

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

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## **Qualification Guidance**

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**England - 610/1058/3**

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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 D9239-03.

Version	Date	Details of change
1.0	01/09/2022	New qualification guide
1.1	July 2025	Updated review date to 31/08/2028
1.2	November 2025	Added paragraph under Assessment heading to clarify the number of examples required when learners are asked to demonstrate various methods or techniques

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

# Contents

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About Us .....	2
Contents.....	3
Introduction .....	5
Aims .....	5
Pre-requisites .....	5
Target Group.....	5
Qualification Structure and Rules of Combination.....	6
Practical Hours Requirement .....	7
Assessments .....	7
Resources .....	7
Teaching Strategies and Learning Activities .....	7
Progression Opportunities.....	7
Tutor/Assessor Requirements.....	8
Language.....	8
Qualification Summary .....	9
Unit Details .....	10
Promote and Maintain the Health and Well-being of Animals.....	11
Handling and Restraint of Animals.....	13
Movement of Animals .....	16
Prepare and Maintain Animal Accommodation .....	18
Maintain Health, Safety and Security in the Workplace .....	20
Plan and Provide Feed and Nutrition to Animals.....	23
Transporting Animals.....	26
Welcome, Receive and Care for Visitors .....	30
Advise Prospective Keepers on the Choice and Care of Animals.....	32
Plan the Establishment and Management of Wild Animal Populations .....	34
Maintain Animal Behaviour.....	36
Animal Training Programmes .....	39
Prepare Interpretive Entertainment and Educational Animal Activities .....	43
Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.....	45
Certification .....	46
Exemptions .....	46
Glossary of Terms .....	47

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 3 Diploma in Work-Based Animal Care and Welfare replaces the SEG Awards Level 3 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 SEG Awards Level 3 Diploma in Work-Based Animal Care and Welfare aims to meet the needs of learners who work or want to work in the animal care sector by:

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

## Pre-requisites

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

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

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

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

# Qualification Structure and Rules of Combination

## Rules of Combination: Level 3 Diploma in Work-Based Animal Care and Welfare

Learners must achieve a minimum of 49 credits. This must include 29 credits from the mandatory units plus 20 credits from the optional units.

Unit	Unit Number	Level	Credit Value	GL
<b>Mandatory Units</b>				
Promote and maintain the health and well-being of animals	K/650/3016	3	5	30
Handling and restraint of animals	L/650/3017	3	5	35
Movement of animals	M/650/3018	3	4	25
Prepare and maintain animal accommodation	R/650/3019	3	3	25
Maintain health, safety and security in the workplace	A/650/3020	3	5	35
Plan and provide feed and nutrition to animals	D/650/3021	3	7	50
<b>Optional Units</b>				
Transporting animals	F/650/3022	3	6	40
Welcome, receive and care for visitors	J/650/3006	2	4	25
Advise prospective keepers on the choice and care of animals	H/650/3023	3	6	45
Plan the establishment and management of wild animal populations	J/650/3024	3	5	35
Maintain animal behaviour	K/650/3025	3	6	40
Animal training programmes	L/650/3026	3	5	35
Prepare interpretive entertainment and educational animal activities	M/650/3027	3	3	25

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.

There are no mandatory minimum placement hours required as part of this qualification. We recommend that each learner completes 150 hours of practical tasks or assessments for this Level 3 qualification, to ensure sufficient opportunity for the learner to achieve the

assessment criteria. This can be counted towards the total guided learning hours. The practical hours can be completed either at a workplace or in a working environment.

## 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.

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

For the mandatory units, 'Promote and maintain the health and well-being of animals' and 'Maintain health, safety and security in the workplace', Skills and Education Group Awards have developed Independent, Externally Set Mandatory Knowledge questions. This can be accessed via the link in the about us section of this qualification guide.

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:

- Purpose Statement
- 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 such as:

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

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

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

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

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

## **Tutor/Assessor Requirements**

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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 3 Diploma in Work-Based Animal Care and Welfare - 610/1058/3								
<b>Qualification Purpose</b>		<p>This qualification will provide learners with advance knowledge and skills required to work effectively in animal care and welfare.</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>		31/08/2028						
<b>Operational End Date</b>								
<b>Certification End Date</b>								
<b>Guided Learning (GL)</b>		350 hours						
<b>Total Qualification Time (TQT)</b>		490 hours						
<b>Credit Value</b>		49						
<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						



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

<b>Unit Reference</b>	<b>K/650/3016</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>5</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, understanding and skills required to implement, monitor and evaluate plans for the health and welfare of animals in a line with the Animal Welfare Act 2006.</p> <p>It involves the implementation of plans to maintain animal health and welfare in relation to health promotion measures, feeding, maintenance of living conditions and exercise and promoting health and safety.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 6)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 6.4)</b> <b><i>The learner can</i></b>
1. Know the relevant legislation and codes of practice to maintain animal health and well-being	1.1. Summarise current health and safety, animal health and welfare legislation, codes of practice and any additional requirements
2. Understand how to implement plans to maintain animal health and well-being	2.1. Explain how to establish an effective plan to maintain animal health and well-being 2.2. Explain how the relevant resources can be obtained 2.3. Explain how relevant legislation and codes of practice relate to the development of plans 2.4. Explain the reporting and recording arrangements which are necessary under legislation and codes of practice 2.5. Explain how to present plans in a form which is appropriate to those who implement them 2.6. State the importance of including arrangements to review plans
3. Understand how to review	

plans for the maintenance of animal health and well-being	<p>3.1. Describe potential variations from plans and the appropriate actions required</p> <p>3.2. Explain how to monitor the effectiveness of plans to maintain animal health and well-being</p> <p>3.3. Outline the procedure for recommending modifications to the plan</p> <p>3.4. State the importance of keeping accurate records</p> <p>3.5. Explain the value of effective communication</p>
4. Be able to implement plans to maintain animal health and well-being	<p>4.1. Establish routines which allow for the effective implementation of plans</p> <p>4.2. Implement the necessary recording and reporting arrangements and prepare required forms</p> <p>4.3. Obtain the essential resources to meet requirements specified within the plan</p> <p>4.4. Present requirements of a plan suitable for those involved in implementation</p> <p>4.5. Organise personnel requirements to support routines and schedules</p> <p>4.6. Establish a schedule for reviewing the plan</p> <p>4.7. Implement plans as required</p>
5. Be able to promote health and safety and environmental good practice	<p>5.1. Work in a way which promotes health and safety, animal welfare and is consistent with relevant legislation and codes of practice</p>
6. Be able to review plans for the maintenance of animal health and well-being	<p>6.1. Monitor and evaluate the implementation of the plan against specified criteria</p> <p>6.2. Recommend and carry out modifications where appropriate</p> <p>6.3. Maintain records in accordance with organisational requirements</p> <p>6.4. Maintain effective communication to facilitate the effective running of the plan</p>

## Handling and Restraint of Animals

<b>Unit Reference</b>	<b>L/650/3017</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning</b>	<b>35 hours</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with knowledge, understanding and skills to handle and restrain animals. The learner will assess the risks involved and identify appropriate methods of restraint.</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 6.2)</b> <b><i>The learner can</i></b>
1. Understand relevant health and safety legislation in relation to handling and restraining animals	<p>1.1. Summarise current health and safety, animal health and welfare legislation, codes of practice and any additional requirements</p> <p>1.2. Describe the range of personal protective clothing which may be required and the reasons for its use</p>
2. Understand how to handle and restrain animals	<p>2.1. Explain why animals require handling and restraint</p> <p>2.2. Describe different methods of handling and restraining animals, including the relevant equipment required</p> <p>2.3. Explain what could affect the methods of handling and restraint</p> <p>2.4. Explain how to identify the potential risks and hazards and how these can be minimised</p> <p>2.5. Explain how to approach animals to minimise stress, promote animal welfare and maintain health and safety</p> <p>2.6. Describe how to recognise and assess the signs of stress and alarm in animals being handled and restrained</p> <p>2.7. Explain the importance of working within an individual's limitations and experience when working with animals</p>

	<p>2.8. Explain how to identify situations where it is not suitable to approach, handle or restrain an animal and the consequences of doing so</p> <p>2.9. Describe the types of conditions that may affect the approach, handling and restraint of animals</p> <p>2.10. Explain how to supervise others in the safe handling and restraint of animals</p> <p>2.11. Describe how, and from whom, to obtain the necessary authority for handling and restraining of animals and when this may be necessary</p>
3. Understand how to plan the handling and restraint of animals	<p>3.1. Explain how to plan the handling and restraint of animals</p> <p>3.2. Explain how to assess the risks that could occur when restraining animals</p>
4. Be able to plan for the handling and restraining of animals	<p>4.1. Prepare the environment to ensure that the risks to animals, others and themselves are minimised</p> <p>4.2. Ensure that authorisation has been obtained to handle and restrain the animal</p> <p>4.3. Plan the handling and restraint of animals using suitable methods and equipment</p>
5. Be able to handle and restrain animals	<p>5.1. Select a method of handling and restraint that is appropriate and minimises risks to the animals, 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 ensuring that animals welfare is promoted and stress is minimised</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 and environmental good practice	<p>6.1. Work in a way which promotes health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional</p>

	<p>requirements</p> <p>6.2. Ensure the appropriate personal protective clothing is worn correctly</p>
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## Movement of Animals

<b>Unit Reference</b>	<b>M/650/3018</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning</b>	<b>25 hours</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the skills, knowledge and understanding to plan the movement of animals, taking into account condition of animals, health, environmental conditions, welfare and behaviour.</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 relevant health and safety legislation and environmental good practice	<p>1.1. Summarise current health and safety legislation, animal welfare and codes of practice and any additional requirements</p> <p>1.2. Describe the range of personal protective clothing which may be required and the reasons for its use</p>
2. Understand how to plan, supervise and control the movement of animals	<p>2.1. Explain reasons for moving the animal and how these may affect the methods used</p> <p>2.2. Describe different methods of identification for animals</p> <p>2.3. Explain the range of handling and restraint methods available</p> <p>2.4. Describe conditions that may affect the movement of animals</p> <p>2.5. Explain how the pace of the animal affects the movement plan</p> <p>2.6. Explain how to assess the risks involved with approaching and the movement of animals and how to minimise them</p> <p>2.7. Explain how to supervise others in the safe movement of animals</p>



	<p>2.8. Explain the information to be recorded when animals are moved and the reasons for doing so</p> <p>2.9. Explain how to assess the suitability of a new location to meeting the animal's requirements</p> <p>2.10. Explain how to identify a suitable route to meet the animal's requirements</p>
3. Be able to plan the movement of animals	<p>3.1. Plan the movement of animals with others to select the method of movement and identify the risks involved</p> <p>3.2. Identify the animal to be moved and assess their suitability for movement</p> <p>3.3. Assess the new location to ensure that it meets the animal's requirements</p> <p>3.4. Identify the appropriate method for moving the animal and prepare the necessary equipment</p> <p>3.5. Communicate the movement plan to others to ensure that the animal's welfare is maintained and the risks to others are reduced</p> <p>3.6. Ensure that authorisation has been obtained for the animal to be moved, if necessary</p>
4. Be able to supervise the movement of animals	<p>4.1. Ensure others approach the animal in an appropriate manner which minimises stress to the animal and maintains health and safety</p> <p>4.2. Supervise others to move the animal to its new location maintaining health and safety and welfare of the animal or other animals in the vicinity</p> <p>4.3. Record the movement of animals using the correct method and documentation accurately</p>
5. Be able to promote health and safety and environmental good practice	<p>5.1. Work in a way which promotes health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements</p> <p>5.2. Ensure the appropriate personal protective clothing is worn correctly</p>

## Prepare and Maintain Animal Accommodation

<b>Unit Reference</b>	<b>R/650/3019</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>25 hours</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required for planning the appropriate accommodation for animals.</p> <p>The learner will identify the needs of the animal and the resources available. The learner will be able to prepare, provide and maintain accommodation for animals.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</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. Understand relevant health and safety legislation and good environmental practice	<p>1.1. Summarise current health and safety legislation, codes of practice and any additional requirements</p> <p>1.2. Explain the correct and appropriate methods for disposing of organic and inorganic waste</p> <p>1.3. Explain the records required for management and legislative purposes and the importance of maintaining them</p>
2. Understand how to plan accommodation for animals	<p>2.1. Explain the animal welfare legislation and codes of best practice in animal welfare and animal accommodation</p> <p>2.2. Describe the types of animal accommodation and the suitability of these for different animals</p> <p>2.3. Identify animals' accommodation requirements</p> <p>2.4. Produce accommodation plans and identify resources to meet accommodation requirements</p> <p>2.5. Explain how to evaluate whether accommodation is suitable for animals and the different factors which need to be considered</p> <p>2.6. Explain the potential hazards which may arise during accommodation maintenance</p>

<p>3. Be able to prepare and provide accommodation for animals</p>	<p>3.1. Prepare accommodation appropriate for different species of animals</p> <p>3.2. Provide appropriate accommodation for animals</p>
<p>4. Be able to maintain accommodation for animals</p>	<p>4.1. Use monitoring methods which are appropriate for the accommodation, the animals and those working with the animals</p> <p>4.2. Evaluate and report findings on animal health and welfare in relation to the accommodation</p> <p>4.3. Recommend and take appropriate action to improve animal accommodation to meet animal welfare legislation</p> <p>4.4. Use working methods and systems which promote health and safety and are consistent with relevant legislation and codes of practice</p>

## Maintain Health, Safety and Security in the Workplace

<b>Unit Reference</b>	<b>A/650/3020</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning</b>	<b>35 hours</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required for monitoring and maintaining the safety and security of the workplace. It also covers carrying out risk assessments, promoting good standards of health and safety and understanding how to deal with any accidents or health emergencies.</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 7.4) <i>The learner can</i></b>
1. Understand how to monitor and maintain the health, safety and security of the work area	<p>1.1. Explain the legal and organisational responsibilities in relation to health, safety and security</p> <p>1.2. Explain the importance of carrying out risk assessments for all work activities</p> <p>1.3. Explain the importance of assessing security issues associated with the work area</p> <p>1.4. Describe how to carry out and evaluate a risk assessment</p> <p>1.5. Explain the hierarchy of measures to control risks</p> <p>1.6. Outline safe systems of work when people are working alone or at risk of abuse</p> <p>1.7. Explain safe methods and systems of working with hazardous materials and equipment in line with relevant legislation</p> <p>1.8. Explain how hazardous and non-hazardous waste should be managed and disposed of</p> <p>1.9. Describe the different safe methods of lifting and handling</p>

<p>2. Understand how to promote good standards of health and safety</p>	<p>2.1. Explain the methods of communicating health and safety precautions to others entering the work area</p> <p>2.2. Explain how good standards of health and safety contribute to the management and efficiency of businesses or organisations</p>
<p>3. Understand how to deal with health emergency situations</p>	<p>3.1. Describe the types of accidents or incidents which may occur and the correct actions to take</p> <p>3.2. Explain the importance of not carrying out actions beyond own capabilities</p> <p>3.3. Explain the potential risks to others from an emergency situation</p> <p>3.4. Explain the reasons for offering support to those involved in an accident and how this should be achieved</p>
<p>4. Understand the records required when maintaining health and safety</p>	<p>4.1. Explain who is responsible for records and the types of records required</p> <p>4.2. Explain the importance of accurate record keeping</p> <p>4.3. Explain the relevant legislative requirements for completing records of accidents and incidents</p>
<p>5. Monitor and maintain health, safety and security of the work area</p>	<p>5.1. Carry out risk assessments in accordance with legal and organisational requirements</p> <p>5.2. Evaluate the risks which have been identified and implement appropriate control measures</p>
<p>6. Promote good standards of health and safety</p>	<p>6.1. Ensure appropriate personal protective equipment is used</p> <p>6.2. Communicate health and safety precautions that are being applied to others entering the work area</p> <p>6.3. Use approved safe methods of lifting and handling when carrying out work</p> <p>6.4. Ensure standard procedures for personal hygiene are followed</p> <p>6.5. Adopt safe systems of work which are consistent with organisational procedures and the findings of the risk assessment</p>

	6.6. Take appropriate action if there is a danger of accidents or injury
7. Respond to health emergencies within the work area	<p>7.1. Implement procedures safely, correctly and without delay in an emergency situation</p> <p>7.2. Seek assistance immediately for any health emergency and initiate appropriate action</p> <p>7.3. Provide assistance as required within limits of capability</p> <p>7.4. Make the immediate vicinity as safe as possible</p>

## Plan and Provide Feed and Nutrition to Animals

<b>Unit Reference</b>	<b>D/650/3021</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>7</b>
<b>Guided Learning</b>	<b>50 hours</b>
<b>Unit Summary</b>	<p>The aim and purpose of this unit is to provide the learner with the knowledge, skill and understanding to plan and provide appropriate diets and feeding regimes for animals. The learner will identify nutritional requirements and associated resources needed to meet requirements and communicate these requirements to those responsible for feeding animals.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.7)</b> <b><i>The learner can</i></b>
1. Understand how to plan animal diets and feeding regimes	1.1. Identify sources of information to establish dietary requirements 1.2. Identify essential nutrients and explain how these impact upon the health and welfare of animals 1.3. Analyse the factors which influence the development of feeding plans 1.4. Summarise the current legislation which relates to the inclusion of additives or substitutes 1.5. Explain the types and different purposes of dietary additives and substitutes 1.6. Explain the common side effects of inaccurately calculating levels of feeding substitutes or supplements 1.7. Explain the reasons for using different feeding systems 1.8. Describe common diseases and illnesses which require special diets 1.9. Explain the actions to be taken if there are insufficient resources

	<p>1.10. Explain how to effectively communicate the feed plan to others</p> <p>1.11. Explain own responsibility under animal welfare legislation</p>
2. Be able to plan animal diets and feeding regimes	<p>2.1. Identify the objectives of the feeding plan</p> <p>2.2. Identify the nutritional requirements of animals</p> <p>2.3. Ensure that resources are available to meet the requirements of the feed plan</p> <p>2.4. Develop feed plan with sufficient level of detail to allow others to implement</p> <p>2.5. Implement and organise resources to meet requirements of the plan</p> <p>2.6. Communicate the feed plan clearly and effectively</p>
3. Understand how to monitor and evaluate the feeding of animals	<p>3.1. Explain how to evaluate the effectiveness of the feeding plan</p> <p>3.2. Explain how to monitor all aspects of the implementation of the plan</p> <p>3.3. Evaluate the conditions of the animal(s) in relation to the objectives of the feeding plan</p> <p>3.4. Compare the options and methods available for changing the feeding plan</p> <p>3.5. Explain the dietary requirements of animals at different stages of life and in relation to their purpose</p> <p>3.6. Explain how to identify problems with the feed plan and how these can be resolved</p>
4. Be able to monitor and evaluate the feeding of animals	<p>4.1. Provide food for animals using a feeding plan</p> <p>4.2. Use appropriate monitoring methods to evaluate the effectiveness of the feed plan</p> <p>4.3. Monitor the feeding process at the optimum times to assess progress and to confirm adherence to plan</p> <p>4.4. Evaluate animal health and development against the objectives stated within the plan</p>



	<ul style="list-style-type: none"><li>4.5. Respond appropriately to any issues identified as a result of the monitoring process</li><li>4.6. Record provision of food and results of monitoring</li><li>4.7. Evaluate and make necessary modifications to the feed plan as a result of the monitoring</li></ul>
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## Transporting Animals

<b>Unit Reference</b>	<b>F/650/3022</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning</b>	<b>40 hours</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills required for transporting animals. It covers planning the journey; the preparation of both the transportation and the animals; loading and care of the animals.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 9)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 9.2)</b> <i>The learner can</i>
1. Know how to prepare for the transportation of animals	<p>1.1. Describe differing animal requirements for transport</p> <p>1.2. State the types of authorisation required to move animals and when they are required</p> <p>1.3. Describe the requirements of planning a journey</p> <p>1.4. Explain the different requirements of documentation for transporting animals dependent of length of travel</p> <p>1.5. Describe the requirements for condition and suitability of vehicles and containers used for transport of animals</p> <p>1.6. Outline the appropriate nutritional and water requirement levels for the animals concerned</p>
2. Know how to prepare animals for transportation	<p>2.1. Describe indicators used to assess the animal health and welfare</p> <p>2.2. State when unfit animals can be transported</p> <p>2.3. Describe the correct methods for preparing and handling animals for loading</p> <p>2.4. State the animal requirements during loading</p>

	<p>2.5. Describe the appropriate methods of loading and containing the animals which minimises stress</p> <p>2.6. Describe possible protective measures required for animals during transportation</p> <p>2.7. Outline the possible unplanned occurrences and how these may best be handled</p> <p>2.8. State when animals need to be segregated</p> <p>2.9. Outline the legal requirements in relation to density and number of animals in transport</p> <p>2.10. Describe the circumstances when stocking densities may be adjusted to take into account changing conditions</p>
3. Be able to plan the transportation of animals	<p>3.1. Complete all relevant documentation and records related to movement of animals</p> <p>3.2. Plan a journey for the transport of animals in line with instructions</p> <p>3.3. Prepare and make safe the appropriate transportation equipment</p> <p>3.4. Provide a suitable environment to meet the animals' needs during transportation</p>
4. Be able to prepare and transport animals	<p>4.1. Prepare and handle animals in preparation for loading</p> <p>4.2. Assess animals for fitness to travel and where appropriate, take action if animals are unfit for travel</p> <p>4.3. Load and contain animals within the transportation equipment</p> <p>4.4. Segregate animals correctly, if required</p> <p>4.5. Unload the animals from the transportation equipment into secure suitable accommodation</p>
5. Know how to monitor animals during transportation	<p>5.1. Describe the monitoring requirements of animals during transportation</p> <p>5.2. Describe signs of animal health and welfare deterioration</p> <p>5.3. Describe the causes, effects and prevention of thermal stress in animals</p>

	<p>5.4. Explain when to monitor health and welfare according to the animals being transported, relevant legislation and the method of transportation being used</p> <p>5.5. Describe how to assess ill health and determine the actions to be taken and their urgency</p> <p>5.6. Identify if an animal requires veterinary treatment and take appropriate action</p> <p>5.7. Describe how to care for unfit or injured animals during transportation</p> <p>5.8. Describe how to maintain health and welfare of animals</p> <p>5.9. Describe methods of handling animals during transportation using handling aids if applicable</p> <p>5.10. State circumstances in which animals can be left and how safety and security may be maintained</p>
6. Be able to monitor animals during transportation	<p>6.1. Monitor animals' health and welfare at the required times during transportation to identify any causes for concern</p> <p>6.2. Recognise changes in animal health and welfare which might signify stress, ill health or injury and take the appropriate actions</p> <p>6.3. Ensure that transport temperature and ventilation conditions maintain animal health and welfare</p>
7. Know who has responsibilities when transporting animals	<p>7.1. State the persons who hold responsibility for animal welfare during transport</p> <p>7.2. Summarise the responsibilities identified in 7.1</p> <p>7.3. State the authorities that have the right to inspect animals, documentation and vehicles</p> <p>7.4. State the authorities to contact for inquiries about transport conditions and matters of law</p> <p>7.5. Describe the communication required between all parties involved with transportation of animals</p>
8. Be able to carry out post transportation activities	<p>8.1. Clarify who is to receive the animals and communicate any information which may be required</p>

	<p>8.2. Unload the animals using appropriate methods and in a manner which minimises stress and risk of injury</p> <p>8.3. Place the animals in suitable holding areas after transport</p> <p>8.4. Clean the transportation equipment in accordance with instructions</p> <p>8.5. Maintain accurate and complete records as required</p>
9. Be able to work safely and minimise environmental damage	<p>9.1. Work in a way which maintains health and safety and animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements</p> <p>9.2. Dispose of waste safely and correctly</p>

## 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)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.3)</b> <i>The learner can</i>
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>
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> <p>3.4. Make appropriate records in line with organisation procedures</p>

<p>4. Be able to welcome and receive visitors</p>	<p>4.1. Maintain the area to receive visitors safely</p> <p>4.2. Greet and communicate with visitors</p> <p>4.3. Identify and report inappropriate visitors</p> <p>4.4. Maintain animal welfare and health and safety when welcoming visitors</p> <p>4.5. Demonstrate adhering to current legislation and codes of practice when welcoming visitors</p>
<p>5. Be able to provide services for visitors</p>	<p>5.1. Care for visitors in accordance with their needs and relevant policies in a manner which promotes their own safety and security</p> <p>5.2. Respond appropriately to a variety of situations</p> <p>5.3. Support with customer enquiries</p> <p>5.4. Provide advice to clients within limitations of the role</p> <p>5.5. Use appropriate methods of communication</p>
<p>6. Be able to meet care requirements for the sale of products</p>	<p>6.1. Prepare, receive and store deliveries of goods</p> <p>6.2. Care for animal products appropriately</p> <p>6.3. Carry out different methods of payment</p>

## Advise Prospective Keepers on the Choice and Care of Animals

<b>Unit Reference</b>	<b>H/650/3023</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning (GL)</b>	<b>45 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 provide advice and guidance to prospective keepers on the choice and care of animals.</p> <p>It covers the likely needs, temperament and behaviour of animals for which they may wish to provide a home. It reflects the need to assess and verify that prospective owners recognise and understand their duties and obligations as keepers of an animal, and that the facilities that they are able to offer are suitable for the animal. It includes advising on the suitability of an animal, the care required by an animal and the likely costs of keeping them. This information needs to be clearly and effectively communicated.</p> <p>This unit is a knowledge and skill-based unit, with no physical demonstrations.</p>
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.12)</b> <i>The learner can</i>
1. Understand how to advise prospective keepers on the choice and care of animals	<p>1.1. Describe the normal behaviour patterns, temperament and growth of a selection of animals</p> <p>1.2. Explain the needs of animals for company, exercise, food, and space</p> <p>1.3. Explain how to estimate maintenance costs for an animal and the factors that should be considered</p> <p>1.4. Explain the training options for different types of animals</p> <p>1.5. Describe how to adapt communication methods to meet the needs of individuals</p> <p>1.6. State the sources of information and specialist advice</p> <p>1.7. Assess and explain the likely reactions of animals to new conditions</p> <p>1.8. Describe how current legislation impacts the care of zoo animals</p>



	<p>1.9. Explain how any additional requirements or conditions may be required from prospective keepers to meet responsibilities within the legislation and codes of practice</p>
<p>2. Be able to advise prospective keepers on the choice and care of animals</p>	<p>2.1. Explain in detail the likely growth and behaviour patterns of a young animal</p> <p>2.2. Explain the animal's needs in relation to meeting the Animal Welfare Act 2006</p> <p>2.3. Describe why animals are kept in captivity</p> <p>2.4. Communicate the likely maintenance costs over an average lifetime</p> <p>2.5. Offer and explain written information to reinforce advice and guidance</p> <p>2.6. Encourage potential keepers to ask questions, seek clarification and make comments</p> <p>2.7. Recommend the choice of animal and its care which relate to the needs and facilities that the potential keeper can provide</p> <p>2.8. Assess the animal's temperament and its likely reaction to factors in the new environment</p> <p>2.9. Communicate the assessment in 2.8 to the potential keeper</p> <p>2.10. Explain any conditions, care and support services offered by the organisation (if applicable)</p> <p>2.11. Inform potential keepers of any behavioural or medical conditions that the animal has that may affect their decision</p> <p>2.12. Confirm the potential keepers' understanding of advice and their intention to proceed</p>

## Plan the Establishment and Management of Wild Animal Populations

<b>Unit Reference</b>	<b>J/650/3024</b>
<b>Level</b>	<b>3</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, understanding and skills required to plan the establishment of a population of wild animals or animals for release into the wild.</p> <p>The learner will produce plans that achieve a balance between the intended purpose of the establishment / management and the opportunities and constraints relating to the activity.</p> <p>This unit is a knowledge and skill-based unit, with no physical demonstrations.</p>
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.5)</b> <i>The learner can</i>
1. Understand how to plan the establishment and management of wild animal populations	<p>1.1. Explain planning methods and the circumstances in which they apply when establishing or managing wild animal populations</p> <p>1.2. Explain the methods for identifying the opportunities and constraints to establishing and managing animal populations</p> <p>1.3. Summarise the requirements and legislation relating to the establishment and management of populations</p> <p>1.4. Summarise the legislation relating to planning and use of sites for the care and breeding of animals</p> <p>1.5. Describe the methods available for assessing population growth targets</p> <p>1.6. Describe the methods available for calculating the size and types of facilities required for the assessed population growth</p>
2. Understand relevant health and safety legislation and environmental good practice	2.1. Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements

<p>3. Be able to plan the establishment and management of wild animal populations</p>	<p>3.1. Establish the intended purpose of animal population</p> <p>3.2. Identify the opportunities and constraints relevant to establishing and managing the animal population</p> <p>3.3. Produce plans that achieve the best balance between the intended purpose and the opportunities and constraints</p> <p>3.4. Identify resources required to achieve the plan and establish the availability of the resources</p> <p>3.5. Produce plans that contain information for the effective implementation at a specific site</p> <p>3.6. Present plans in a way which is suitable for those who are to use them</p>
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## Maintain Animal Behaviour

<b>Unit Reference</b>	<b>K/650/3025</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning (GL)</b>	<b>40 hours</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills required to provide information on how to maintain the behaviour, health and welfare of animals.</p> <p>The learner will prepare and provide accurate and complete information and present it in a manner that is suitable for the audience.</p> <p>This unit is a knowledge and skill-based unit, with no physical demonstrations.</p>
<b>Learning Outcomes (1 to 5)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 5.4)</b> <b><i>The learner can</i></b>
1. Understand how to recognise and interpret the behaviour of animals	<p>1.1. Explain the following animal behaviour:</p> <ul style="list-style-type: none"> <li>a. Normal behaviour for the species</li> <li>b. Normal behaviour to a specific, given animal</li> <li>c. Abnormal behaviour for the species</li> <li>d. Abnormal behaviour to a specific, given animal</li> </ul> <p>1.2. Describe effective ways of handling and managing animals which contributes to their health and welfare</p> <p>1.3. Explain the effects of human behaviour on animals and how animals can learn responses from humans</p> <p>1.4. Explain how situations and influences may affect the behaviour of the animal</p> <p>1.5. Describe how to assess what may be affecting animal behaviour</p> <p>1.6. Describe how to encourage others to consider own behaviour and the impact it may have on animals and how they may alter it constructively</p> <p>1.7. Explain actions to take when there are changes in animal behaviour</p>

2. Understand relevant health and safety legislation and environmental good practice	2.1. Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements
3. Be able to recognise and interpret the behaviour of animals	3.1. Obtain relevant information on the individual animal's behaviour to determine the nature of its behaviour or whether the animal is behaving abnormally 3.2. Evaluate a range of situations and influences which may affect the animal 3.3. Analyse the impact of the owner's behaviour on the animal 3.4. Explore possible options to take and identify the best for the individual animal and person 3.5. Monitor the result of changing animal and individual behaviour, providing follow-up advice where necessary
4. Know what information to provide on how to maintain the behaviour, health and welfare of animals	4.1. Explain the different ways in which animal health and welfare can be promoted 4.2. Explain the general requirements for maintaining health and welfare 4.3. List the main sources of information on how to maintain animal health, welfare and behaviour 4.4. Assess the limitations of own knowledge and competence indicating the amount of information which can be provided in relation to animal behaviour 4.5. Describe the potential problems which may arise if the wrong information is given regarding an animal's behaviour 4.6. State the importance of maintaining confidentiality 4.7. Explain how good practice can be promoted to others and how own behaviour can influence this
5. Be able to provide information on how to maintain the behaviour, health and welfare of animals	5.1. Supply appropriate information on maintaining health and welfare of animals 5.2. Supply appropriate information on the behaviour which is typical of the animal

	<p>5.3. Provide guidance on alternative sources of information where individuals might benefit from</p> <p>5.4. Provide health promotion and risk reduction advice in a manner which is appropriate to the individual(s) you are advising</p> <p>5.5. Offer individuals the opportunity to discuss and seek clarification</p>
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## Animal Training Programmes

<b>Unit Reference</b>	<b>L/650/3026</b>
<b>Level</b>	<b>3</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, understanding and skills required to select animals for training, for demonstration, show, or work. Learners will be able to design, implement and evaluate individual animal training programmes.</p> <p>This unit is a knowledge and skill-based unit, with no physical demonstrations.</p>
<b>Learning Outcomes (1 to 9) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 9.1) <i>The learner can</i></b>
1. Understand legislation relevant to animal training	1.1. Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements
2. Understand influences on training animals	2.1. Describe how different characteristics can affect training on animals 2.2. Explain how and why certain breeds and types are suited to particular activities 2.3. Explain the importance of identifying the individual characteristics of animals that affect their suitability for training 2.4. Explain the psychological and physiological effects which training activities may have on the animal 2.5. Outline the importance of consultation with relevant parties
3 Understand how to design individual training programmes for animals	3.1. Explain how to set targets towards achieving training objectives 3.2. Explain the advantages and disadvantages of different training methods and activities 3.3. Explain how to identify additional requirements which the animal may have to enable it to achieve the training objectives

	<p>3.4. Explain factors which may limit the animal achieving the required standard</p> <p>3.5. Explain methods of evaluating the animals' progress towards objectives and targets</p>
4. Be able to design individual training programmes for animals	<p>4.1. Assess the training needs of the animal and establish training objectives</p> <p>4.2. Set realistic targets to meet training objectives</p> <p>4.3. Select appropriate training methods and activities to meet training objectives</p> <p>4.4. Identify any additional requirements and include them in the training programme</p> <p>4.5. Identify necessary resources for training activities and include them in the training programme</p> <p>4.6. Design suitable methods for evaluating progress in the training programme</p> <p>4.7. Communicate with others on the design of the training programme and its objectives</p>
5. Understand how to implement training programmes for animals	<p>5.1. Explain the difference between basic discipline training and training for specific activities and how this may affect the overall training programme</p> <p>5.2. Describe the animals' preparation requirements for training</p> <p>5.3. Describe the signs which indicate the mental condition and physical behaviour of the animals</p> <p>5.4. Describe the importance of accurately assessing animal behaviour and condition and taking appropriate action</p> <p>5.5. Explain the importance of assessing animals' confidence levels and how these are related to performance</p> <p>5.6. Describe the correct ways of handling the animal concerned, for the safety of the animal, self and others, to enable objectives to be met</p> <p>5.7. Identify how to adapt techniques to reach the required standard</p> <p>5.8. Explain how and when to modify training methods and activities</p>



	<p>5.9. Explain how to recognise the limits to which effective training can be applied to achieve success</p> <p>5.10. Identify effective ways of assessing progress towards and objectives and why they should be reported</p>
6. Be able to implement training programmes for animals	<p>6.1. Ensure the animal's needs are met prior and during the commencement of the training programme</p> <p>6.2. Ensure the appropriate resources are available for the training programme</p> <p>6.3. Use training methods and activities in accordance with the training programme</p> <p>6.4. Monitor the mental condition and physical behaviour of the animal throughout and use results to modify the training programme</p> <p>6.5. Modify training methods and activities when objectives are not being met</p> <p>6.6. Report progress towards achieving training objectives to the relevant people</p>
7. Know how to evaluate and improve training programmes for animals	<p>7.1. Describe methods of effective evaluation</p> <p>7.2. Describe how to modify training targets</p> <p>7.3. Explain when training outcomes may indicate that the animal is not suited for the activity for which it is being trained</p> <p>7.4. Explain why it is important to agree future alterations with all relevant personnel</p>
8. Be able to evaluate and improve training programmes for animals	<p>8.1. Evaluate the results of training activities against planned training objectives</p> <p>8.2. Take action to resolve situations where training activities, methods and resources are found to be inappropriate</p> <p>8.3. Recognise and modify training targets which: <ul style="list-style-type: none"> <li>a. are too difficult a level for the animal to achieve</li> <li>b. are set too low</li> <li>c. show the animal has more potential in another area</li> </ul> </p>

<p>9. Be able to promote health and safety and environmental good practice</p>	<p>9.1. Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements</p>
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## Prepare Interpretive Entertainment and Educational Animal Activities

<b>Unit Reference</b>	<b>M/650/3027</b>
<b>Level</b>	<b>3</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 knowledge, understanding and skills required to prepare animal interpretative activities for a range of audiences using a range of techniques. The techniques could include the use of audio visual / electronic equipment, use of props or audience involvement and participation.</p> <p>This unit is a knowledge and skill-based unit, with no physical demonstrations.</p>
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.1)</b> <b><i>The learner can</i></b>
1. Understand how to prepare interpretive entertainment and educational animal activities	<p>1.1. Explain how to select and agree relevant subject matter to match the site, audience and the activity to ensure wider participation</p> <p>1.2. Explain how to link activities to the curriculum</p> <p>1.3. Explain the range of potential audiences</p> <p>1.4. Explain techniques for interpretation that make use of audience senses</p>
2. Understand relevant health and safety legislation and environmental good practice	2.1. Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements
3. Be able to prepare interpretive entertainment and educational animal activities	<p>3.1. Select and match subject matter to the site, the target audience and type of activity to ensure wider participation</p> <p>3.2. Work closely with those who are responsible for the audience to maximise the value of planned activities</p> <p>3.3. Plan opportunities for audience interaction</p> <p>3.4. Plan appropriate styles and structures of activities which are appropriate to a range of audience profiles</p>

	<p>3.5. Develop and put in place relevant contingency plans</p> <p>3.6. Ensure that the selected techniques are sufficient and consistent with the objectives within the constraints of the site, event and budget</p>
4. Be able to promote health and safety and environmental good practice	<p>4.1. Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements</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.