

**Level 2 Award, Certificate
and Diploma in Work-based
Animal Care
(QCF)
(0067)**



Learner guide and logbook

www.nptc.org.uk

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Publications and enquiries

Publications are available as hard copy from:

City & Guilds Land Based Services
Building 500 Abbey Park
Stareton
Warwickshire CV8 2LY
United Kingdom

or

as pdf file from www.nptc.org.uk under the 'Qualifications' tab, and then click on 'Animal Care'.

General information may be obtained from:

Customer support
City & Guilds Land Based Services
Building 500 Abbey Park
Stareton
Warwickshire CV8 2LY
United Kingdom
Tel: +44 (0) 24 7685 7300
Fax: +44 (0) 24 7669 6128
Email: information@cityandguilds.com

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Level 2 Award, Certificate and Diploma in Work-based Animal Care (0067)

What is it all about?

You are about to start a programme of work-based training and assessment leading to a nationally recognised qualification, based on the National Occupational Standards for the industry. This learner guide has been written in order to provide you with information and support as you work through to achieving your qualification. As you make progress you will be able to demonstrate that you have the necessary practical skills and the knowledge to do your work effectively and efficiently.

Introduction

This document contains the information for the following qualifications:

Qualification title(s) and level(s)	City & Guilds qualification number(s)	Ofqual accreditation number(s)	Last registration date	Last certification date
Level 2 Award in Work-based Animal Care	0067-21 to 26	500/7470/2	31/08/2015	31/08/2017
Level 2 Certificate in Work-based Animal Care	0067-21 to 26	500/7469/6	31/08/2015	31/08/2017
Level 2 Diploma in Work-based Animal Care	0067-21 to 26	500/6818/0	31/08/2015	31/08/2017

Please note that this learner guide and logbook details the information for all the routes within these qualifications. The following routes are available:

- 0067-21 Level 2 Award in Work-based Animal Care, Level 2 Certificate and Diploma in Work-based Animal Care (Animal Care and Welfare)
- 0067-22 Level 2 Award in Work-based Animal Care, Level 2 Certificate and Diploma in Work-based Animal Care (Zoos/Wildlife Establishments)
- 0067-23 Level 2 Award in Work-based Animal Care, Level 2 Certificate and Diploma in Work-based Animal Care (Dog Grooming)
- 0067-24 Level 2 Award in Work-based Animal Care, Level 2 Certificate and Diploma in Work-based Animal Care (Pet Care and Retail)
- 0067-25 Level 2 Award in Work-based Animal Care, Level 2 Certificate and Diploma in Work-based Animal Care (Animal Training)
- 0067-26 Level 2 Award in Work-based Animal Care, Level 2 Certificate and Diploma in Work-based Animal Care (Service Dog Handling)

The Guided Learning Hours and minimum credits for the Award, Certificate and Diploma are as follows:

Award:	72-76 GLH,	10 credits
Certificate:	158 GLH,	21 credits
Diploma:	330-440 GLH,	44 credits

The Qualifications

Level 2 Award in Work-based Animal Care (0067)

The aim of this qualification is to provide bite sized learning through a work-related, competence-based qualification which could then allow progression to further learning or qualifications such as the Level 2 Certificate in Work-based Animal Care.

Level 2 Certificate in Work-based Animal Care (0067)

The aim of this qualification is to provide a work-related, competence-based qualification. It reflects the skills and knowledge needed to do a job effectively and shows that a learner is competent in the area of work the qualification represents. The different routes available within this qualification include Animal Care and Welfare, Zoos/Wildlife Establishments, Dog Grooming, Pet Care and Retail, Animal Training, Service Dog Handling.

Level 2 Diploma in Work-based Animal Care (0067)

This qualification will form part of the Apprenticeship framework for Animal Care. It is a work-related, competence-based qualification. It reflects the skills and knowledge needed to do a job effectively and shows that a learner is competent in the area of work the qualification represents. The different routes available within this qualification include Animal Care and Welfare, Zoos/Wildlife Establishments, Dog Grooming, Pet Care and Retail, Animal Training, Service Dog Handling.

The Diploma is included in the Animal Care apprenticeship framework.

Who will be involved?

The learner

That's you! You will need to:

- negotiate and agree an assessment programme with your assessor
- negotiate and develop a personal action plan with dates for review and assessment
- collect the evidence which proves your competence in your job
- organise and reference the evidence in a portfolio
- judge the evidence against the standards of competence to see whether it is adequate to present for assessment
- present the evidence for assessment; this may include:-
 - attending an assessment interview
 - being available to discuss your evidence with the internal and/or external verifier if requested

Later in this guide we will explain how you can identify and collect evidence and how you can prepare for being assessed in your daily work.

The assessor

- will have experience in your area of work, must be occupationally competent and may be your immediate supervisor or manager or a visiting assessor from a training centre who will visit you a minimum of 3 times to observe you at work
- will be experienced in assessing
- will themselves have achieved a higher qualification or have significant and current experience in the area of assessment. Therefore you may have more than 1 assessor
- can advise you on the planning and organisation of your evidence
- is responsible for making the decisions about your evidence and judging when you are competent.

The internal verifier

- is appointed by the centre where you are registered
- is responsible for maintaining the quality of assessment within the centre by checking the assessment decisions made by assessors
- will have experience in your area of work and must be occupationally competent
- will themselves have achieved a higher qualification or have significant and current experience in the area of assessment to allow them to act as an internal verifier.

The external verifier

- is appointed by City & Guilds to ensure that all assessments undertaken in your centre are fair, valid, consistent and that your centre meets the required national standard
- will make regular visits to your centre to observe assessments and examine portfolios of evidence
- makes regular reports to City & Guilds confirming what happens with assessment practice
- in your centre.

The expert witness

Wherever possible, the evidence which you produce should be witnessed. For example your assessor, line manager or colleagues may witness an activity or authenticate a document as being your own work.

Witness status

Witnesses fall into three main categories of experience:

1. Occupational expert and D32/D33 or A1/A2 assessor who is familiar with the standards
2. D32/D33 or A1/A2 assessor without occupational competence
3. Occupational expert who is familiar with the standards.

In some circumstances it may be possible to accept witness testimony from a non-occupational expert, e.g. for evidence for a non-vocationally specific skill such as dealing with clients, validating a competition result. In these cases, the following two categories of witness may be valid:

4. Occupational expert who is not familiar with the standards
5. Non-expert not familiar with the standards, e.g. a customer.

Why do you need witnesses?

It is important to demonstrate that the evidence was produced by you under the circumstances described. The witness is therefore able to observe and report on your performance on tasks which produce evidence towards the work-based qualification. The job of the expert witness is to report to the assessor their observations of your performance. The assessor will then judge whether the evidence is sufficient.

How do you involve a witness?

The key to this is planning. In many cases someone, for example a colleague, may naturally be involved with your work and so be able to witness and authenticate evidence. However, if the work is usually unobserved, you might arrange for someone to be present (where practical) to observe your performance. Alternatively where you are working directly with or for a customer, you might ask the customer to act as a witness.

What do they have to do?

After observing your work, the witness will need to write a short statement describing what you actually did. The witness should be aware of assessment criteria for the activity and the evidence requirements which are explained in the qualification handbook. As you will be aware of the standards and the evidence you require, you may decide to write out the statement yourself and ask your witness to read it and sign if they agree with it.

You may also provide statements for yourself, e.g. to justify why you produced a product in a particular way, but this would usually need to be augmented by supplementary evidence such as a work sheet or witness statement from a customer.

A Witness Status List and a Witness Statement Form have been included in the portfolio builder pack for you to photocopy and use.

You must ensure that each witness is recorded with a sample signature in the Witness Status List. Only the approved assessor is qualified to judge the evidence. The job of the expert witness is to report to the assessor their observations of the learner's performance.

How will my competence be assessed?

Occupational competence can be described as the consistent demonstration of skill, knowledge and understanding, to the standard specified by the assessment criteria for each unit of the work-based qualification. Each unit relates to competence in a different area of activity within a job.

Assessment of your competence will be based upon realistic work place situations, performing purposeful and recognisable tasks which will require a combination of skills and related knowledge.

What is evidence?

Evidence is what you will need to provide in order to prove your competence, your ability to do the job and so meet the standards. You can draw on past experience to provide such evidence as well as collecting evidence from your current job. Your evidence will need to be filed and indexed in a portfolio. You will need to map your evidence to the assessment criteria and present it for assessment when you think each unit is complete.

Most assessment for your work-based qualification will be carried out by your assessor judging the evidence about tasks you have carried out. There are five basic sources of evidence and you may collect evidence from all of them:

Performance at work

Observation in the workplace is an essential source of evidence. Your assessor may watch you working and assess your performance against the unit.

Assessment guidance and examples of evidence have been provided for each assessment criteria in the unit. Evidence may also be provided by witness statements, work records, job sheets, or a diary of your work. In this case, you need to match the evidence provided by witnesses against the unit. Although evidence can be provided by witnesses, no unit of your work-based qualification can be signed off as complete without the involvement of a qualified assessor to judge the evidence presented.

Performance of specially set tasks

You may be asked to undertake a particular activity, e.g. a simulated task, project or case study, sometimes in a college or other training environment.

Questioning

Questioning may be written or oral, usually occurring as a result of an observed assessment.

Your assessor will ask you questions to make sure you have the necessary knowledge and understanding to carry out your job activities to the required standard.

Historical evidence

You may have done things in the past which are applicable to your work-based qualification. These may be used as evidence, provided that they are sufficiently current and relevant to the qualification standard, e.g. a relevant qualification. This is sometimes known as Accreditation of Prior Learning (APL).

Simulation

Simulation should only be used where it is difficult to collect evidence through a real work situation, the real work environment or within an acceptable time frame. Simulations will usually deal with contingencies such as unexpected problems, emergencies or other incidents, which will not necessarily occur frequently.

Background evidence and previous experience

It is useful to include a copy of your CV, a copy of your previous or current job description, any previous certificates which relate to this qualification.

You can also include performance evidence from previous experiences and achievement

- CV
- Job descriptions
- Certificates
- Records of achievement
- Accounts of experience
- Case studies or projects from previous work
- Licences
- Records of courses attended
- Staff appraisals
- Products
- Endorsements
- Employer references

If you wish to bring forward a large amount of evidence from past experience, please discuss this with your assessor to help you plan the presentation of this evidence.

Observed performance and products of performance

Work is a natural source of evidence and if your work includes the activities described in the assessment criteria for any of the units of the work-based qualification, then your assessor can readily observe you to judge your competence. If the activity covered by a unit is rare and is not likely to occur during the assessment period, then your assessor may advise you to use an alternative source of evidence or arrange a simulated activity for you.

Often there are products from work activities which maybe used as a valuable source of evidence, for example:

- Letters relating to work
- Completed Forms
- Job Sheets
- Plans
- Diaries
- Completed projects, case studies or assignments that are part of your work
- Finished or end products
- Witness statements about your work
- Contact with clients
- Memos
- Reports
- Logbooks
- Checklists
- Tape recordings
- Visual aids/photographs/videos
- Authenticated reports from appropriate personnel, e.g. line managers
- Staff appraisals
- References received
- Witness Statements from clients

Supplementary evidence

In addition to direct observation of your work activities and judging the evidence provided by products of this work and witness testimony, it will be necessary for your assessor to seek supplementary evidence. This may be done by asking you to:

- provide answers to oral or written questions
- attend a professional discussion
- complete written tests
- provide a written personal account to support other evidence.

Portfolio building

The generic document 'Portfolio builder pack for learners and assessors' contains the documents we have produced to help you plan your work and record the evidence. You may not need all of the forms; they are there to help if you need them.

If witness statements are to be used, the witness should complete/amend one line of the Witness Status List, providing a specimen signature.

You must use the evidence summary sheets provided for each element. These allow you to collate all the evidence you have collected for an element and to cross reference evidence from other parts of your portfolio.

Your assessor should complete the 'Record of Units Achieved' as each unit is signed off.

When requested, your portfolio must be available for inspection by the internal verifier and the external verifier during their visits. Only approved assessors and internal verifiers can confirm that you have completed a unit and the assessor completes your 'Record of Units Achieved'.

Supporting Information

The following categories of information are not regarded as Performance Evidence, nor will they meet your requirements to demonstrate your Knowledge and Understanding.

They will however, provide valuable supporting information for you, which should be kept in a separate information file.

This information should not be included as part of the Portfolio of Evidence:

- leaflets or booklets supporting legislative requirements
- the session plans or overall content of training programmes
- any notes or information handouts from training courses
- booklets explaining company operating policy or work procedures, unless they are evidence of systems that you have developed at work
- handbooks describing e.g. how the company computer system works
- technical information about specific products supplied by manufacturers product catalogues.

Publications and Resources

City & Guilds provides the following publications and resources specifically for these qualifications:

To access these documents, go to the website www.nptc.org.uk. Click on 'Qualifications' and then click on 'Animal Care'. The documents can be found under 0067 Level 2 Award, Certificate and Diploma in Work-based Animal Care (QCF).

Description	How to access
<p>Portfolio builder pack for learners and assessors</p> <p>This has a series of recording forms that may be helpful for centres and learners to use. The forms are generic and may be used for any City & Guilds NPTC work-based qualification.</p>	<p>PB-NPTC www.nptc.org.uk</p>
<p>Sample multiple choice paper</p> <p>This provides sample questions for learners who are required to undertake the multiple choice assessment as part of the Apprenticeship framework.</p>	<p>productdevelopment@cityandguilds.com</p>
<p>Information guide</p>	<p>www.nptc.org.uk</p>
<p>Qualification handbook and assessor guidance</p> <p>This provides the structures of the qualifications and guidance for assessors on the evidence requirements for each unit.</p>	<p>SP-02-0067 www.nptc.org.uk</p>
<p>Learner guide and logbook</p> <p>This provides guidance for learners and evidence summary sheets for the units within the qualification. It is expected that centres will use these forms. If centres devise or customise alternative forms, including paper-based or electronic methods, they must be approved by the external verifier before they are used by learners and assessors at the centre.</p>	<p>TS-02-0067 www.nptc.org.uk</p>

Level 2 Award, Certificate and Diploma in Work-based Animal Care

0067-21 to 25

Unit details

All units available in the different qualification routes are listed below. The rules of combination for each route within the qualification are detailed separately. Please refer to this carefully to ensure that the correct units are chosen for the route.

Accreditation unit reference	City & Guilds unit number	Unit Title	Level	Credit Value
F/502/1689	Unit 201	Maintain and develop personal performance	2	2
T/502/1690	Unit 202	Establish and maintain effective working relationships with others	2	2
H/502/1507	Unit 203	Promote and maintain the health and well-being of animals	2	4
Y/502/1505	Unit 204	Deliver basic treatments to animals	2	5
R/502/1521	Unit 205	Select and prepare accommodation for animals	2	3
Y/502/1522	Unit 206	Maintain animal accommodation	2	3
Y/502/1536	Unit 207	Control and restrain animals	2	2
K/502/1539	Unit 208	Moving animals between locations	2	2
R/501/0874	Unit 209	Make sure your own actions reduce risks to health and safety	2	5
T/502/1561	Unit 210	Maintain the cleanliness and bio security of the animal care working environment	2	5
K/502/1556	Unit 211	Provide controlled exercise opportunities for animals	2	4
A/502/1559	Unit 212	Provide opportunities for animals to have freedom to exercise	2	4
M/502/1655	Unit 213	Train animals through basic training programmes	2	5
T/502/1611	Unit 214	Contribute to the evaluation and implementation of basic animal training programmes	2	3
A/502/1609	Unit 215	Welcome, receive and care for visitors to sites	2	3
M/502/1610	Unit 216	Carry out reception duties	2	2
Y/502/1018	Unit 217	Handle payments from clients	2	2
A/502/1691	Unit 218	Prepare and groom dogs prior to bathing	2	4
D/502/1697	Unit 219	Bathe and clean dogs	2	3
L/502/1694	Unit 220	Prepare and groom animals	2	4
K/502/1704	Unit 221	Dry dogs prepare their coats for styling	3	3
Y/502/1195	Unit 222	Communicate information within the workplace	3	2
D/502/1196	Unit 223	Maintain and store records within the workplace	3	2
L/502/1467	Unit 224	Prepare feed for animals	2	2

D/502/1473	Unit 225	Provide feed and water to animals	2	3
F/502/1644	Unit 226	Handle animals to enable them to work effectively	2	6
F/502/1594	Unit 227	Care for animals after they have worked	2	4
K/502/1492	Unit 228	Load and unload animals for transportation	2	3
Y/602/1921	Unit 235	Control a general purpose dog under operational conditions	2	4
F/601/4106	Unit 236	Prepare for and carry out searches using a dog	3	3
T/601/4104	Unit 237	Maintain and develop the performance of dogs	3	4
L/602/1916	Unit 238	Carry out continuation training with a security dog	3	4
A/601/5982	Unit 239	Operate radio communications equipment	2	2
J/503/5657	Unit 240	Keep stock at required levels in a retail environment	1	3
A/505/8305	Unit 241	Provide information and advice to customers in a retail environment	2	5
L/503/5689	Unit 242	Process payments for purchases in a retail environment	2	4
F/505/8306	Unit 243	Control security incidents	2	3

Rules of combination for the Level 2 Award in Work-based Animal Care and the Level 2 Certificate and Diploma in Work-based Animal Care (Animal Care and Welfare)

(0067-21)

Award

0067-21 Level 2 Award in Work-based Animal Care	
Rules for achievement of qualification	Minimum of 10 credits from 203-208, 210-214, 218-221, 224-228, plus 903 for certification.

Certificate

0067-21 Level 2 Certificate in Work-based Animal Care (Animal Care and Welfare)	
Rules for achievement of qualification	209 plus a minimum of 16 credits from 201 - 208, 210 - 217, 220 - 228, 240-242, plus 904 for certification.

Diploma

0067-21 Level 2 Diploma in Work-based Animal Care (Animal Care and Welfare)	
Rules for achievement of qualification	201-209 and either unit 210 or units 224-225 plus a minimum of 11 credits from 210-217, 220-228, 240-242 plus 905 for certification, plus for the Apprenticeship learners should complete the following additional module: 500.

Rules of combination for the Level 2 Award in Work-based Animal Care and the Level 2 Certificate and Diploma in Work-based Animal Care (Zoos/Wildlife Establishments)

(0067-22)

Award

0067-22 Level 2 Award in Work-based Animal Care	
Rules for achievement of qualification	Minimum of 10 credits from 203-208, 210-214, 218-221, 224-228, plus 906 for certification.

Certificate

0067-22 Level 2 Certificate in Work-based Animal Care (Zoos/Wildlife Establishments)	
Rules for achievement of qualification	209 plus a minimum of 16 credits from 201 - 208, 210 - 217, 220, 222 - 225, 228, 241 plus 907 for certification.

Diploma

0067-22 Level 2 Diploma in Work-based Animal Care (Zoos/Wildlife Establishments)	
Rules for achievement of qualification	201-209 and either unit 210 or units 224-225 plus a minimum of 14 credits from 210-217, 220, 222-225, 228, 241 plus 908 for certification, plus for the Apprenticeship learners should complete the following additional module: 501.

Rules of combination for the Level 2 Award in Work-based Animal Care and the Level 2 Certificate and Diploma in Work-based Animal Care (Dog Grooming)

(0067-23)

Award

0067-23 Level 2 Award in Work-based Animal Care	
Rules for achievement of qualification	Minimum of 10 credits from 203-208, 210-214, 218-221, 224-228, plus 909 for certification.

Certificate

0067-23 Level 2 Certificate in Work-based Animal Care (Dog Grooming)	
Rules for achievement of qualification	209 plus a minimum of 16 credits from 201 - 208, 210 - 212, 215 - 225, 228, 240, 241 plus 910 for certification.

Diploma

0067-23 Level 2 Diploma in Work-based Animal Care (Dog Grooming)	
Rules for achievement of qualification	201-209, 218-219 and either unit 210 or units 224-225 plus a minimum of 8 credits from 210-212, 215-217, 220-225, 228, 240, 241 plus 911 for certification, plus for the Apprenticeship learners should complete the following additional module: 502.

Rules of combination for the Level 2 Award in Work-based Animal Care and the Level 2 Certificate and Diploma in Work-based Animal Care (Pet Care and Retail)

(0067-24)

Award

0067-24 Level 2 Award in Work-based Animal Care	
Rules for achievement of qualification	Minimum of 10 credits from 203-208, 210-214, 218-221, 224-228, plus 912 for certification.

Certificate

0067-24 Level 2 Certificate in Work-based Animal Care (Pet Care and Retail)	
Rules for achievement of qualification	209 plus a minimum of 16 credits from 201-208, 210-212, 215-217, 220, 222-225, 228, 240-242 plus 913 for certification.

Diploma

0067-24 Level 2 Diploma in Work-based Animal Care (Pet Care and Retail)	
Rules for achievement of qualification	201-209, 240 and either unit 210 or units 224-225 plus a minimum of 8 credits from 210-212, 215-217, 220, 222-225, 228, 241-242 plus 914 for certification, plus for the Apprenticeship learners should complete the following additional module: 503.

Rules of combination for the Level 2 Award in Work-based Animal Care and the Level 2 Certificate and Diploma in Work-based Animal Care (Animal Training)

(0067-25)

Award

0067-25 Level 2 Award in Work-based Animal Care	
Rules for achievement of qualification	Minimum of 10 credits from 203-208, 210-214, 218-221, 224-228, plus 915 for certification.

Certificate

0067-25 Level 2 Certificate in Work-based Animal Care (Animal Training)	
Rules for achievement of qualification	209 plus a minimum of 16 credits from 201 - 208, 210 - 214, 220, 222 - 228, 241 plus 916 for certification.

Diploma

0067-25 Level 2 Diploma in Work-based Animal Care (Animal Training)	
Rules for achievement of qualification	201-209, 213-214, 226-227 and either unit 210 or units 224-225 plus a minimum of 15 credits from 210-212, 220, 222-225, 228, 241 plus 917 for certification, plus for the Apprenticeship learners should complete the following additional module: 504.

Rules of combination for the Level 2 Award in Work-based Animal Care and the Level 2 Certificate and Diploma in Work-based Animal Care (Service Dog Handling)

(0067-26)

Award

0067-26 Level 2 Award in Work-based Animal Care	
Rules for achievement of qualification	Minimum of 10 credits from 203-208, 210-214, 218-221, 224-228, plus 942 for certification.

Certificate

0067-26 Level 2 Certificate in Work-based Animal Care (Service Dog Handling)	
Rules for achievement of qualification	209 plus a minimum of 16 credits from 201-208, 214, 224-225, 235-239, 243 plus 943 for certification.

Diploma

0067-26 Level 2 Diploma in Work-based Animal Care (Service Dog Handling)	
Rules for achievement of qualification	201-209 plus 235, 239, 243 plus a minimum of 13 credits from 214, 224-225, 236-238 plus 944 for certification, plus for the Apprenticeship learners should complete the following additional module: 513

Assessment for learners completing the Level 2 Diploma in Work-based Animal Care as part of the Apprenticeship framework

Learners who are completing the Level 2 Diploma in Work-based Animal Care as part of the Apprenticeship framework are required to undertake an independent assessment in the form of a multiple choice test. This test covers the underpinning knowledge elements of the units included within the test. The test is specific to the qualification route chosen and may be taken on-demand. Test specifications for the different routes are available on the next page.

Paper based versions of the tests are available.

Centres will be required to provide Lantra SSC with evidence that the multiple choice test has been achieved before certification takes place.

Test Specifications

0067-21

500 Level 2 Animal Care (Animal Care and Welfare) Independent Assessment Test (Multiple Choice)

Duration: 50 minutes
Pass mark: 16 (50%)

Unit Number	Unit	No. of questions
209	Ensure your own actions reduce risks to health and safety	12
203	Promote and maintain the health and well-being of animals	11
207	Control and restrain animals	10
	Total	33

0067-22

501 Level 2 Animal Care (Zoos/Wildlife Establishments) Independent Assessment Test (Multiple Choice)

Duration: 50 minutes
Pass mark: 16 (50%)

Unit Number	Unit	No of questions
209	Ensure your own actions reduce risks to health and safety	12
203	Promote and maintain the health and well-being of animals	11
207	Control and restrain animals	10
	Total	33

0067-23

502 Level 2 Animal Care (Dog Grooming) Independent Assessment Test (Multiple Choice)

Duration: 50 minutes
Pass mark: 16 (50%)

Unit number	Unit	No. of questions
209	Ensure your own actions reduce risks to health and safety	12
203	Promote and maintain the health and well-being of animals	11
207	Control and restrain animals	10
	Total	33

0067-24

503 Level 2 Animal Care (Pet Care and Retail) Independent Assessment Test (Multiple Choice)

Duration: 50 minutes

Pass mark: 16 (50%)

Unit number	Unit	No. of questions
209	Ensure your own actions reduce risks to health and safety	12
203	Promote and maintain the health and well-being of animals	11
207	Control and restrain animals	10
	Total	33

0067-25

504 Level 2 Animal Care (Animal Training) Independent Assessment Test (Multiple Choice)

Duration: 50 minutes

Pass mark: 16 (50%)

Unit number	Unit	No of questions
209	Ensure your own actions reduce risks to health and safety	12
203	Promote and maintain the health and well-being of animals	11
207	Control and restrain animals	10
	Total	33

0067-26

513 Level 2 Animal Care (Service Dog Handling) Independent Assessment Test (Multiple Choice)

Duration: 50 minutes

Pass mark: 16 (50%)

Unit number	Unit	No of questions
209	Ensure your own actions reduce risks to health and safety	12
203	Promote and maintain the health and well-being of animals	11
207	Control and restrain animals	10
	Total	33

Appeals and Equal opportunities

Centres must have their own auditable, appeals procedure. If a learner is not satisfied with the examination conditions or a learner feels that the opportunity for examination is being denied, the Centre Manager should, in the first instance, address the problem. If however, the problem cannot be resolved, City & Guilds will arbitrate and an external verifier may be approached to offer independent advice. All appeals must be clearly documented by the Centre Manager and made available to the external verifier or City & Guilds if advice is required.

Should occasions arise when centres are not satisfied with any aspect of the external verification process, they should contact Verification Services at City & Guilds.

Access to the qualification is open to all, irrespective of gender, race, creed, age or special needs. The Centre Manager should ensure that no learner is subjected to unfair discrimination on any grounds in relation to access to assessment and to the fairness of the assessment. QCA requires City & Guilds to monitor centres to check whether equal opportunities policies are being adhered to.

For learners with particular requirements, centres should refer to City & Guilds' policy document *The application of reasonable adjustments and special considerations in vocational qualifications*, which is available from www.nptc.org.uk

The units

As units are signed off as completed the record of units achieved proforma should be updated

How to use the Evidence Recording Sheets

There is a column alongside the assessment criteria. In this Qualification handbook this column is used for assessor guidance. In the Learner guide this column is used for recording the evidence. Records of direct observation may be written directly into this column or, if the evidence is on a separate document, the reference of where the evidence can be found should be entered here. If the evidence is cross reference to elsewhere in the Learner guide and logbook then the reference to where it may be found should be inserted. For underpinning knowledge criteria, the answers may be written in directly or completed on a separate page which can be referenced in the normal way.

Below is an example of how a recording sheet may look, with entries by the learner, the supervisor and the assessor. Although several people may enter information here, it remains the responsibility of the assessor to judge the evidence presented is sufficient, authentic and valid.

UNIT 202 Exemplar Unit

TITLE	Maintain and develop personal performance	Learner's name Tom Goodboy
UAN REFERENCE	F/502/1689	
LEVEL	2	
CREDIT VALUE	2	
<p>The aim of this unit is to provide the learner with the knowledge and skills to be able to agree and develop their own personal performance with an appropriate person.</p> <p>The learner will maintain and develop personal performance with regard to:</p> <p>(i) working to targets and completing specific tasks</p> <p>(ii) quality of work</p> <p>Evidence from a staff appraisal or review is appropriate, where targets are set and agreed.</p> <p>Relationship to National Occupational Standards : CU5.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Maintain personal performance	1.1 Identify current competence and areas for development using relevant techniques and processes	<i>Current competence was identified via self assessment and discussion at appraisal interview on 25th June 2008. Identified that updating on current legislation and first aid training are required. See evidence ref 1</i>
	1.2 Carry out work in accordance with responsibilities and organisational requirements	<p>Tom is carrying out his duties to the high standard required by the company. He understands company policies and procedures for setting out work, the standard of work required and meeting targets agreed with customers. He arrives on site with required PPE and clean company uniform, giving a good impression of the company to customers. AB</p> <p><i>25th September 2008. Visited Tom on site at 36 High Street. He was fully aware of what the job entailed. His work site was tidy and the customer was very satisfied with the work accomplished so far. ANO</i></p>

UNIT 202

2. Develop personal performance	2.1 Agree personal performance and targets with an appropriate person	<i>Personal targets set on 25th June 2008. See evidence ref 1</i>
	2.2 Review performance and progress regularly and use the outcome to plan future development activities	<i>Performance is reviewed every 3 months. See update 30th September 2008. Evidence ref 2</i>
	2.3 Seek advice from an appropriate person if clarification is required concerning specific tasks	<i>Tom asked about access to neighbouring land when working on the boundary at 46 Church Lane on 14th July 2008. AB</i> <i>Tom asked for clarification of the order of work at 25 Common Lane on 30th August 2008 AB</i>
	2.4 Seek constructive feedback and advice from others and use it to help maintain and improve performance	<i>Feedback from June has been acted on. Tom has improved his timekeeping since his appraisal. He is working in a more methodical way since our discussion, so that his work area is tidier and safer for Tom and the customers. It also gives a better impression of the company.</i> <i>Although Tom works well on his own initiative, Tom seeks feedback from me if ever he is unsure what is required of him. Alan Boss 20th October 2008</i>
3. Know how to develop personal performance	3.1 State own limits of responsibility in relation to specific tasks and activities	<i>I have to arrive at the customer's address at the specified time and behave in a manner that gives a good impression to customers. I have to work tidily and steadily and do the jobs in the right order and do them how Joe and Alan have shown me. I have to avoid causing any unnecessary damage to the site and clear up any mess promptly. On longer jobs, I have to make sure I am not leaving hazards unguarded overnight.</i>

UNIT 202

	3.2 State who to obtain advice from in relation to specific tasks and activities	<i>Straight forward tasks, I refer to my colleague Joe. More complex things to my supervisor Alan.</i>
	3.3 List the correct procedures for obtaining advice	<i>Initially I ask my colleague Joe, who has been here 5 years, then my supervisor Alan, if Joe can't help. If Alan cannot advise me he tells me where to find the advice or finds out the answer for me.</i>
	3.4 State the risks involved in not obtaining advice where specific tasks and activities are unclear	<i>Safety may be put at risk or the job might not be done how the company or customer wants it to be done</i>
	3.5 Describe how to determine and agree development needs and personal targets	<i>We do this formally at appraisal meeting and 3 monthly reviews. I fill in a self assessment form and then discuss this with Alan.</i>
	3.6 State why personal performance should be reviewed	<i>So that I can improve in my job and advance my career. So that the company has well trained staff that can meet customers' needs and expectations.</i>

UNIT 202

Learner's signature

I confirm that the evidence above is all my own work

Tom Goodboy..... Date 31st October 2008.

Assessor's name **A.N.Other**.....

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed *A N Other*.....Date 31st October 2008.

Internal verifier's signature (if sampled)

.....Date.....

In the example above, Alan Boss is the learner's supervisor, Anthony Other is the assessor and Tom Goodboy is the learner. All 3 can complete sections of the Learner's logbook. Supplementary evidence needs to be referenced as in previous NVQ qualifications. Eg in the example above the learner's Appraisal current skills and action plan would be referenced as Evidence 1. The update form from 30th September would be evidence ref 2.

Guidance on the unit is given at the top. Any items of scope are dealt with within the assessment criteria: they do not have to be recorded separately. Alan Boss, and anyone else except the learner and the assessor, would need to complete a line on the Witness status list.

Record of Units Achieved

Unit no	Title	Date achieved	Assessor's name and signature
201	Monitoring and maintaining health and safety (3 credits)		
I confirm that the evidence in this portfolio relates to my own work.			
Learner Name.....Signature.....Date.....			
I confirm that all Practical and Underpinning Knowledge requirements have been assessed for this qualification and the evidence meets the required standards for validity, authenticity, and sufficiency.			
Assessor Name.....Signature.....Date.....			
Internal verifier.....Signature.....Date.....			

Unit 201

TITLE	Maintain and develop personal performance	Learner's name
UAN REFERENCE	F/502/1689	
LEVEL	2	
CREDIT VALUE	2	
<p>The aim of this unit is to provide the learner with the knowledge and skills to be able to agree and develop their own personal performance with an appropriate person.</p> <p>The learner will maintain and develop personal performance with regard to:</p> <ul style="list-style-type: none"> (iii) working to targets and completing specific tasks (iv) quality of work. <p>Evidence from a staff appraisal or review is appropriate, where targets are set and agreed.</p> <p>Relationship to National Occupational Standards : CU5.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Maintain personal performance.	1.1 Identify current competence and areas for development using relevant techniques and processes.	
	1.2 Carry out work in accordance with responsibilities and organisational requirements.	
2. Develop personal performance.	2.1 Agree personal performance and targets with an appropriate person.	

Unit 201

	2.2	Review performance and progress regularly and use the outcome to plan future development activities.	
	2.3	Seek advice from an appropriate person if clarification is required concerning specific tasks.	
	2.4	Seek constructive feedback and advice from others and use it to help maintain and improve performance.	
3. Know how to develop personal performance.	3.1	State own limits of responsibility in relation to specific tasks and activities	
	3.2	State who to obtain advice from in relation to specific tasks and activities.	
	3.3	List the correct procedures for obtaining advice.	

Unit 201

	3.4	State the risks involved in not obtaining advice where specific tasks and activities are unclear.	
	3.5	Describe how to determine and agree development needs and personal targets.	
	3.6	State why personal performance should be reviewed.	

Learner's signature

I confirm that the evidence above is all my own work

..... Date

Assessor's name

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed.....Date

Internal verifier's signature (if sampled)

.....Date.....

Unit 202

TITLE	Establish and maintain effective working relationships with others	Learner's name
UAN REFERENCE	T/502/1690	
LEVEL	2	
CREDIT VALUE	2	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to work effectively with others under minimal direction through clear communication and co-operation.</p> <p>The learner will establish and maintain effective working relationships with the colleagues, supervisors and managers, persons external to the team, department or organisation.</p> <p>Witness testimony from line manager is good evidence for this. Evidence generated in other units may be cross reference this unit.</p> <p>Relationship to National Occupational Standards : CU5.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Maintain working relationships with others.	1.1 Identify opportunities to improve working practices with the appropriate person.	
	1.2. Carry out activities requiring co-operation with others in accordance with required procedures.	
	1.3 Communicate with others in a way which promotes effective working relationships.	

Unit 202

	1.4	Keep others informed about work plans or activities which affect them.	
	1.5	Seek assistance from others without causing undue disruption to normal work activities.	
	1.6	Respond in a timely and positive way when others ask for help or information.	
2. Understand why good working practices are important.	2.1	State why good working relationships are important.	
	2.2	Suggest ways in which good working relationships can be maintained.	
	2.3	State the methods of dealing with disagreements within the workplace.	

Unit 202

	2.4 Describe own level of responsibility in relation to dealing with disagreements.	
	2.5 State why effective communication is important.	

Learner's signature

I confirm that the evidence above is all my own work

..... Date

Assessor's name

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed.....Date

Internal verifier's signature (if sampled)

.....Date.....

Unit 203

TITLE	Promote and maintain the health and well-being of animals	Learner's name
UAN REFERENCE	H/502/1507	
LEVEL	2	
CREDIT VALUE	4	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to promote and maintain the health and welfare of animals. This covers identification of abnormal signs, monitoring the animals and carrying out procedures to promote the health and welfare.</p> <p>Relationship to National Occupational Standards: CU32.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to promote and maintain the health and welfare of animals.	1.1 Treat animals in a way which consistent with relevant legislation, minimises any likelihood of stress and injury, and maintains their health and welfare.	
	1.2 Provide animals with sufficient and effective opportunities to move, and maintain physical functioning.	
	1.3 Monitor and report the animals' physical condition and behaviour at suitable intervals to include the following: <ul style="list-style-type: none"> (i) appearance (ii) posture and movement (iii) behaviour (iv) bodily functioning (v) social interaction. 	

Unit 203

	<p>1.4 Identify, record and report five abnormal signs that might indicate the following:</p> <ul style="list-style-type: none">(i) disease(ii) disability(iii) disorders(iv) pest infestation(v) trauma(vi) stress.	
	<p>1.5 Carry out two of the following procedures to promote animal's health and welfare correctly and at a suitable time for the animals concerned:</p> <ul style="list-style-type: none">(i) preventative care(ii) environmental adjustment(iii) changing feed or water provision.	
	<p>1.6 Record and report animals' reaction to specific procedures.</p>	
	<p>1.7 Seek assistance immediately for any animals health or welfare emergency and initiate action as appropriate to the situation.</p>	

Unit 203

2. Be able to work safely.	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements.	
	2.2 Dispose of waste safely and correctly.	
3. Be able to maintain accurate records.	3.1 Provide clear and accurate information for recording purposes.	
4. Know how to promote and maintain the health and welfare of animals.	4.1 Identify the purpose for which the animals are being kept.	
	4.2 Describe how to promote the health and general welfare of animals and minimise any stress or injury for at least two species of animals.	
	4.3 Describe why animals need exercise and how the type and amount varies at different stages in an animal's life.	

Unit 203

	<p>4.4 Provide examples of how two different species of animals maintain their own physical condition and appearance.</p>	
	<p>4.5 Describe all the visual signs which indicate the following potential problems with an animal's health and welfare:</p> <ul style="list-style-type: none">(i) disease(ii) disability(iii) disorders(iv) pest infestation(v) trauma(vi) stress.	
	<p>4.6. Describe two types of preventative care used to maintain the health and welfare of animals.</p>	
	<p>4.7 State how the environment may be adjusted to maintain two species of animals' health and welfare.</p>	
	<p>4.8 State the importance of providing an adequate supply of feed and water.</p>	

Unit 203

5. Know relevant health and safety legislation and environmental good practice.	5.1 Outline the current health and safety, animal welfare legislation, codes of practice and any additional requirements.	
	5.2 Describe how environmental damage can be minimised.	
	5.3 Describe the correct methods for disposing of waste.	
6. Know how to maintain accurate records.	6.1 Identify the types of records required and explain the importance of accurate record keeping.	

Unit 203

Learner's signature

I confirm that the evidence above is all my own work

..... Date

Assessor's name

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed.....Date

Internal verifier's signature (if sampled)

.....Date.....

Unit 204

TITLE	Deliver basic treatments to animals	Learner's name
UAN REFERENCE	Y/502/1505	
LEVEL	2	
CREDIT LEVEL	5	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to deliver basic treatments to animals. 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>Relationship to National Occupational Standards CU34.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to deliver basic treatments to animals.	1.1 Use the correct technique to give the specified treatment at the correct time. Treatments to include: <ul style="list-style-type: none"> (i) cleaning and hygiene procedures (ii) basic health care treatments (iii) routine procedures. 	
	1.2 Immediately seek assistance when it is not possible to carry out the treatment.	
	1.3 Ensure records of the treatment are accurate, legible and complete and comply with any legislative requirements.	

Unit 204

	1.4 Observe animals after treatments and immediately report any unusual signs.	
2. Be able to provide prescribed medication.	2.1 Provide the following current and uncontaminated prescribed medication only for the intended animal: (i) preventative (ii) prescriptive.	
	2.2 Use and store drugs, medications and equipment in accordance with veterinary instructions and organisational policy.	
3. Be able to work safely and minimise environmental damage.	3.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements.	
	3.2 Dispose of waste safely and correctly.	

Unit 204

4. Know how to deliver basic treatments to animals.	4.1	Describe the equipment to select for each treatment.	
	4.2	Describe how to administer prescribed basic health care treatments.	
	4.3	State the importance of keeping to instructions for basic health care treatments.	
	4.4	Describe the potential consequences of not keeping to instructions and procedures for carrying out treatments.	
	4.5	Describe how to use restraint techniques.	
	4.6	State the reasons and legislative requirements for 'withdrawal periods' for animals.	

Unit 204

	4.7	Outline the reasons for personal hygiene and safety precautions (e.g. communicable diseases between animals and humans).	
	4.8	Describe the changes in the condition of the animal which may occur after the treatment.	
	4.9	State why it is necessary to monitor the behaviour of animals after treatment and report unusual signs.	
	4.10	Identify the types of records required and explain the importance of accurate record keeping.	
5. Know how to provide prescribed medication to animals.	5.1	State the significance of expiry dates on drugs and medications.	
	5.2	Describe the possible sources of contamination to medication and how to identify damage.	

Unit 204

6. Know relevant health and safety and animal welfare legislation	6.1 Outline the current health and safety legislation, animal welfare, codes of practice and any additional requirements	
	6.2 Describe the correct methods for disposing of waste.	

Learner's signature

I confirm that the evidence above is all my own work

..... Date

Assessor's name

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed.....Date

Internal verifier's signature (if sampled)

.....Date.....

Unit 205

TITLE	Select and prepare accommodation for animals	Learner's name
UAN REFERENCE	R/502/1521	
LEVEL	2	
CREDIT VALUE	3	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to establish accommodation for animals. This involves selecting and preparing the accommodation ready for use by animals, setting up suitable environmental conditions, and introducing the animals to the accommodation.</p> <p>The learner will be fully aware of the importance of relevant health, safety and animal welfare in connection with this work.</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p> <p>Relationship to National Occupational Standards : CU37.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to select and prepare accommodation for animals.	1.1 Select accommodation according to specified requirements.	
	1.2 Select, prepare and maintain the necessary equipment and materials for use.	
	1.3 Prepare accommodation in a safe, secure and clean state which maintains animal health and welfare.	

Unit 205

	1.4	Identify the suitable environmental conditions for the animals and adapt where possible.	
	1.5	Identify potential hazards and take the appropriate action to remove them.	
	1.6	Introduce animals to the accommodation in a way which maintains their health and welfare.	
2. Be able to monitor the suitability of accommodation.	2.1	Assess the animals' response to the accommodation.	
	2.2	Monitor, record and/or report animals' responses to the accommodation as required.	
	2.3	Monitor and review suitability of accommodation.	

Unit 205

	2.4 Recommend or modify, as appropriate changes to the accommodation.	
3. Be able to work safely and maintain animal health and welfare.	3.1 Work in a way which maintains health and safety, health and welfare of animals and is consistent with current legislation, codes of practice and any additional requirements.	
4. Know the animals' accommodation needs.	4.1 Describe the different animals accommodation needs in respect to: (i) ventilation (ii) light (iii) structure and fittings (iv) temperature (v) noise (vi) siting.	

Unit 205

	<p>4.2 State the different animals accommodation needs in relation to animal health and welfare covering:</p> <ul style="list-style-type: none"> (i) the suitability of the animal concerned (ii) allowing the necessary freedom of movement (iii) minimising animal stress (iv) the intended purpose and length of stay in the accommodation (v) enrichment. 	
	<p>4.3 Describe how accommodation needs could change through the animal's life.</p>	
<p>5. Know how to select and prepare accommodation for animals.</p>	<p>5.1 Describe the accommodation needs of animals and the factors which should be taken into account covering:</p> <ul style="list-style-type: none"> (i) ventilation (ii) light (iii) structure and fittings (iv) temperature (v) noise (vi) siting. 	

Unit 205

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

Unit 205

Learner's signature

I confirm that the evidence above is all my own work

..... Date

Assessor's name

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed.....Date

Internal verifier's signature (if sampled)

.....Date.....

Unit 206

TITLE	Maintain animal accommodation	Learner's name
UAN REFERENCE	Y/502/1522	
LEVEL	2	
CREDIT LEVEL	3	
<p>The aim of this unit is to provide the learner the knowledge and skills required to maintain animal accommodation. This involves maintaining environmental conditions, carrying out cleaning, and replacing any ancillary materials. Assessment to be based on 2 animals with different physical and behavioural needs. Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p> <p>Relationship to National Occupational Standards: CU37.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to maintain animal accommodation.	1.1 Assess the condition of the animal and accommodation before maintaining covering: <ul style="list-style-type: none"> (i) the suitability of accommodation to the animal concerned (ii) allowing the necessary freedom of movement (iii) minimising animal stress. 	
	1.2 Wear the appropriate protective clothing during cleaning and maintaining.	
	1.3 Carry out cleaning routines according to the animal accommodation and specification.	

Unit 206

	1.4 Replace any necessary materials and fittings correctly when cleaning is complete.	
	1.5 Monitor and maintain environmental conditions to promote the health and welfare of animals: (i) ventilation (ii) light (iii) structure (iv) temperature (v) noise.	
	1.6 Maintain the safety and security of the animals during cleaning operations.	
	1.7 Report any difficulties to the relevant person if necessary.	
	1.8 Provide clear and accurate information for recording purposes.	

Unit 206

2. Be able to work safely and minimise environmental damage.	2.1 Work in a way which maintains health and safety and is consistent with animal welfare legislation, codes of practice and any additional requirements.	
	2.2 Carry out work in a manner which minimises environmental damage.	
	2.3 Dispose of waste safely and correctly.	
3. Know why it is important to maintain animal accommodation.	3.1 Describe why it is important to maintain animal accommodation and the implications of failing to do so.	
	3.2 Describe the relationship between maintaining animal accommodation and promoting animal health and welfare.	
	3.3 State how other factors would influence the maintenance of accommodation for animals (health, age and behaviour).	

Unit 206

	3.4 Describe signs within an animals' accommodation that give an indication of its health and welfare.	
4. Know how to maintain animal accommodation.	4.1 Describe the environmental conditions which promote the health and welfare of animals.	
	4.2 Identify the reasons for monitoring environmental conditions and reporting variations.	
	4.3 Outline cleaning routines appropriate to: i) the animal species concerned and ii) the accommodation in which they are being kept and iii) reasons for being housed.	
	4.4 Describe cleaning methods and materials appropriate to: i) the animal species concerned and ii) the accommodation in which they are being kept and iii) reasons for being housed.	

Unit 206

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

Unit 206

Learner's signature

I confirm that the evidence above is all my own work

..... Date

Assessor's name

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed.....Date

Internal verifier's signature (if sampled)

.....Date.....

Unit 207

TITLE	Control and restrain animals	Learner's name
UAN REFERENCE	Y/502/1536	
LEVEL	2	
CREDIT VALUE	2	
<p>The aim and purpose of this unit is to provide the learner with the knowledge and skills to restrain animals. The learner will be able to assess the risks involved, identify appropriate methods of restraints and use them effectively and safely.</p> <p>Learners will be required to handle the following animals:</p> <ul style="list-style-type: none"> (i) animals they have handled before and whose behavior and temperament are known (ii) animals they have not handled before, but which have been assessed as suitable for them to handle. <p>Relationship to National Occupational Standards : CU45.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to restrain animals.	1.1 Select and use a suitable method of restraint which minimises distress and injury to the animal taking into account the following factors. <ul style="list-style-type: none"> (i) the behaviour and temperament of the animal (ii) the health and well-being of the animal. 	
	1.2 Approach the animal in a manner which is likely to minimise stress.	

Unit 207

	1.3	Maintain the restraint of the animal securely and safely in a manner which minimises stress.	
	1.4	Modify methods of restraint in response to the reactions of the animal as necessary.	
2. Be able to select, use and maintain relevant equipment.	2.1	Select appropriate equipment for this area of work.	
	2.2	Use equipment according to relevant legislation and manufacturer's instructions.	
	2.3	Prepare, maintain and store equipment in a safe and effective working condition.	
3. Be able to work safely.	3.1	Work in a way which maintains animal welfare and health and safety and is consistent with current legislation, codes of practice and any additional requirements.	

Unit 207

	3.2	Wear the appropriate protective clothing.	
4. Know how to restrain animals.	4.1	State the risks to self, others and animal in restraining animals.	
	4.2	List and describe the different methods for restraining animals.	
	4.3	Describe the possible indicators of stress and alarm in the animals when being restrained and the ways this can be minimised.	
	4.4	Describe how to approach animals to minimise stress and when assistance may be required to approach and/or restrain the animal and the consequences of not doing so.	
	4.5	Describe the limits of responsibility in restraining animals and how to gain assistance and to whom these should be reported.	

Unit 207

	4.6 Describe when it may be necessary to modify the methods of restraint for the animal.	
	4.7 Describe animal behaviour that will indicate the animal's state of temperament.	
5. Know relevant health and safety legislation	5.1 Outline the current health and safety legislation, animal health and welfare, codes of practice and any additional requirements.	
	5.2 Describe the Personal Protective Equipment that should be used when controlling and restraining animals.	
6. Know the types of equipment required and how to maintain them.	6.1 Describe the equipment which will be required for the activity.	
	6.2 Describe the methods of maintaining the range of equipment.	

Unit 207

Learner's signature

I confirm that the evidence above is all my own work

..... Date

Assessor's name

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed.....Date

Internal verifier's signature (if sampled)

.....Date.....

Unit 208

TITLE	Moving animals between locations	Learner's name
UAN REFERENCE	K/502/1539	
LEVEL	2	
CREDIT VALUE	2	
<p>The aim and purpose of this unit is to provide the learner with the skills, knowledge and move animals between locations. The learner will move animals in a manner that is appropriate, minimises stress and is safe. It also covers checking the new location is safe, secure and suitable.</p> <p>Relationship to National Occupational Standards : CU45.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to move animals between locations.	1.1 Select the animal to be moved, and approach it in a manner which is likely to minimise stress.	
	1.2 Prepare the route for the movement of animals.	
	1.3 Check that the new location is safe, secure and suitable for the animal's requirements.	
	1.4 Move the animal to its new location in an appropriate way and pace whilst maintaining the well-being of the animal or other animals in the vicinity.	

Unit 208

	1.5	Establish the animal in the new location consistent with instructions.	
	1.6	Provide clear and accurate information for recording purposes.	
2. Be able to work safely and minimise environmental damage.	2.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.	
	2.2	Wear appropriate protective clothing.	
3. Know how to move animals between locations.	3.1	Describe the reasons for moving animals.	
	3.2	Describe how to identify the animals to be moved.	

Unit 208

	3.3 Describe how the animal's health status and behaviour may affect the movement process.	
	3.4 Describe the importance of approaching animals in a manner which minimises stress.	
	3.5 Describe the risks inherent in moving animals and how they can be minimised.	
	3.6 Describe how to assess the safety, security and suitability of the new location.	
	3.7 Describe how to select appropriate methods for moving animals based on the following : (i) their health (ii) environmental conditions.	
	3.8 Describe how to establish animals once they have been moved.	

Unit 208

	3.9 Describe how to identify problems and to whom they should be reported.	
4. Know relevant health and safety legislation and environmental good practice	4.1 Outline the current health and safety legislation, animal health and welfare, codes of practice and any additional requirements relating to animal welfare legislation.	
5. Know how to maintain accurate records	5.1 Identify the types of records required and state the importance of accurate record keeping	

Learner's signature

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..... Date

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Unit 209

TITLE	Ensure your own actions reduce risks to health and safety	Learner's name
UAN REFERENCE	R/501/0874	
LEVEL	2	
CREDIT VALUE	5	
<p>This unit is about health and safety responsibilities for everyone in the workplace. It describes the competences required to make sure that:</p> <ul style="list-style-type: none"> • Employees own actions do not create any health and safety hazards • Employees do not ignore significant risks in their workplace, and • Employees take sensible action to put things right, including : reporting situations which pose a danger to people in the workplace and seeking advice. <p>Fundamental to this unit is an understanding of the terms “hazard”, “risk” and “control”.</p> <p>Relationship to National Occupational Standards : A</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Identify the hazards and evaluate the risks in your workplace.	1.1 Identify which workplace instructions are relevant to their job.	
	1.2 Identify those working practices in their job which could harm them or others.	
	1.3 Identify those aspects of their workplace which could harm them or others.	
	1.4 Check which of the potentially harmful working practices and aspects of their workplace present the highest risks to them and others.	

Unit 209

	1.5	Deal with hazards in accordance with workplace instructions and legal requirements.	
	1.6	Correctly name and locate the people responsible for health and safety in their workplace.	
	1.7	Report to the people responsible for health and safety in their workplace those hazards which present the highest risk.	
2. Reduce the risks to health and safety in your workplace.	2.1	Carry out your work in accordance with their level of competence, workplace instructions, suppliers or manufacturers' instructions and legal requirements.	
	2.2	Control those health and safety risks within their capability and job responsibilities.	
	2.3	Pass on suggestions for reducing risks to health and safety to the responsible people.	

	2.4	Make sure their behaviour does not endanger the health and safety of them or others in their workplace.		
	2.5	Follow the workplace instructions and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products.		
	2.6	Report any differences between workplace instructions and suppliers' or manufacturers' instructions.		
	2.7	Make sure that their personal presentation and behaviour at work: <ul style="list-style-type: none"> (i) protects the health and safety of them and others (ii) meets any legal responsibilities, and (iii) is in accordance with workplace instructions. 		
	2.8	Make sure they follow environmentally-friendly working practices.		
3.	Know and understand how to make sure your own actions reduce risks to health and safety.	3.1	Demonstrate they know and understand what "hazards" and "risks" are.	

Unit 209

	3.2 Demonstrate they know and understand their responsibilities and legal duties for health and safety in the workplace.	
	3.3 Demonstrate they know and understand their responsibilities for health and safety as required by the law covering their job role.	
	3.4 Demonstrate they know and understand the hazards which exist in their workplace and the safe working practices which they must follow.	
	3.5 Demonstrate they know and understand the particular health and safety hazards which may be present in their own job and the precautions they must take.	
	3.6 Demonstrate they know and understand the importance of remaining alert to the presence of hazards in the whole workplace.	
	3.7 Demonstrate they know and understand the importance of dealing with, or promptly reporting, risks.	

Unit 209

	3.8 Demonstrate they know and understand the responsibilities for health and safety in their job description.	
	3.9 Demonstrate they know and understand the safe working practices for their own job.	
	3.10 Demonstrate they know and understand the responsible people they should report health and safety matters to.	
	3.11 Demonstrate they know and understand where and when to get additional health and safety assistance.	
	3.12 Demonstrate they know and understand their scope and responsibility for controlling risks.	
	3.13 Demonstrate they know and understand workplace instructions for managing risks which they are unable to deal with.	

Unit 209

	3.14 Demonstrate they know and understand suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which they must follow.	
	3.15 Demonstrate they know and understand the importance of personal presentation in maintaining health and safety in their workplace.	
	3.16 Demonstrate they know and understand the importance of personal behaviour in maintaining the health and safety of them and others.	
	3.17 Demonstrate they know and understand the risks to the environment which may be present in their workplace and/or in their own job.	

Unit 209

Learner's signature

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Unit 210

TITLE	Maintain the cleanliness and bio security of the animal care working environment	Learner's name
UAN REFERENCE	T/502/1561	
LEVEL	2	
CREDIT LEVEL	5	
<p>The aim of this unit is to provide the learner with the ability to demonstrate the knowledge and skills required to undertake routine cleaning within the workplace and equipment and materials that are used within the course of normal work. Cleaning is a key factor in ensuring health and safety of the people and animals within the workplace and promoting the organisation's image to customers.</p> <p>This unit does not refer to the maintenance of equipment or machinery undertaken by specialist contractors. Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.</p> <p>Relationship to National occupational Standards : AC3</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to clean and maintain the work environment.	1.1 Carry out the cleaning of equipment in accordance with manufacturer's instructions.	
	1.2 Select and use protective clothing, tools, equipment and cleaning materials in accordance with manufacturers'/ employers instructions.	

Unit 210

	<p>1.3 Clean at least 5 of the following areas in the working environment.</p> <ul style="list-style-type: none"> (i) Floors and walls. (ii) Work tables/benches. (iii) Washing and drying areas. (iv) Public areas. (v) Animal accommodation. (vi) Staff facilities. 	
	<p>1.4 Complete appropriate maintenance checks to identify wear and tear and accurately report to the appropriate person as soon as possible.</p>	
	<p>1.5 Leave working areas in an appropriate state for the work to be undertaken.</p>	
	<p>1.6 Store materials and equipment safely and correctly after use.</p>	
	<p>1.7 Ensure that animal welfare, safety and security is maintained at all times during and after cleaning of the work environment.</p>	

Unit 210

	1.8 Provide clear and accurate information for recording purposes.	
2. Be able to work safely and minimise environmental damage.	2.1 Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements.	
	2.2 Carry out work in a manner which minimises environmental damage.	
	2.3 Dispose of waste safely and correctly.	
3. Know how to clean the work environment.	3.1 State what the potential hazards are when cleaning each area of the following work environments. (i) Floors and walls. (ii) Work tables/benches. (iii) Washing and drying areas. (iv) Public areas. (v) Animal accommodation. (vi) Staff facilities.	

Unit 210

	<p>3.2 Assess the risks and state how they can be minimised with respect to the:</p> <ul style="list-style-type: none">(i) animal(s)(ii) work environment(iii) equipment(iv) cleaning materials(v) others.	
	<p>3.3 Describe the selection and use of cleaning materials in different areas of the work environment and explain the need to ensure their correct dilution and the possible effects of not doing so covering:</p> <ul style="list-style-type: none">(i) particular fabrics(ii) surfaces(iii) equipment.	
	<p>3.4 Describe why cleaning should minimise disruption to other staff and to animals.</p>	
	<p>3.5 Explain the contribution that good cleaning practices have on customer relations, the image of the organisation and health and bio-security.</p>	

Unit 210

4. Know how to clean and maintain equipment in the work environment.	4.1 Describe which materials, equipment and cleaning methods should be used for cleaning manual and electrical equipment and what protective clothing should be worn.	
	4.2 State why cleaning agents should be correctly diluted and the possible effects of not doing this.	
	4.3 Explain when sterilisation can be used, the reasons for doing and the potential risks if this is not done correctly.	
	4.4 State the frequency with which different items of equipment should be cleaned and maintained.	
	4.5 Describe how to recognise potentially hazardous equipment and the potential effects of not reporting it.	
	4.6 Explain the reasons of maintaining and storing cleaning materials and equipment safely and correctly.	

Unit 210

	4.7 State why it is important to keep accurate records.	
	4.8 Describe how cleaning, maintenance and storage of work equipment contributes to bio-security measures.	
5. Know relevant health and safety legislation and environmental good practice.	5.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements.	
	5.2 Describe how environmental damage can be minimised.	
	5.3 Describe the correct methods for disposing of waste.	
	5.4 Describe the selection and use of Personal Protective Equipment for cleaning the work environment.	

Unit 210

Learner's signature

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Unit 211

TITLE	Provide controlled exercise opportunities for animals	Learner's name
UAN REFERENCE	K/502/1556	
LEVEL	2	
CREDIT LEVEL	4	
<p>The aim of this unit is to provide the learner with the knowledge and skills to provide controlled opportunities for animals to exercise. It is not designed to cover exercise which applies to animals that are trained for competitive purposes. This unit is designed to be applicable to working with all species of animals that need to exercise. Simulation will not be acceptable. Assessment to be based on 2 animals with differing/contrasting exercise requirements and needs for control. The learners should be working only with animals that are judged to have a suitable temperament for the learner to handle. Relationship to National Occupational Standards : AC4.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to assess opportunities for controlled exercise.	1.1 Assess the animal's suitability for exercise and their requirements.	
	1.2 Assess that the exercise area is as safe as possible for the animal and the controlled exercise.	
2. Be able to use equipment properly and safely.	2.1 Select, prepare and check appropriate equipment for exercise.	

Unit 211

	2.2 Fit equipment properly for the animal and the exercise.	
	2.3 Clean equipment after use.	
3. Be able to provide controlled exercise opportunities for animals.	3.1 Prepare the animals for exercise in a manner which allows them to exercise safely and to benefit from the exercise.	
	3.2 Provide exercise opportunities which meet the requirements of the animal and its environment.	
	3.3 Follow the correct procedures for the animal concerned to maintain health, safety and welfare of the animal: (i) prior to exercise (ii) during exercise (iii) after exercise.	

Unit 211

4. Be able to work safely and minimise environmental damage.	4.1 Provide clear and accurate information for recording purposes.	
	4.2 Work in a way which maintains health and safety and is consistent with relevant legislation animal welfare, codes of practice and any additional requirements.	
	4.3 Maintain personal hygiene before, during and after the exercise opportunity.	
	4.4 Maintain bio security measures to protect yourself, others and other animals.	
5. Be able to communicate with colleagues and others.	5.1 Communicate with colleagues and/or others regarding the exercise requirements and opportunities for the animal.	
6. Know how to provide controlled exercise opportunities to animals.	6.1 Explain the animals' needs for controlled exercise and the reasons for this and the optimum time for exercise.	

Unit 211

	6.2 Explain the requirements and benefits of controlled exercise for different animals.	
	6.3 State how the need for exercise differs between different animals and the context in which the animal is kept according to: (i) type (ii) time (iii) intensity (iv) stage of life.	
	6.4 Describe the reasons for providing animals with different exercise patterns and how these differ at different life stages.	
	6.5 State why insufficient or excessive exercise is harmful to animals.	
	6.6 Explain why some animals should not be exercised.	

Unit 211

7. Know what equipment should be used to provide controlled exercise opportunities to animals.	7.1 Give examples of different equipment that would be used for different exercise opportunities.	
	7.2 State why it is important to ensure the correct equipment is used.	
	7.3 State why it is important to check, clean and maintain equipment in good order for use in controlled exercise opportunities.	
8. . Know the relevant health and safety legislation and codes of practice.	8.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements affecting the provision of exercise to animals.	
	8.2 List the factors affecting the safety of the exercise area where the animal(s) is to be exercised including: (i) other people (ii) the handler (iii) the environment.	

Unit 211

	8.3 State the reasons for accurate recording and reporting of the exercise taken.	
9. Know about the potential risks to animals and handlers regarding bio security and infection control.	9.1 Describe the potential risks to animals, handlers and others regarding: (i) bio security (ii) infection control (iii) disease control.	

Learner's signature

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Unit 212

TITLE	Provide opportunities for animals to have freedom to exercise	Learner's name
UAN REFERENCE	A/502/1559	
LEVEL	2	
CREDIT LEVEL	4	
<p>The aim of this unit is to provide the learner with the knowledge and skills to provide enrichment opportunities for animals to exercise freely. It is not designed to cover exercise which applies to animals that are trained for competitive purposes. This unit is designed to be applicable to working with all species of animals that need to exercise/enrichment. Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Assessment to be based on 2 animals with differing/contrasting exercise requirements and needs for control. Learners should only exercise animals with a suitable temperament for the learner to handle. Relationship to National Occupational Standards : AC4.1a</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to assess opportunities for animals to exercise by themselves.	1.1 Assess the animal's suitability for exercise and their requirements.	
	1.2 Assess that the exercise area and/or equipment is as safe as possible for the animal and the controlled exercise.	
2. Be able to use equipment properly and safely.	2.1 Select, prepare and check the environment equipment and materials for animals to exercise for themselves.	

Unit 212

3. Be able to move animal safely.	3.1 Move the animal to exercise area appropriately and safely according to: a) animal b) self c) environment.	
4. Be able to provide natural exercise opportunities for animals.	4.1 Prepare the animals and the environment for exercise in a manner which allows them to exercise safely and to benefit from the exercise.	
	4.2 Provide opportunities for animals to exercise by themselves and exhibit natural behaviour which meet the requirements of the animal and its environment.	
	4.3 Follow the correct procedures for the animal concerned to maintain health, safety and well-being of the animal: a) prior to exercise b) during exercise c) after exercise.	

Unit 212

5. Be able to work safely and minimise environmental damage.	5.1	Work in a way which maintains health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements.	
	5.2	Wear appropriate Personal protective Equipment for the animal and the environment.	
	5.3	Maintain personal hygiene before, during and after the exercise opportunity.	
	5.4	Maintain bio security measures to protect yourself, others and other animals.	
6. Be able to communicate with colleagues and others.	6.1	Communicate with colleagues and/or others regarding the exercise requirements and opportunities for the animal.	
	6.2	Make correct reports of exercise activity promptly to the appropriate people.	

Unit 212

7. Be able to review exercise opportunity.	7.1	Review the exercise opportunity /environment enrichment to see how it meets the animals requirements.	
	7.2	Make adjustments to exercise opportunity/environmental enrichment as necessary.	
8. Know how to provide exercise opportunities to animals.	8.1	Describe the animals' natural behaviour and how opportunities can be replicated.	
	8.2	State how the need for exercise and environmental enrichment differs between different animals and the context in which the animal is kept including their expression of natural behaviour.	
	8.3	Describe the reasons for providing animals with different exercise patterns and/or enrichment opportunities and how these differ at different stages of life.	

Unit 212

	8.4	State why and when you may consider changing the exercise or enrichment opportunity.	
	8.5	Describe how to recognise negative responses to exercise and environment enrichment and what you should do in different situations.	
	8.6	Describe how the lack of enrichment opportunities will cause problems in animals.	
9. Know what equipment should be used to provide controlled exercise opportunities to animals.	9.1	Give examples of different equipment that would be used for different exercise opportunities.	
	9.2	State why it is important to ensure the correct equipment is used.	
	9.3	State why it is important to check, clean and maintain equipment in good order for use in controlled exercise opportunities.	

Unit 212

10. Know the relevant health and safety legislation and environment good practice.	10.1	Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements.	
	10.2	List factors affecting the safety of the exercise area, where the animal is to be exercised including and others including: a) other people b) the handler c) the environment d) equipment and material for the animal(s).	
	10.3	State the reasons for accurate recording and reporting of the exercise taken and enrichment activities.	
11. Know the potential risks to animals and handlers regarding bio security and infection control.	11.1	Describe the potential risks to animals, handlers and others regarding: a) bio security b) infection control c) disease control.	

Unit 212

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Unit 213

TITLE	Train animals through basic training programmes	Learner's name
UAN REFERENCE	M/502/1655	
LEVEL	2	
CREDIT LEVEL	5	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to train animals in basic principles by following a training plan and reporting on progress against the objectives set out in the plan.</p> <p>Training in basic principles could include routine training of pets and/or working animals such as guide dogs, hearing dogs or other animals such as falcons.</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. The animal may be known to the learner. The same animal may be used at several stages over time depending on the species being trained.</p> <p>This units is concerned with initial training and not remedial training.</p> <p>Relationship to National Occupational Standards : AC5.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to train animals through basic training programmes.	1.1 Prepare the animal correctly for the training programme in the following ways (i) to meet physical needs (i.e. food, water, rest) (ii) to meet emotional/mental needs.	
	1.2 Identify and use the resources that are necessary for the planned training activity including (i) training environment (ii) equipment (iii) personnel.	

Unit 213

	<p>1.3 Undertake training activities and use methods which are in accordance with the training programme including the following:</p> <ul style="list-style-type: none">(i) handling(ii) obedience(iii) specific objectives.	
	<p>1.4 Monitor the mental condition and physical behaviour of the animal throughout the training and use the results to modify the training programme.</p>	
	<p>1.5 Handle the animal correctly throughout the training in a way that promotes the animal's health and welfare.</p>	
	<p>1.6 Report accurately to relevant people progress towards achieving training objectives.</p>	
	<p>1.7 Take the appropriate remedial action when training activities, methods or resources are found to be inappropriate.</p>	

Unit 213

2. Be able to work safely.	2.1 Work in a way which maintains health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements.	
3. Know how to train animals through basic training programmes.	3.1 State how training activities can affect the mental condition and behaviour of an animal.	
	3.2 State the difference between basic discipline training and training for specific activities and how this may affect the training programme as a whole.	
	3.3 Describe how to prepare animals for training and how this differs according to the animal, the environment and the training activity to be undertaken.	
	3.4 State the signs which indicate mental condition and physical behaviour of the breed of animals.	

Unit 213

	3.5 Describe how to assess an animal's confidence levels and how this is related to performance.	
	3.6 State the importance of accurately assessing animal behaviour and condition before and during training activities and taking appropriate action.	
	3.7 Describe how to handle the animal concerned for the safety of the animal, self and others and to enable objectives to be met.	
	3.8 Describe how to provide positive reinforcement to the animal and why this is important.	
	3.9 Describe how to assess progress towards objectives and why this should be reported.	
	3.10 State the actions that should be taken if the training activities, resources or methods are inappropriate.	

Unit 213

4. Know relevant health and safety legislation.	4.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements.	
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Learner's signature

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Unit 214

TITLE	Contribute to the evaluation and implementation of basic animal training programmes	Learner's name
UAN REFERENCE	T/502/1611	
LEVEL	2	
CREDIT LEVEL	3	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to contribute in the evaluation and implementation of basic animal training programmes for basic discipline or to meet specific objectives which may be for show or demonstration work. The learner will monitor the progress of the training programme and suggest modifications as necessary. For this unit, basic discipline means training in basic handling and for obedience. Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. The animal may be known to the learner. The same animal may be used at several stages over time depending on the species being trained.</p> <p>Relationship to National Occupational Standards : AC5.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to contribute to the evaluation and improvement of basic animal training programmes.	1.1 Regularly review the animal's progress towards the training targets.	
	1.2 Actively seek the views of others involved in the training and handling of the animal and use them to inform the evaluation.	
	1.3 Provide clear and accurate information regarding the animal's progress and any conclusions drawn.	

Unit 214

	1.4	Report the results of your findings to the person responsible for the training programme at the times specified in the training programme.	
	1.5	Make recommendations for modifications to the targets.	
	1.6	Implement agreed changes to the training targets and methods as specified in the training programme and regularly monitor and report progress.	
2. Be able to work safely.	2.1	Work in a way which maintains health and safety and animal welfare, and is consistent with current, relevant legislation and codes of practice.	
3. Know how to contribute to the evaluation and improvement of basic animal training programmes.	3.1	State why regular review and reporting are important and to whom reports should be made.	

Unit 214

	<p>3.2 Describe the factors that can influence an animal's achievement of the training targets.</p>	
	<p>3.3 Describe the indicators that training targets may not be suitable for the animal and how to recognise them covering:</p> <ul style="list-style-type: none">(i) targets are set at too difficult a level for the animal to achieve(ii) targets are set too low(iii) the animal shows more potential in another area.	
	<p>3.4 Describe how training can be modified to improve its outcomes for the animal.</p>	
	<p>3.5 State why it is important to report progress and problems to the person responsible for the training programme, and not implement modifications oneself.</p>	

Unit 214

4. Know relevant health and safety legislation and environmental good practice.	4.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements.	
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Unit 215

TITLE	Welcome, receive and care for visitors to sites	Learner's name
UAN REFERENCE	A/502/1609	
LEVEL	2	
CREDIT VALUE	3	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to deal with visitors to sites. It covers caring for and monitoring the behaviour of visitors in the workplace, and providing them with information. Workplaces may be open to the public or may be organisations to which visitors are invited or where officials have the right of access.</p> <p>Learners should be aware of their limitations and should not put themselves in potentially dangerous situations to achieve this unit, Simulation will not be acceptable.</p> <p>Relationship to National Occupational Standards : AC6</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to welcome and receive visitors.	1.1 Keep the area in a state of readiness to receive visitors safely.	
	1.2 Greet and communicate with visitors in an appropriate manor.	
	1.3 Identify and report inappropriate visitors.	

Unit 215

	1.4 Work in a way which promotes health and safety, is consistent with relevant legislation and codes of practice.	
2. Be able to care for visitors.	2.1 Care for visitors in accordance with their needs and relevant policies.	
	2.2 Refer visitors to the appropriate source of information.	
	2.3 Manage visitors to the site in a way which is consistent with its purpose and condition, and in a manner which promotes their own safety and security.	
3. Know how to welcome and receive visitors.	3.1 State the preparations required for the arrival of visitors covering groups and individuals.	
	3.2 Outline the importance of creating a positive first impression and how this is achieved.	

Unit 215

	3.3 Describe how to recognise those visitors who should not be on the site and understand the limitations and the dangers in being able to deal with them.	
	3.4 List potential sources of information for visitors covering groups and individuals.	
	3.5 Describe effective methods of communicating to groups and individuals.	
4. Know how to care for visitors.	4.1 Outline how to monitor visitors' needs and when to intercept to offer help.	

Unit 215

1	<p>4.2 Describe how the purpose of the site can be maintained whilst accommodating the needs and security of visitors covering all of the following:</p> <ul style="list-style-type: none"> (i) supporting visitors in terms of their safety and welfare (ii) providing information to visitors (iii) caring for the environment (e.g. by restricting access) (iv) maintaining the bio-security of the site (v) maintaining the welfare of the animals. 	
5. Know the relevant health and safety procedures.	5.1 Describe how bio-security and welfare can be maintained on sites open to visitors.	
	5.2 Outline organisational policy on health and safety and confidentiality and how this can be maintained.	

Unit 215

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Unit 216

TITLE	Carry out reception duties	Learner's name
UAN REFERENCE	M/502/1655	
LEVEL	2	
CREDIT LEVEL	2	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to carry out reception duties. The unit covers the important skills of welcoming and receiving people, handling enquiries and making appointments. Dealing with members of the public in a polite manner, whilst questioning them to find out what they require.</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.</p> <p>Relationship to National Occupational Standards : AC7.1/2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will be:	The learner can:	
1. Be able to attend to clients' enquiries and appointments.	1.1 Deal with all enquiries politely and appropriately.	
	1.2 Identify the purpose of the enquiry accurately.	
	1.3 Refer enquiries which cannot be dealt with promptly to the relevant person for action.	

Unit 216

	1.4 Record messages and appointment details accurately and pass them to the relevant person at the right time.	
	1.5 Give clear and accurate information to clients and colleagues.	
	1.6 Schedule appointments taking into account the needs of the client and the organisation.	
	1.7 Confirm the availability of services, where necessary with relevant colleagues.	
	1.8 Maintain confidentiality of the organisation and clients.	
	1.9 Work in a way which promotes health and safety, is consistent with relevant legislation and codes of practice.	

Unit 216

2. Know how to attend to clients and their enquiries.	2.1	State the importance of communicating effectively.	
	2.2	Explain the importance of taking messages, making appointments and passing them on to the right person.	
	2.3	Outline the importance of confidentiality and procedures for handling and what may happen if it is broken.	
	2.4	State how to ask relevant questions and identify when to refer to senior colleagues.	
	2.5	Describe the services available, their duration and cost.	
	2.6	Describe the appropriate use of written, verbal (face to face, telephone), non-verbal and electronic methods of communication.	

Unit 216

	2.7 Identify the limits of authority when attending to people and enquiries.	
	2.8 Describe how to recognise and respond to distressed and agitated clients.	

Learner's signature

I confirm that the evidence above is all my own work

..... Date

Assessor's name

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

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Internal verifier's signature (if sampled)

.....Date.....

Unit 217

TITLE	Handle payments from clients	Learner's name
UAN REFERENCE	Y/502/1018	
LEVEL	2	
CREDIT LEVEL	2	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to handle payments from clients. It covers taking payments from clients, following the correct processing procedures, checking payment methods and identifying discrepancies. It includes how to deal with invalid payment methods and payment disputes, record keeping and effective communication. Simulation will not be acceptable.</p> <p>Relationship to National Occupational Standards : AC7.3</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to handle payments from clients.	1.1 Communicate with the client in a courteous manner.	
	1.2 Give details of the appropriate costs to the client, differentiating between actual and estimated costs.	
	1.3 Establish the client's method of payment and check payments are correct.	
	1.4 Complete relevant documents appropriately, give the correct change and issue receipts as required.	

Unit 217

	<p>1.5 Identify and report discrepancies which cannot be resolved promptly to the relevant person.</p>	
	<p>1.6 Manage cash point appropriately and maintain security procedures at all times.</p>	
<p>2. Know how to handle payments from clients correctly.</p>	<p>2.1 State what may happen if they fail to follow payment procedures.</p>	
	<p>2.2 Outline why it is important to communicate effectively with clients.</p>	
	<p>2.3 Describe possible methods of payment and identify which are acceptable within the organisation covering all of the following:</p> <ul style="list-style-type: none"> (i) cash and cash equivalents (ii) cheque (iii) payment cards. 	

Unit 217

	<p>2.4 Describe the procedures for processing payments and state what constitutes an invalid payment covering all the following:</p> <ul style="list-style-type: none">(i) invalid currency(ii) invalid card(iii) suspected fraudulent use of payment card(iv) payment disputes.	
	<p>2.5 State the procedures to be followed when fraudulent payment is suspected.</p>	
	<p>2.6 Identify the limits of authority for dealing with discrepancies.</p>	

Unit 217

Learner's signature

I confirm that the evidence above is all my own work

..... Date

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.....Date.....

Unit 218

TITLE	Prepare and groom dogs prior to bathing	Learner's name
UAN REFERENCE	A/502/1691	
LEVEL	2	
CREDIT LEVEL	4	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to prepare and bathe dogs. During these processes, the learner will look for and recognise signs of infestation and take the appropriate action. This may mean using an appropriate shampoo or treatment if this has already been agreed with the client or taking steps to obtain authorisation to do so.</p> <p>Simulation will not be acceptable were the unit is included in qualifications which verify competent performance.</p> <p>Relationship to National Occupational Standards : AC8.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to assess the dog prior to bathing.	1.1 Confirm that the environment and the equipment to be used is clean, ready for use and is secure and safe for both themselves and the dog.	
	1.2 Handle dogs in a manner that promotes their confidence and co-operation and the health and safety of all throughout.	
	1.3 Report promptly to the appropriate person when examination of the coat reveals an abnormal condition.	

Unit 218

<p>2. Be able to remove excess hair, knots and tangles prior to bathing.</p>	<p>2.1 Select and use techniques and equipment appropriate to the dog's coat type and condition and for the style that is to be achieved, to include the following coat types.</p> <ul style="list-style-type: none"> (i) Wool. (ii) Wire. (iii) Silk. (iv) Double. (v) Smooth. 	
	<p>2.2 Select and use 3 of the following techniques and equipment in a manner that minimises discomfort and stress for the dog.</p> <ul style="list-style-type: none"> (i) Comb and brush. (ii) Scissors or thinning scissors. (iii) Clippers. (iv) By hand or stripping tools. (v) De-matting tools. 	
	<p>2.3 Trim excess hair to avoid the occurrence of friction burns and knots to maximise the dog's comfort and hygiene.</p>	

Unit 218

	2.4 Keep accurate records on the techniques and equipment used, and the dog's condition.	
	2.5 Communicate with clients and colleagues on the animal's care requirements.	
3. Be able to work safely and minimise environmental damage.	3.1 Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements.	
	3.2 Carry out work in a manner which minimises environmental damage.	
	3.3 Dispose of waste safely and correctly.	

Unit 218

4. Know how to remove excess hair, knots and tangles prior to bathing.	4.1 Describe how the coat type and style to be achieved affect the methods of preparing coats and equipment that should be used. (i) Wool. (ii) Wire. (iii) Silk. (iv) Double. (v) Smooth.	
	4.2 Describe all the equipment used for removing knots, tangles and dead hair, and explain the correct selection and techniques for their use. (i) Comb and brush. (ii) Scissors or thinning scissors. (iii) Clippers. (iv) By hand or stripping tools. (v) De-matting tools.	
	4.3 Describe the techniques used to groom out a coat, removing knots, tangles and dead hair without injuring or causing distress to the dog.	

Unit 218

	4.4 State why clipping off and rough trimming are sometimes necessary and why the age of the dog may influence the decision.	
	4.5 Describe how to judge the correct amount of hair to be clipped/scissored off and why it is important not to remove too much.	
	4.6 Explain why particular care is required when removing excess hair from around eyes and ears.	
	4.7 List the steps that should be taken in the event of accidentally cutting the dog or self.	
	4.8 Describe how friction burns occur during grooming and how they can be avoided.	
	4.9 Outline the importance of removing excess hair for the dog's hygiene.	

Unit 218

	4.10 Explain why it is important to keep accurate records of the techniques and equipment used.	
	4.11 Explain the importance of communication with colleagues and clients.	
5. Know how to assess the dog prior to bathing.	5.1 State why it is important to approach and handle dogs in a manner that promotes their confidence and co-operation and the health and safety of all.	
	5.2 Describe the normal signs of health and the signs that indicate that the dog should be referred to a veterinary surgeon.	
	5.3 Describe the signs of abnormal conditions such as parasites and lesions.	
6. Know relevant health and safety legislation and environmental good practice.	6.1 Outline the current health and safety, animal welfare legislation, codes of practice and any additional requirements	

Unit 218

	6.2 Describe how environmental damage can be minimised.	
	6.3 Describe the correct methods for disposing of waste.	

Learner's signature

I confirm that the evidence above is all my own work

..... Date

Assessor's name

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Internal verifier's signature (if sampled)

.....Date.....

Unit 219

TITLE	Bathe and clean dogs	Learner's name
UAN REFERENCE	A/502/1691	
LEVEL	2	
CREDIT VALUE	3	
<p>The aim of this unit is to provide the learner with the knowledge and skills required for bathing and cleansing a dogs coat and skin by selecting the correct products for the coat type and the correct product usage. The unit covers safe handling techniques, preparation of the environment, basic dog anatomy and physiology. Simulation will not be acceptable. Relationship to National Occupational Standards : AC8.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will be able to:	The learner can:	
1. Bathe and clean dogs' coat and skin.	1.1 Identify any factors in the environment that pose threats to health, safety and security and report to the appropriate person, taking remedial action where possible.	
	1.2 Select cleansing products appropriate to the dog's coat type, condition and client preferences: (i) normal shampoos (ii) anti-parasitic shampoos (iii) conditioners.	
	1.3 Handle dogs in a manner that promotes their confidence and co-operation and the health and safety of all throughout.	

Unit 219

	1.4 Examine the coat and where an abnormal condition appears seek advice from the appropriate person.	
	1.5 Dilute cleansing products according to the manufacturers' instructions and use them with water at the correct temperature and rate of water flow.	
	1.6 Externally check anal sacs and report any physical abnormalities to the appropriate person.	
	1.7 Remove dirt and debris from between the toes and pads.	
	1.8 Clean the coat and skin thoroughly in a manner that minimises distress to the dog and promotes the health and safety of all throughout: (i) wool (ii) wire (iii) silk (iv) double (v) smooth.	

Unit 219

	1.9	Take the appropriate corrective action immediately should cleansing products enter the eyes, mouth or ears of the dog.	
	1.10	Rinse all residues from the coat and skin where appropriate and remove excess water from the coat prior to drying.	
	1.11	Complete accurate records on the techniques and materials used.	
	1.12	Communicate with clients and colleagues on the dog's care requirements.	
2. Be able to select, use and maintain relevant equipment.	2.1	Confirm that the environment and the equipment to be used is clean, ready for use and is secure and safe for both themselves and the dog.	
	2.2	Select and use equipment according to relevant legislation and instructions.	

Unit 219

	2.3 Use the correct protective equipment and clothing in accordance with guidelines and organisational policy.	
	2.4 Prepare, maintain and store equipment in a safe and effective working condition.	
3. Be able to work safely and minimise environmental damage.	3.1 Work in a way which maintains health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements.	
	3.2 Carry out work in a manner which minimises environmental damage.	
	3.3 Dispose of waste safely and correctly.	
4. Know how to remove excess hair, knots and tangles prior to bathing and grooming.	4.1 State why it is important to approach and handle dogs in a manner that promotes their confidence and co-operation and the health and safety of all throughout.	

Unit 219

	<p>4.2 Describe the different types of cleansing products available, their purposes and the types of coat and conditions for which they are suitable:</p> <ul style="list-style-type: none">(i) normal shampoos(ii) anti-parasitic shampoos(iii) conditioners.	
	<p>4.3 Describe how coat type and the condition of the coat and skin affect the cleansing products that should be used:</p> <ul style="list-style-type: none">(i) wool(ii) wire(iii) silk(iv) double(v) smooth.	
	<p>4.4 State the importance in following manufacturers' instructions regarding dilution of cleansing products, how to correctly interpret these instructions, and the possible consequences of not doing so.</p>	
	<p>4.5 State why it is important to obtain authorisation from the client or a senior colleague before using anti-parasitic products.</p>	

Unit 219

	4.6 Describe how to carry out an external examination of anal sacs, what is normal, when expression may be necessary, and explain why it is done and the possible consequences of doing it incorrectly or ignoring their poor condition.	
	4.7 State the importance and methods of preventing solutions entering the dog's eyes, mouth and ears and explain why it is important to tell the client if this happens.	
	4.8 Describe how to check that all residues have been rinsed from the coat and skin unless contra-indicated by manufacturers' instructions.	
	4.9 Describe the methods to remove excess water from the dog prior to drying and why it is important to do this.	
	4.10 Describe basic dog anatomy and physiology sufficient to be able to identify abnormalities.	
	4.11 Describe the signs and symptoms of basic skin problems and infestations.	

	4.12 State why it is necessary to check the anal glands, eyes, ears, skin, teeth and gums.	
	4.13 State the limits of the groomer's role when informing clients of possible abnormalities and conditions (i.e. not diagnosing) and the importance of referring clients to a veterinary surgeon.	
	4.14 Describe the records that should be kept and the reasons for doing so.	
5. Know the types of equipment required and how to maintain them.	5.1 Describe the equipment which will be required for the activity.	
	5.2 Describe the methods of maintaining the range of equipment.	

Unit 219

6. Know relevant health and safety legislation and environmental good practice.	6.1	Outline the current health and safety, animal welfare legislation, codes of practice and any additional requirements.	
	6.2	Describe how environmental damage can be minimised.	
	6.3	Describe the correct methods for disposing of waste.	
	6.4	Explain the records required for management and legislative purposes and the importance of maintaining them.	
	6.5	State the protective equipment and clothing required when bathing a dog, and explain its purpose and correct use.	
	6.6	Describe the potential threats to health, safety and security in a bathing area and steps that should be taken to minimise the threats.	

Unit 219

Learner's signature

I confirm that the evidence above is all my own work

..... Date

Assessor's name

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Signed.....Date

Internal verifier's signature (if sampled)

.....Date.....

Unit 220

TITLE	Prepare and groom animals	Learner's name
UAN REFERENCE	L/502/1694	
LEVEL	2	
CREDIT VALUE	4	
<p>Simulation will not be acceptable. The aim of this unit is to provide the learner with the knowledge and skills required to groom animals for their health and welfare. The grooming described in this unit is necessary for maintaining the health and welfare of animals on a day-to-day basis. This unit is designed to be applicable to working with all types of animals that need to be groomed. These may include furred animals such as, cats, rabbits and guinea pigs as well as livestock. A separate specialist unit has been developed for the dog grooming industry. The unit does not cover enabling animals to groom themselves as this is covered in a separate unit. Relationship to National Occupational Standards : AC9</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to assess the animal prior to grooming.	1.1 Confirm that the environment and the equipment to be used is clean, ready for use and is secure and safe for both themselves and the animal.	
	1.2 Handle animals in a manner that promotes their confidence and co-operation and health and safety of all throughout.	
	1.3 Report promptly to the appropriate person when examination of the animal reveals an abnormal condition.	

2. Be able to prepare and groom animals.	2.1	Select and use equipment and materials which is appropriate to the animal and its care requirements.	
	2.2	Prepare the animal ready for grooming using the correct techniques and equipment. Preparation to include: (i) remove excess hair, knots and tangles (ii) clean the animal's coat and skin (iii) remove dirt and debris from feet.	
	2.3	Groom the animal using the correct methods.	
	2.4	Observe the condition of the animal during the process and report any changes to the appropriate person.	
	2.5	Communicate with others on the animal's care requirements.	

Unit 220

	2.6	Keep accurate records on the techniques and materials used to care for the animal.	
3. Be able to work safely and minimise environmental damage.	3.1	Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements.	
	3.2	Carry out work in a manner which minimises environmental damage.	
	3.3	Dispose of waste safely and correctly.	
4. Know how to prepare and groom animals.	4.1	State why it is important to approach and handle animals in a manner that promotes their confidence, co-operation, health and safety.	
	4.2	Describe how the type of animal affects the method of preparing for grooming and the equipment that should be used.	

Unit 220

	<p>4.3 Describe how to prepare animals for grooming covering all of the following methods:</p> <ul style="list-style-type: none">(i) remove excess hair, knots and tangles(ii) clean the animal's coat and skin(iii) remove dirt and debris from feet.	
	<p>4.4 Describe different methods used for grooming the animals.</p>	
	<p>4.5 State why particular care is required when working on specific areas of the animal.</p>	
	<p>4.6 List the steps that should be taken in the event of accidentally damaging the animal.</p>	
	<p>4.7 State why it is important to communicate the animals care requirements.</p>	

Unit 220

	<p>4.8 Describe the limits of groomer's role when identifying possible abnormalities and conditions (i.e. not diagnosing) and the importance of referring to a veterinary surgeon.</p>	
	<p>4.9 State why it is important to keep accurate records of the care provided to the animal.</p>	
<p>5. Know how to assess the animal prior to grooming.</p>	<p>5.1 Describe the normal signs of health and the signs indicating that the animal should be referred to a veterinary surgeon.</p>	
	<p>5.2 Describe basic animal anatomy and physiology sufficient to identify abnormalities.</p>	
	<p>5.3 Explain the signs and symptoms of basic skin problems and infestations.</p>	
<p>6. Know relevant health and safety legislation and environmental good practice.</p>	<p>6.1 Outline the current health and safety animal welfare legislation, codes of practice and any additional requirements.</p>	

Unit 220

	6.2 Describe how environmental damage can be minimised.	
	6.3 Describe the correct methods for disposing of waste.	
7. Know the types of equipment required and how to maintain them.	7.1 Describe the equipment and materials which will be required for the activity.	
	7.2 Describe methods of maintaining the range of equipment used.	
	7.3 Explain the importance of following manufacturers' instructions regarding the use of equipment and products, how to correctly interpret these instructions, and the possible consequences of not doing so.	

Unit 220

Learner's signature

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..... Date

Assessor's name

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Internal verifier's signature (if sampled)

.....Date.....

Unit 221

TITLE	Dry dogs and prepare their coat for styling	Learner's name
UAN REFERENCE	K/502/1704	
LEVEL	3	
CREDIT VALUE	3	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to dry and prepare dogs' coat and skin using the appropriate techniques, equipment and products. Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Relationship to National Occupational Standards :AC28</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will be able to :	The learner can:	
1. Dry dogs and prepare their coats for styling.	1.1 Confirm that the environment and the equipment to be used is clean, ready for use and is secure and safe for both you and the dog.	
	1.2 Use correct techniques to prepare the dogs for the following styles for drying: (i) clipped (ii) scissored (iii) parted (iv) natural.	

Unit 221

	<p>1.3 Use at least two types of drying equipment and techniques that are suitable for the dog, its coat type, condition and the style that is to be achieved:</p> <ul style="list-style-type: none">(i) cabinet(ii) blaster(iii) blow dryer.	
	<p>1.4 Handle dogs in a manner that promotes their confidence and co-operation and the health and safety of all throughout.</p>	
	<p>1.5 Identify any abnormal conditions during drying and seek advice from the appropriate person.</p>	
	<p>1.6 Establish the correct drying temperature and velocity and monitor these regularly during the drying process.</p>	
	<p>1.7 Recognise when the temperature, velocity or drying technique appears to be causing distress or harm to the dog and implement the appropriate action.</p>	

Unit 221

	1.8	Brush the coat during drying to achieve the correct finish appropriate to the style that is to be achieved.	
	1.9	Check the coat to confirm that it is completely dry and free from tangles and knots.	
	1.10	Remove debris and excess hair from the ear canal, where appropriate, in a manner that minimises distress to the dog.	
2. Be able to clip nails.	2.1	Cut nails accurately at the correct point using the correct equipment, where appropriate.	
3. Be able to return dogs to the waiting area.	3.1	Return the dog to the correct location to await collection or further grooming.	
4. Be able to communicate with clients and colleagues.	4.1	Communicate with clients and colleagues to discuss the animal's care requirements.	

Unit 221

<p>5. Be able to maintain and use relevant equipment.</p>	<p>5.1 Ensure equipment is prepared, used and maintained in a safe and effective condition throughout.</p>	
<p>6. Be able to promote health and safety and environmental good practice.</p>	<p>6.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements.</p>	
	<p>6.2 Ensure work is carried out in a manner which minimises environmental damage.</p>	
	<p>6.3 Manage and dispose of waste in accordance with legislative requirements and codes of practice.</p>	
	<p>6.4 Provide clear and accurate information for recording purposes.</p>	
	<p>6.5 Conduct a risk assessment to identify any risks to themselves or the animal.</p>	

Unit 221

	<p>6.6 Use the correct protective equipment and clothing in accordance with manufacturers' guidelines and organisational policy.</p>	
<p>7. Understand how to dry dogs and prepare their coats for styling.</p>	<p>7.1 Explain why it is important to approach and handle dogs in a manner that promotes their confidence and co-operation.</p>	
	<p>7.2 Explain how coat type and the condition of the coat and skin affect the drying techniques and equipment that can be used:</p> <ul style="list-style-type: none"> (i) wool (ii) wire (iii) silk (iv) double (v) smooth. 	
	<p>7.3 Explain how the style that is to be achieved affects the selection of drying techniques and equipment.</p> <ul style="list-style-type: none"> (i) clipped (ii) scissored (iii) parted (iv) natural. 	

Unit 221

	<p>7.4 Describe the different types of drying equipment available, their purposes and to which dog and coat types they are most suited:</p> <ul style="list-style-type: none">(i) cabinet(ii) blaster(iii) blow dryer.	
	<p>7.5 Explain how drying technique, equipment and brushing during drying affect the finish.</p>	
	<p>7.6 State the correct temperature and velocity of drying equipment, how to adjust them and the potential dangers of incorrect setting.</p>	
	<p>7.7 Describe the signs of distress in dogs and the action that should be taken when these are observed.</p>	
	<p>7.8 Explain how to identify when coats are completely dry and the potential consequences of not drying a dog properly.</p>	

Unit 221

	7.9 Explain what heat stress and brush burn are, their signs, causes and how to prevent them happening.	
	7.10 Explain how to identify abnormal conditions of the coat and skin, why it is important to do so.	
8. Understand the reasons for maintaining equipment.	8.1 Explain the importance and methods of maintaining equipment for use.	
9. Understand relevant health and safety legislation and environmental good practice.	9.1 Summarise current health and safety, animal welfare legislation, codes of practice and any additional requirements.	
	9.2 Describe the possible environmental damage that could occur and how to respond appropriately.	
	9.3 Explain the correct and appropriate methods for disposing of waste.	

Unit 221

	9.4. Explain the records required for management and legislative purposes and the importance of maintaining them.	
	9.5 Describe the potential threats to health, safety and security in a bathing area (such as slippery floors/surfaces, electricity) and steps that should be taken to minimise the threats.	

Learner's signature

I confirm that the evidence above is all my own work

..... Date

Assessor's name

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Signed.....Date

Internal verifier's signature (if sampled)

.....Date.....

Unit 222

TITLE	Communicate information within the workplace	Learner's name
UAN REFERENCE	Y/502/1195	
LEVEL	3	
CREDIT LEVEL	2	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to communicate information within the workplace. It is about maintaining the 'flow' of information internally and externally to the organisation. It will entail passing on messages accurately, receiving and forwarding on information. Simulation will not be acceptable. Please refer to Lantra's Assessment Strategy for further guidance. Relationship to National Occupational Standards : CU7.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to receive information within the workplace.	1.1 Identify information required, timescales and source.	
	1.2 Request information using appropriate methods.	
	1.3 Receive and record information accurately according to organisational requirements.	

Unit 222

2. Be able to transmit information within the workplace.	2.1 Transmit information accurately and timely and using appropriate methods.	
	2.2 Confirm receipt of information.	
3. Understand how to receive and transmit information within the workplace.	3.1 Explain the types of information, purposes and the level of detail which may be required and the timescale within which it must be obtained.	
	3.2 Explain the different methods for communicating information and the ways it may need to be adapted to suit the audience.	
	3.3 Give examples of when information may be required urgently.	
	3.4 Explain why it is important to take messages accurately and the potential effects of not doing so.	

Unit 222

	3.5 Explain the importance of confirming information and why this should be acknowledged and accurately recorded.	
	3.6 Explain the situations in which confidentiality needs to be maintained.	
4. Understand the relevant legislation in receiving and sending information.	4.1 Summarise the legislation which relates to communicating information within the workplace.	

Learner's signature

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Internal verifier's signature (if sampled)

.....Date.....

UNIT 223

TITLE	Maintain and store records within the workplace	Learner's name
UAN REFERENCE	D/502/1196	
LEVEL	3	
CREDIT VALUE	2	
<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. Simulation will not be acceptable.</p> <p>Relationship to National Occupational Standards : CU7.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to maintain and store records within the workplace.	1.1 Identify records and check that they are suitable to their intended purpose.	
	1.2 Make entries into records that are accurate and complete.	
	1.3 Transfer records where appropriate and accurately record information as necessary.	
	1.4 Store confidential records in a safe location in accordance with organisational and legislative requirements.	

Unit 223

	1.5 Re-file records correctly after use, where applicable.	
	1.6 Where necessary take the appropriate action to resolve any errors or mistakes which are discovered in the records.	
2. Understand how to maintain and store records within the workplace.	2.1 Explain the different types of records and systems used for record keeping within the industry.	
	2.2 Explain the responsibility in maintaining, handling and storing records under current legislation.	
	2.3 Explain the records which are confidential or commercially sensitive and how to deal with these.	
	2.4 Outline the correct method and language in which records must be completed within the industry.	

Unit 223

	2.5	Explain the importance of accurate record keeping for production purposes and organisational effectiveness.	
	2.6	Explain the procedures for transferring records.	
	2.7	Explain the types of problems which may occur during the maintenance of records and how these should be resolved.	

Learner's signature

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..... Date

Assessor's name

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Unit 224

TITLE	Prepare feed for animals	Learner's name
UAN REFERENCE	L/502/1467	
LEVEL	2	
CREDIT VALUE	2	
<p>The aim and purpose of this unit is to provide the learner with the knowledge and skills required to prepare feed for animals. When preparing feed consideration must be made with regard to personal hygiene and hygienic use of equipment and utensils.</p> <p>Relationship to National Occupational Standards : CU33.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to prepare feed for animals.	1.1 Use correct personal hygiene procedures before and after preparing animal feed.	
	1.2 Prepare the correct amount of animal feed according to feeding plans in a way that minimises wastage.	
2. Be able to work safely and minimise environmental damage.	2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.	

Unit 224

	2.2 Dispose of waste and animal feed safely and correctly.	
3. Be able to select, use and maintain relevant equipment.	3.1 Select appropriate materials and equipment for this area of work.	
	3.2 Use the appropriate equipment and utensils in a hygienic way consistent with legal and organisational requirements.	
	3.3 Prepare, maintain and store materials and equipment in a safe, hygienic and effective condition.	
4. Know how to prepare feed for animals.	4.1 Describe the importance of personal hygiene and health and safety in preparing animal feed.	
	4.2 Describe the different types of feed that are available and how to prepare these, covering: (i) fresh (ii) frozen (iii) dried (iv) tinned.	

Unit 224

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

Unit 224

Learner's signature

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UNIT 225

TITLE	Provide feed and water to animals	Learner's name
UAN REFERENCE	D/502/1473	
LEVEL	2	
CREDIT VALUE	3	
<p>The aim and purpose of this unit is to provide the learner with the knowledge and skills required to provide feed and water to animals by selecting the correct feed and supplying clean, fresh water according to the feed plan. Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Relationship to National Occupational Standards : CU33.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to provide feed and water to animals.	1.1 Select the correct feed according to the animals' feeding plan.	
	1.2 Prepare feed correctly and hygienically.	
	1.3 Provide feed in a manner which gives each animal the opportunity to obtain its food and maintains it's health and welfare.	

Unit 225

	1.4 Supply clean, fresh water to the animals according to their needs.	
	1.5 Provide clear and accurate information for recording purposes.	
2. Be able to select, use and maintain relevant equipment.	2.1 Select appropriate equipment for this area of work.	
	2.2 Prepare, maintain and store equipment in a safe and effective working condition.	
3. Be able to work safely.	3.1 Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements.	
	3.2 Dispose of waste safely and correctly.	

Unit 225

4. Know how to provide feed and water to animals.	4.1	Describe the purpose of a feeding plan.	
	4.2	Describe different types of feed and feed quality for 3 different purposes.	
	4.3	Outline the importance of providing fresh water to animals.	
	4.4	Describe normal feeding and drinking behaviour of animals and how to identify signs of abnormality.	
	4.5	Outline correct storage and use of equipment and feedstuffs.	
	4.6	Describe potential difficulties and risks that may arise during the feeding process and who to report them to.	

Unit 225

	4.7 Identify the types of records required and explain the importance of accurate record keeping.	
5. Know relevant health and safety legislation.	5.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements.	
	5.2 Describe the correct methods for disposing of waste.	
6. Know the types of equipment required and how to maintain them.	6.1 Describe the equipment which will be required for the activity.	
	6.2 Describe the methods of cleaning and maintaining the range of equipment hygienically.	

Unit 225

Learner's signature

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UNIT 226

TITLE	Handle animals to enable them to work effectively	Learner's name
UAN REFERENCE	F/502/1644	
LEVEL	2	
CREDIT LEVEL	6	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to handle animals to enable them to work. The learner will consider the methods of handling, control and encouragement in order to promote health and safety, animal welfare, the effects of the environment on the animal and the resources required.</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.</p> <p>Relationship to National Occupational Standards : CU41.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to handle animals to enable them to work effectively.	1.1 Correctly prepare the animal for work.	
	1.2 Move the animal and introduce it to the working environment in a manner which minimises stress.	
	1.3 Check that the following resources are suitable for the planned work: (i) equipment (ii) personnel (iii) environment.	

Unit 226

	<p>1.4 Maintain control of the animal in a way which is likely to optimise its performance, maintain its safety and minimise stress using the following control methods:</p> <ul style="list-style-type: none"> (i) verbal (ii) non-verbal. 	
	<p>1.5 Encourage the animal to perform to the best of its ability and offer the appropriate reward and praise.</p>	
	<p>1.6 Take the necessary action if the animal is not realising its potential or unexpected circumstances arise.</p>	
<p>2. Be able to work safely and minimise environmental damage.</p>	<p>2.1 Work in a way which maintains health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements.</p>	
<p>3. Know how to handle animals to enable them to work effectively.</p>	<p>3.1 Describe the different preparations which are necessary to enable the animal to work effectively in relation to its type, breed and the work which it has to do.</p>	

Unit 226

	3.2 Describe the methods of handling and moving animals which promote their health and welfare and minimise their stress.	
	3.3 Describe the resources which will be necessary for the work and how they should be used covering: (i) Equipment (ii) Personnel (iii) Environment.	
	3.4 Describe the aspects of the environment which may affect the animal and signs which indicate this.	
	3.5 Describe the limitations of the animal breed and of the particular animal concerned.	
	3.6 Describe methods of controlling the animal effectively in the situations in which it is being worked.	
	3.7 Describe how to encourage the animal to work effectively.	

Unit 226

	3.8 Describe the actions which may be necessary if the animal is not realising its potential or unexpected circumstances arise.	
4. Know relevant health and safety legislation and environmental good practice.	4.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements.	

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UNIT 227

TITLE	Care for animals after they have worked	Learner's name
UAN REFERENCE	F/502/1594	
LEVEL	2	
CREDIT LEVEL	4	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to care for animals after they have worked. It covers being able to assess the condition of animals after work and provide suitable care. Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Relationship to National Occupational Standards : CU42.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to care for animals after they have worked.	1.1 Prepare conditions ready to receive the animal following work.	
	1.2 Provide the following types of care for the animal to maintain and promote its health and welfare: (i) diet (ii) exercise (iii) appearance (iv) rest (v) health.	
	1.3 Assess the health and condition of the animal and take the appropriate action.	

Unit 227

	1.4 Re-establish the animal in its living conditions to ensure comfort and safety.	
2. Be able to work safely.	2.1 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.	
3. Know how to care for animals after they have worked.	3.1 Describe methods of assessing the health and condition of animals following work activity.	
	3.2 Describe the particular health and welfare requirements of animals following work activity covering: (i) diet (ii) exercise (iii) appearance (iv) rest (v) health.	
	3.3 Describe the living conditions which will promote the health and safety of the animal and any particular requirements for these following work.	

Unit 227

4. Know relevant health and safety legislation.	4.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements.	
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Learner's signature

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Unit 228

TITLE	Load and unload animals for transportation	Learner's name
UAN REFERENCE	K/502/1492	
LEVEL	2	
CREDIT VALUE	3	
<p>The aim of this unit is to provide the learner with the knowledge and skills needed to load and unload animals for transportation. It includes preparation of the transportation equipment, health and safety, legislation, maintaining the welfare of the animal throughout the process and effective communication.</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.</p> <p>Relationship to National Occupational Standards : CU48.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to prepare animals and transport.	1.1 Communicate effectively with colleagues.	
	1.2 Prepare the correct animals as instructed.	
	1.3 Prepare and make safe the appropriate transportation equipment covering: (i) cleanliness (ii) health and safety (iii) security (iv) removal of hazards.	

Unit 228

2. Be able to load and unload animals for transportation.	2.1 Load and unload the animals as required.	
3. Be able to work safely.	3.1 Work in a way which maintains health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements.	
4. Know how to prepare animals and transport.	4.1 Outline how to communicate effectively with colleagues.	
	4.2 Outline how to make the transportation method ready for animals including: cleanliness, health and safety, security and removal of hazards.	
5. Know how to load and unload animals for transport.	5.1 Describe how to prepare, load and unload animals safely and effectively minimising stress to the animal.	
	5.2 Describe how to approach, handle and restrain animals correctly minimising stress.	

Unit 228

	5.3 State the types of problems which should be reported, when and to whom	
6. Know the relevant legislation and codes of practice	6.1 Summarise the relevant legislation and codes of practice relating to health and safety and maintaining the welfare of animals.	

Learner's signature

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Unit 235

TITLE	Control a general purpose dog under operational conditions	Learner's name
UAN REFERENCE	Y/602/1921	
LEVEL	2	
CREDIT VALUE	4	
<p>This unit provides the knowledge, skills and understanding required to keep control of a general purpose dog under a range of different operational conditions. The learner will carry out patrols within designated areas with a dog. They will use a dog to control entry to premises, making sure that best use is made of the dog to respond to unauthorised entry. The learner will also apprehend suspects with the aid of a dog, ensuring that all lawful procedures are followed, particularly in relation to using a dog. The learner will also deal with, and report on, incidents involving a dog.</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to patrol designated areas with a dog	1.1 Describe how to ensure the welfare of the dog when carrying out patrols in relation to hazards and to whom these should be reported	
	1.2 Describe how to handle and control a dog during a patrol to make the best use of its senses	
	1.3 Follow instructions to carry out patrols, keeping the dog under control on the lead	

Unit 235

	1.4	Recognise and report any potential hazards to the dog to the appropriate person	
	1.5	Recognise when the dog's reactions indicate a possible threat to security and take appropriate action	
	1.6	Recognise and respond to changes that could affect the effectiveness of patrolling with a dog	
2. Be able to control entry to premises whilst handling a dog	2.1	Describe the organisation's policies, procedures and instructions when controlling entry to premises with a dog	
	2.2	Describe how to ensure the welfare of a dog when controlling entry to premises in relation to hazards and to whom these should be reported	
	2.3	Control the dog on the lead whilst carrying out patrols	
	2.4	Make sure the dog is securely confined when it is not being handled	
	2.5	Recognise when the dog's reactions indicate possible unauthorised action and take appropriate action	

Unit 235

2. cont	2.6 Make the best use of the dog to respond to unauthorised entry	
3. Be able to apprehend suspects with the aid of a dog	3.1 Describe situations when suspects are allowed to be apprehended and the limits of authority in doing so	
	3.2 Explain when and how reasonable force can be used to apprehend suspects and justify that force	
	3.3 Explain why it is important to preserve evidence and record accurate details at the time of a suspect being apprehended	
	3.4 Apprehend a suspect safely, following lawful procedures, particularly in relation to using a dog	
	3.5 Inform the relevant authority of actions as soon as possible	
	3.6 Reassure suspects of their safety as appropriate	

Unit 235

4. Be able to deal with incidents caused by dogs	4.1	State what are safe distances between dogs and people, and how to maintain them	
	4.2	Describe the types of injury caused by dogs and from where help can be obtained to treat an injured person	
	4.3	Control a dog promptly and safely after an incident	
	4.4	Take prompt and effective action to prevent any over aggressive behaviour by the dog	
	4.5	Contain an aggressive security dog using correct equipment following the organisational procedures	
	4.6	Report the action of a dog fully and as soon as practicable to the appropriate person	

Unit 235

Learner's signature

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Unit 236

TITLE	Prepare for and carry out searches using a dog	Learner's name
UAN REFERENCE	F/601/4106	
LEVEL	3	
CREDIT VALUE	3	
This unit is about preparing for and carrying out searches of custodial environments using a dog. The unit covers searching for people and items, or searching for substances.		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Understand the requirements for preparing for and carrying searches using a dog	1.1 Describe how to prepare for and carry out searches using a dog, including different search conditions and dealing with potential hazards	
	1.2 Outline why the area must be cleared of people not involved in the search, and why items which may be damaged by the dog must be removed and searched	
	1.3 Describe how to handle the dog, taking into consideration its character and nature	
	1.4 Describe the methods and procedures for maintaining communications with others during the search	

Unit 236

	1.5 Identify the relevant legislation, organisational procedures and health and safety policies	
	1.6 Describe the ways unauthorised items can be concealed and the ways in which people can hide, outlining the actions to take if any are found	
	1.7 Identify the different reports they are responsible for and the use of these reports inside and outside of the custodial establishment	
2. Be able to prepare for a search using a dog	2.1 Obtain the necessary information to carry out the search, identifying the area to be searched according to agreed procedures	
	2.2 Take appropriate action with regard to search conditions and any hazards present	
	2.3 Prepare the dog for the search	

	2.4	Clear the area of people not involved in the search and make the area accessible to the dog	
	2.5	Remove any items and equipment that might be damaged by the dog and search these for unauthorised items and substances	
	2.6	Give any missing or unauthorised person the opportunity to declare their position, taking appropriate action	
3. Be able to carry out a search using a dog	3.1	Handle and control the dog in a way that maintains its performance	
	3.2	Promote the health and safety of the dog, yourself and others through a cautious approach	
	3.3	Direct the dog to carry out a methodical and thorough search of the area in line with organisational procedures, giving the dog appropriate access and time	

	3.4 Take the appropriate action when the presence of unauthorised items, substances or people are indicated by the dog	
	3.5 Respect the rights of individuals throughout the search	
	3.6 Maintain the required communication with others during the search	

Unit 236

Learner's signature

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Unit 237

TITLE	Maintain and develop the performance of dogs	Learner's name
UAN REFERENCE	T/601/4104	
LEVEL	3	
CREDIT VALUE	4	
This unit is about maintaining the performance of dogs and developing them for their role in the organisation.		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Understand the principles of maintaining and developing the performance of dogs	1.1 Describe how to handle and control the dog during operational duties and training, maintaining its health, safety and welfare	
	1.2 Explain how to use dog handling equipment, including leads, collars and check chains	
	1.3 Describe how training can be used to improve fitness, responsiveness and operational performance	
	1.4 Specify the types of roles of dogs in the organisation and how to train for different roles	

Unit 237

	1.5 Outline health and safety requirements and animal welfare legislation and their responsibilities with regard to these	
2. Be able to maintain the performance of dogs	2.1 Prepare the dog for work	
	2.2 Handle and control the dog in way that maintains its performance and safety	
	2.3 Give clear commands to the dog, monitoring its responses and taking appropriate action	
	2.4 Use equipment correctly and effectively	
	2.5 Encourage the dog to perform well and offer appropriate reward and praise	
	2.6 Provide the dog with the necessary care to maintain its performance	
	2.7 Maintain the health and safety of themselves and others during the work	

Unit 237

3. Be able to maintain and develop the performance of dogs through training exercises	3.1	3.1 Develop the dog's performance through approved training exercises 3.2 3.3 3.4	
	3.2	Develop the dog appropriately for its role in the organisation	
	3.3	Monitor the dog's obedience by its response to commands and take the appropriate action if the dog does not respond appropriately	
	3.4	Maintain a relationship with the dog that encourages best performance	

Unit 237

Learner's signature

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Unit 238

TITLE	Carry out continuation training with a security dog	Learner's name
UAN REFERENCE	L/602/1916	
LEVEL	3	
CREDIT VALUE	4	
This unit is about maintaining the performance of dogs and developing them for their role in the organisation.		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to prepare a security dog for continuation training	1.1 Explain how training activities can affect the mental condition, physical condition and behaviour of a security dog	
	1.2 Explain how the preparation differs according to the security dog, the environment and the training to be undertaken	
	1.3 Prepare the security dog correctly for the training programme	
	1.4 Identify and use the resources that are necessary for the planned training activity	

Unit 238

2. Be able to maintain continuation training to achieve specific objectives	2.1 Undertake training activities and use methods which are in accordance with the training programme	
	2.2 Monitor the physical condition and behaviour of the security dog throughout the training and respond accordingly	
	2.3 Handle the animal correctly throughout the training in a way that promotes the dog's health and welfare	
	2.4 Report accurately to relevant people, and record information, on progress towards achieving training objectives	
	2.5 Identify action to be taken if resources are inappropriate or if training objectives are not met	
	2.6 Explain how to assess a dog's confidence levels and how this is related to performance	
	2.7 Explain how to provide positive reinforcement to the security dog and why this is important	

Unit 238

Learner's signature

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Unit 239

TITLE	Operate radio communications equipment	Learner's name
UAN REFERENCE	A/601/5982	
LEVEL	2	
CREDIT VALUE	2	
This unit is about maintaining the performance of dogs and developing them for their role in the organisation.		

1. Understand organisational procedures for transmitting and receiving radio communications	1.1 Give examples of agreed vocabulary and etiquette	
	1.2 Describe the procedures for operating radio equipment in own organisation	
	1.3 Explain how to transmit and receive radio communications	
	1.4 Describe own organisation's requirements for recording and retaining communications	
	1.5 Explain the reasons for using earphones when operating equipment within an event space	
2. Know how to report difficulties or faults	2.1 Describe own organisation's requirements for reporting difficulties or faults	
3. Be able to transmit and receive radio communications	3.1 Operate radio equipment in line with manufacturer's and own organisation's instructions	
	3.2 Use agreed vocabulary and etiquette	
	3.3 Use channels and frequency that comply with statutory regulations	

	3.4 Comply with regulations and own organisation's procedures when transmitting and receiving radio communications	
	3.5 Maintain up to date, complete and accurate records of transmitted and received communications	
4. Be able to report difficulties and faults	4.1 Report difficulties and faults accurately to the relevant person in organisation	

Unit 239

Learner's signature

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Unit 240

TITLE	Keep stock at required levels in a retail environment	Learner's name
UAN REFERENCE	J/503/5657	
LEVEL	1	
CREDIT VALUE	3	
This unit covers two areas of responsibility concerning keeping the shelves filled on the sales floor. Firstly, it involves following instructions for checking stock levels and updating stock records. Secondly, it is about positioning stock correctly on the sales floor.		

1. Know the importance of checking stock levels	1.1 State the importance of accurate and up-to-date stock checks and records	
	1.2 State the importance of following instructions and procedures for checking stock levels	
2. Know the importance of rotating stock when putting new stock on display	2.1 Outline the importance of rotating stock when putting new stock on display	
3. Know the risks involved in handling stock	3.1 Outline potential safety risks involved in handling stock	
	3.2 Outline how stock, premises and equipment can be damaged by poor stock handling	
	3.3 State why the work area needs to be cleaned and tidied promptly after replenishing stock levels	

4. Be able to check stock levels in a retail environment	4.1 Perform checks on existing stock levels in such a way that: <ul style="list-style-type: none"> • an accurate count of stock is achieved • instructions and organisational procedures are followed • unsaleable stock is identified • other people are not disturbed except when necessary 	
	4.2 Identify the person who can provide advice when instructions for checking stock are not clear	
	4.3 Identify the person who needs to be told about any unsaleable stock identified	
	4.4 Update stock records accurately and in line with organisational procedures	
1. Be able to position stock in a retail environment	5.1 position stock in the right places according to instructions relating to: <ul style="list-style-type: none"> • stock rotation • display requirements 	
	5.2 identify the person who can provide advice when instructions for positioning stock are not clear	

	<p>5.3 handle stock in ways that:</p> <ul style="list-style-type: none"> • protect own and other people's safety • protect stock, equipment and premises from being damaged • do not disturb other people except when necessary 	
	<p>5.4 clean and tidy the work area after replenishing stock levels in line with organisational procedures</p>	

Learner's signature

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Unit 241

TITLE	Provide information and advice to customers in a retail environment	Learner's name
UAN REFERENCE	A/505/8305	
LEVEL	2	
CREDIT VALUE	5	
<p>The first part of this unit is about listening to customers' needs and providing information and advice to meet those needs. It does not involve selling directly to customers, but does involve treating the customer in ways that promote goodwill.</p> <p>The second part of the unit is about dealing with day-to-day complaints. These complaints are usually about the quality of products or, sometimes, service. This unit is NOT for learners who handle complaints as a major part of their job role, for example if they work in a customer contact centre.</p> <p>This unit requires workplace assessment of occupational competence. Examples of giving information and advice to customers in the context of this unit could relate to:</p> <ul style="list-style-type: none"> • finding products in stock • ordering products not in stock • making informed buying decisions • asking about products and services 		

1. Understand how to provide information and advice to meet the needs of retail customers	1.1 Explain methods of identifying the customer's needs for information and advice	
	1.2 Describe methods of giving clear and accurate information and check the customer understands the information	
	1.3 explain information about the products and services which the company offers to customers	
	1.4 identify who to approach for help if unable to provide information and advice themselves	

	1.5 explain to the importance of keeping customer loyalty and confidence	
	1.6 explain methods of maintaining customer loyalty and confidence while dealing with requests for information and advice	
	1.7 explain company policy on customer service and how this applies to giving information and advice to customers	
2. Know the importance of rotating stock when putting new stock on display	2.1 Outline the importance of rotating stock when putting new stock on display	
	2.2 explain own responsibility for sorting out complaints	
	2.3 identify who complaints should be referred to for resolution when they do not have the authority to	
	2.4 describe methods of assessing complaints and decide what action to take	
	2.5 explain the company's policy concerning returns	
	2.6 describe methods of keeping customer loyalty and confidence when dealing with complaints	
	2.7 identify the legal rights and duties of the customer and the company	
	2.8 explain company policy on customer service and how this applies to dealing with complaints	

3. Be able to provide information and advice to meet the needs of retail customers	3.1 acknowledge customers' requests for information and advice	
	3.2 identify the customer's needs for information and advice	
	3.3 communicate information and advice to customers in ways customers can understand	
	3.4 provide information and advice to customers that is relevant, complete, accurate and up to date	
	3.5 check politely that the information and advice provided meets the customer's needs	
	3.6 identify other ways to help the customer when the information and advice given is not satisfactory	
	3.7 refer requests for information or advice to the right person when required	
4. Be able to help retail customers sort out complaints	4.1 identify the nature of the complaint from information obtained from customers	
	4.2 acknowledge the complaint clearly and accurately and apologise to the customer	
	4.3 follow legal requirements and company policies and procedures for dealing with complaints	

	<p>4.4 refer complaints promptly to the right person and explain the referral procedure clearly to the customer when it is not their responsibility to sort out complaints</p>	
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Learner's signature

I confirm that the evidence above is all my own work

.....Date

Assessor's name

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity, currency and sufficiency.

Signed.....Date

Internal verifier's signature (if sampled)

.....Date.....

Unit 242

TITLE	Process payments for purchases in a retail environment	Learner's name
UAN REFERENCE	L/503/5689	
LEVEL	2	
CREDIT VALUE	4	
This unit is all about providing service to the customer at point of sale (POS). It involves sorting out pricing problems, spotting faulty goods, checking that payments are acceptable and storing payments securely.		

1. Understand legal and organisational requirements for processing payments in a retail environment	1.1 explain the customer's rights and the organisation's duties and responsibilities in relation to the pricing of goods	
	1.2 explain how own organisation deals with suspected fraud	
2. Be able to process payments for purchases in a retail environment	2.1 resolve pricing problems by: <ul style="list-style-type: none"> referring to reliable pricing information seeking advice from the person who can provide clarification when pricing information is unclear or unavailable 	
	2.2 tell customers the correct amount to pay, taking account of any special offers or discounts that apply	
	2.3 process payments in line with organisational procedures, where the payment is acceptable	
	2.4 explain how to tell customers tactfully that payment cannot be approved	
	2.5 offer any additional services to customers	

	2.6 treat customers politely throughout the payment process	
	2.7 acknowledge other customers who are waiting to pay or to be helped in some other way	

Learner's signature

I confirm that the evidence above is all my own work

.....Date

Assessor's name

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Signed.....Date

Internal verifier's signature (if sampled)

.....Date.....

Unit 243

TITLE	Control security incidents	Learner's name
UAN REFERENCE	Tbc	
LEVEL	2	
CREDIT VALUE	3	
<p>This unit provides for the development of the knowledge, understanding and skills for dealing with actual or potential security incidents and breaches of the law. These security related incidents cover emergencies, (such as fire, scenes of crime, and accidents) as well as threats such as from bombs, sabotage, and kidnap or product contamination. The breaches of law or security requirements that the learner should be able to deal with include criminal damage, offences against people, public order, trespass, and misuse of drugs.</p>		

1. Be able to deal with security incidents and emergencies safely	1.1 State the location of the following emergency equipment: <ul style="list-style-type: none"> • Alarms • emergency exits • assembly points • utilities isolation points • nearest alternative telephones • internal shelter areas 	
	1.2 Describe methods of using emergency equipment	
	1.3 Confirm the details relating to emergencies are accurate	
	1.4 Take appropriate action in an emergency situation which is within personal responsibility, authority and competence and maintains the safety of all persons	
	1.5 Explain how to preserve the integrity of an emergency scene in line with the organisation's policies and procedures	

	1.6 explain how to report the emergency, fully and accurately, to the emergency services and other interested parties in line with the organisation's policies and procedures	
2. Be able to deal with security threats	2.1 State the organisation's and any other specific instructions and procedures for dealing with security threats	
	2.2 Describe the limits of personal responsibility, authority and competence to deal with security threats	
	2.3 Assess a security threat situation logically and calmly to decide the severity and nature of the threat	
	2.4 Record all relevant details related to threats, accurately and clearly so they can be available to authorised people as required	
	2.5 Report details of threats to the relevant person as soon as possible	
	2.6 Complete documentation in line with the organisation's policies and procedures	
	2.7 Describe process for keeping records of security threats safe for use as evidence	

3. Be able to recognise and deal with actual or potential breaches of the law or security requirements	3.1 Identify actual or potential breaches of the law correctly and promptly	
	3.2 Take action to minimise or prevent the continued breach or incident in line with instructions and the organisation's policies and procedures	
	3.3 Take steps to maintain personal health, safety and welfare and that of other people during a breach	
	3.4 Record full and accurate details of breaches so they are available to the relevant person or authority	
	3.5 Complete documentation in line with the organisation's policies and procedures	
	3.6 State the current laws relating to security breaches to include: <ul style="list-style-type: none"> • criminal damage • offences against people • trespass (criminal and non-criminal) • public order • misuse of substances 	

Learner's signature

I confirm that the evidence above is all my own work

.....Date

Assessor's name

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity, currency and sufficiency.

Signed.....Date

Internal verifier's signature (if sampled)

.....Date.....

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Further information

Further information regarding centre/qualification approval or any aspect of assessment of our qualifications should be referred to City & Guilds, with the exception of registration and certification which is via the Walled Garden.

	Telephone	Facsimile	Email
City and Guilds Land Based Services Customer support desk	024 7685 7346	024 7669 6128	information@cityandguilds.com
City and Guilds Land Based Services switchboard	024 7685 7300	024 7669 6128	

City & Guilds Region	Telephone	Facsimile	Email
Customer relations unit	020 7294 2800	020 7294 2413	enquiry@cityandguilds.com
Scotland	0141 341 5700	0141 341 5725	scotland@cityandguilds.com
North East	0191 402 5100	0191 402 5101	newcastle@cityandguilds.com
North West	01925 897900	01925 897925	salesnw@cityandguilds.com
Yorkshire	01924 206 700	01924 206 6705	yorkshire@cityandguilds.com
Wales	02920 748600	02920 748625	wales@cityandguilds.com
West Midlands	0121 503 8900	0121 359 7734	birmingham@cityandguilds.com
East Midlands	01773 842900	01773 833030	eastmidlands@cityandguilds.com
South West	01823 722200	01823 444231	swregion@cityandguilds.com
London and South East	020 7294 8139	020 7294 2419	londonandsoutheast@ cityandguilds.com
Southern	020 7294 2677	020 7294 2403	southern@cityandguilds.com
East	01480 308300	01480 308325	eastern@cityandguilds.com
Northern Ireland/ Ireland	028 9032 5689	028 9031 2917	belfast@cityandguilds.com

Websites: www.nptc.org.uk www.cityandguilds.com www.i-l-m.com