**

- comply with UK and EU Animal related legislation (cross mapped to animal welfare core unit)
- work effectively in a safe and healthy working environment following current / relevant health and safety legislation and workplace policies
- identify and report potential hazards and breaches of security within animal accommodation/enclosures
- maintain hygiene, bio security procedures and infection controls when working with animals including quarantine and isolation
- dispose of waste in a safe and appropriate manner in line with legislative and workplace requirements

##### **Behaviours**

- safe working
- responsibility

## Prepare and Groom Animals

<b>Unit Reference</b>	<b>J/650/3015</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning (GL)</b>	<b>40 hours</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 learners maintain a safe environment by following legislation and workplace procedures.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 7)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 7.4)</b> <i>The learner can</i>
1. Know how to prepare and groom animals	<p>1.1. Explain the importance of approaching and handling animals safely</p> <p>1.2. Describe how the type of animal affects the method of preparing for grooming and the equipment required</p> <p>1.3. Explain how to prepare animals for grooming</p> <p>1.4. Describe different methods used for grooming animals</p> <p>1.5. Describe the particular care required when working on specific areas of the animal</p> <p>1.6. List the steps that should be taken in the event of accidentally injuring the animal</p> <p>1.7. State the importance of communicating the care requirements of the animal</p> <p>1.8. Describe the limits of a groomer's role and the importance of referring to a veterinary surgeon</p> <p>1.9. State the importance of keeping accurate records to the care provided to the animal</p>
2. Know how to assess the animal prior to grooming	<p>2.1. Describe the normal signs of health and the signs indicating that the animal should be referred to a veterinary surgeon</p> <p>2.2. Describe basic animal anatomy and physiology</p>

	<p>sufficient to identify abnormalities</p> <p>2.3. Explain the signs and symptoms of basic skin problems and infestations</p>
3. Know relevant health and safety legislation	<p>3.1. Outline the current health and safety animal welfare legislation, codes of practice and any additional requirements</p> <p>3.2. Describe how environmental damage can be minimised</p> <p>3.3. Describe the correct methods for disposing of waste</p>
4. Know how to maintain equipment required for grooming	<p>4.1. Identify the equipment and materials which will be required for the activity</p> <p>4.2. Describe methods of maintaining the range of equipment used</p> <p>4.3. Explain the importance of following manufacturers' instructions</p>
5. Be able to assess the animal prior to grooming	<p>5.1. Confirm the environment and equipment selected for use are clean and safe</p> <p>5.2. Handle animals in a manner that promotes cooperation and health safety</p> <p>5.3. Report an abnormal condition found during examination of the animal to the appropriate person</p>
6. Be able to prepare and groom animals	<p>6.1. Use equipment and materials appropriate to the animal</p> <p>6.2. Prepare the animal ready for grooming using the correct techniques and equipment</p> <p>6.3. Groom the animal using the correct methods</p> <p>6.4. Observe the condition of the animal during the process and report any necessary changes to appropriate person</p> <p>6.5. Maintain accurate records on the techniques and materials used to care for the animal</p>

<p>7. Be able to work safely and minimise environmental damage</p>	<p>7.1. Maintain animal welfare, health and safety when preparing and grooming animals</p> <p>7.2. Demonstrate adhering to current legislation and current codes of practice when preparing and grooming animals</p> <p>7.3. Carry out work in a manner which minimises environmental damage</p> <p>7.4. Demonstrate the correct and safe disposal of waste</p>
<p><b>Mapping to Standards</b> No mapping</p>	

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

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

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
- Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.
- It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
- Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

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

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

## **Certification**

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

Skills and Education Group Award's policies and procedures are available on the web site.

## **Exemptions**

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There are no identified exemptions for these qualifications.

# 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.