

# **City & Guilds Level 2 Certificate, Extended Certificate and Diploma in Animal Care (0074-02)**



**Qualification handbook for centres**

**500/8281/4**

**500/8355/7**

**500/8356/9**

[www.cityandguilds.com](http://www.cityandguilds.com)

September 2023  
Version 2.2

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# City & Guilds City & Guilds Level 2 Certificate, Extended Certificate and Diploma in Animal Care (0074-02)



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## Qualification handbook for centres

<b>Qualification title</b>	<b>Number</b>	<b>QAN</b>
City & Guilds Level 2 Certificate in Animal Care	0074-02	500/8281/4
City & Guilds Level 2 Extended Certificate in Animal Care	0074-02	500/8355/7
City & Guilds Level 2 Diploma in Animal Care	0074-02	500/8356/9

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# 1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

<b>Qualification title and level</b>	<b>City &amp; Guilds qualification number</b>	<b>Qualification accreditation number</b>
City & Guilds Level 2 Certificate in Animal Care	0074-02	500/8281/4
City & Guilds Level 2 Extended Certificate in Animal Care	0074-02	500/8355/7
City & Guilds Level 2 Diploma in Animal Care	0074-02	500/8356/9

## Qualification summary

<b>Qualification title and level</b>	<b>Credits</b>	<b>Guided Learning Hours (GLH)</b>	<b>Total Qualification Time (TQT)</b>
City & Guilds Level 2 Certificate in Animal Care	15	90	150
City & Guilds Level 2 Extended Certificate in Animal Care	30	180	300
City & Guilds Level 2 Diploma in Animal Care	60	360	600

These qualifications meet the needs of learners in a centre-based environment who may wish to work within the animal care industry or progress to further learning and/or training. These qualifications allow learners to develop underpinning knowledge whilst practising skills that could be used within employment in the animal care industry. These qualifications replace the Level 2 National Certificate in Animal Care (0341) which expired on 31 August 2010 (QAN 500/2922/8).

These qualifications were developed in association with Lantra SSC, Landex and the industry.

## Specialist Learning (SL)

Specialist Learning (SL) offers young people the opportunity to study a particular topic in more depth or broaden their studies through complementary learning. The Level 2 Certificate and Extended Certificate in Animal Care have been approved as SL by the Environmental and Land-based Diploma DDP and Ofqual for the Higher Diploma in Environmental and Land-based Studies. They have been designed to:

- complement principal learning within the Higher Diploma in Environmental and Land-based Studies
- provide a broad background understanding of the Environmental and Land-based sector and an introduction to the practical skills and knowledge required
- provide an awareness of the range of jobs and work settings in the animal care sector
- enable learners to make an informed assessment of their own aptitude for work in this sector and to make informed decisions about careers
- encourage learners to reach a level of knowledge and skills that will facilitate progress into further vocational learning or to potential employment in the sector
- introduce learners to the discipline of the working environment and to encourage mature attitudes to the community in general
- encourage learners to value continued learning and remain in the learning process
- allow learners to learn, develop and practise selected skills required for progression in the sector

- provide opportunities for progression to the Higher Diploma in Environmental and Land-based and other related qualifications in the sector.



## 1.1 Qualification structure

### City & Guilds Level 2 Certificate

To achieve the **City & Guilds Level 2 Certificate in Animal Care**, learners are required to achieve 15 credits from any of Optional units in the table below.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units (if any)</b>
Optional units				
L6009314	Unit 201	Maintain Animal Health and Welfare	10	
T6009324	Unit 202	Undertake Practical Animal Feeding	5	
Y6009333	Unit 203	Maintain Animal Accommodation	5	
L6009345	Unit 206	Introduction to the Principles and Practices of Animal Behaviour and Handling	10	
H6009349	Unit 208	Understand the Principles and Practices of Animal Establishments	10	
D6009351	Unit 210	Introduction to Animal Breeds and Grooming	10	

## City & Guilds Level 2 Extended Certificate

To achieve the **City & Guilds Level 2 Extended Certificate in Animal Care**, learners are required to achieve 30 credits from any of optional units in the table below.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units (if any)</b>
Optional units				
L6009314	Unit 201	Maintain Animal Health and Welfare	10	
T6009324	Unit 202	Undertake Practical Animal Feeding	5	
Y6009333	Unit 203	Maintain Animal Accommodation	5	
T6009341	Unit 205	Understand the Basic Principles of Animal Biology	10	
L6009345	Unit 206	Introduction to the Principles and Practices of Animal Behaviour and Handling	10	
Y6009347	Unit 207	Contribute to the Nursing of Animals	10	
H6009349	Unit 208	Understand the Principles and Practices of Animal Establishments	10	
Y6009350	Unit 209	Introduction to Grooming Dogs	10	
D6009351	Unit 210	Introduction to Animal Breeds and Grooming	10	
H6009352	Unit 211	Introduction to Caring for Horses	10	
K6009353	Unit 212	Contribute to the Care of Exotic Animals	10	

M6009354	Unit 213	Introduction to Caring for Zoo Animals	10
A6009356	Unit 214	Presentation and Service for Retailing in the Land-based Sector	10
F6009357	Unit 215	Environmental and Land-based Business	10
F6009360	Unit 216	Understand British Wildlife Species, Habitats and Rehabilitation	10
J6009361	Unit 217	Introduction to Caring for Farm Livestock	10
R6009363	Unit 218	Introduction to Caring for Ornamental Aquatics	10
Y6009364	Unit 219	Participate in Providing Estate Maintenance	10

## City & Guilds Level 2 Diploma

To achieve the **City & Guilds Level 2 Diploma in Animal Care**, learners are required to achieve 30 credits from the Mandatory units and a further 30 credits from the Optional units in the table below. A total of 60 credits is required to achieve the qualification.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Excluded combination of units (if any)</b>
<b>Mandatory units</b>				
L6009314	Unit 201	Maintain Animal Health and Welfare	10	
T6009324	Unit 202	Undertake Practical Animal Feeding	5	
Y6009333	Unit 203	Maintain Animal Accommodation	5	
H6009335	Unit 204	Undertake Work Related Experience in the Land-based Industries	10	
<b>Optional units</b>				
T6009341	Unit 205	Understand the Basic Principles of Animal Biology	10	
L6009345	Unit 206	Introduction to the Principles and Practices of Animal Behaviour and Handling	10	
Y6009347	Unit 207	Contribute to the Nursing of Animals	10	
H6009349	Unit 208	Understand the Principles and Practices of Animal Establishments	10	
Y6009350	Unit 209	Introduction to Grooming Dogs	10	
D6009351	Unit 210	Introduction to Animal Breeds and Grooming	10	

H6009352	Unit 211	Introduction to Caring for Horses	10
K6009353	Unit 212	Contribute to the Care of Exotic Animals	10
M6009354	Unit 213	Introduction to Caring for Zoo Animals	10
A6009356	Unit 214	Presentation and Service for Retailing in the Land-based Sector	10
F6009357	Unit 215	Environmental and Land-based Business	10
F6009360	Unit 216	Understand British Wildlife Species, Habitats and Rehabilitation	10
J6009361	Unit 217	Introduction to Caring for Farm Livestock	10
R6009363	Unit 218	Introduction to Caring for Ornamental Aquatics	10
Y6009364	Unit 219	Participate in Providing Estate Maintenance	10

## 1.2 Opportunities for progression

On completion of these qualifications learners may progress into employment or to the following City & Guilds qualifications:

- Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Animal Management
- Level 2 or 3 qualifications in work-based Animal Care
- Other related qualifications

## 1.3 Qualification support materials

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

<b>Description</b>	<b>How to access</b>
Assignment guide	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Marking guide	<a href="mailto:information@cityandguilds.com">information@cityandguilds.com</a>
Information sheets	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Fast track approval forms/generic fast track approval form	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## 2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

### Centres already offering the Level 2 National Certificate in Animal Care (0341)

Centres approved to offer the qualification Level 2 National Certificate in Animal Care (0341-12) may apply for approval for the new Level 2 Certificate, Extended Certificate and Diploma in Animal Care (0074-02) using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualifications using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

New centres must apply for centre and qualification approval. Further information on this process is available on the City & Guilds website.

Existing City & Guilds centres that do not offer Level 2 National Certificate in Animal Care (0341-12) will need to get specific qualification approval to run these qualifications (contact your City & Guilds Local Office).

### 2.1 Resource requirements

#### Human resources

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- be occupationally knowledgeable in the area of animal care for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

#### Assessors and internal verifiers

The centre must provide Assessor personnel who must be occupationally competent in the industry either qualified to at least level 2 and/or have current experience of working in the industry at this level.

The centre must provide Internal Quality Assurance personnel who must be occupationally competent in the land-based sector either qualified to at least level 2 and/or have current experience of working in the industry at this level.

Assessors/Internal Quality Assurance personnel may hold relevant qualifications such as D32/33/34 or A1/V1 or TAQA however they are not a mandatory requirement for this qualification. They should

have had formal training in assessment/IQA, which may be the qualifications above, or other training that allows the assessor to demonstrate competence in the practice of assessment/IQA. This training may be carried out in-house or with an external agency.

TAQA qualifications are considered very appropriate as Continuing Professional Development (CPD) or as best practice standards for new centre staff to work towards.

### **Continuing professional development (CPD)**

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

## **2.2 Learner entry requirements**

There are no formal entry requirements for learners undertaking these qualifications. However, centres must ensure that learners have the potential and opportunity to gain the qualifications successfully.

As part of the assessment for the Level 2 Diploma qualification, learners must have access to a work setting/placement for the work experience unit.

## **2.3 Age restrictions**

These qualifications have been approved and accredited for pre-16, 16-18, 18+ and 19+ learners. However, there are no age limits attached to learners undertaking the qualification unless this is a legal requirement of the process or the environment.



## 3 Course design and delivery

### 3.1 Initial assessment and induction

Centres will need to make an initial assessment of each learner prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the learner has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as diagnostic testing
- any units the learner has already completed, or credit they have accumulated which is relevant to the qualifications they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the learner fully understands the requirements of the qualifications they will work towards, their responsibilities as a learner, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

### 3.1 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their learners
- satisfies the requirements of the qualifications.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualifications. This might include the following:

- Functional skills
- Personal learning and thinking skills (PLTS)

Where applicable, this could involve enabling the learner to access relevant qualifications covering these skills.

## 4 Assessment

### 4.1 Summary of assessment methods

For these qualifications, learners will be required to complete the following assessments:

- **one** assignment for **each** unit

City & Guilds provides the following assessments:

- Assignment guide containing assignments for each unit

### Time constraints

The following time constraints must be applied to the assessment of these qualifications:

- All assignments must be completed and assessed within the learner's period of registration. Centres should advise learners of any internal timescales for the completion and marking of individual assignments.

### 4.2 Assignments

The assignment guide for these qualifications is available to download from [www.cityandguilds.com](http://www.cityandguilds.com).

### 4.3 Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification. RPL is allowed and is also sector specific.

### 4.4 Resubmission of Assignments

Centres are advised to adopt the following policy on the re-submission of work:

Learners who fail an assignment on the formal (summative) submission, or who would like the opportunity to improve their grade, may re-submit once only and may then achieve either a Pass, Merit or Distinction as appropriate. An appropriate time period between formal submission and re-submission should be set by the centre. Multiple re-submissions are not permitted. Learners who fail to hand in work on the formal submission date, where there is no legitimate reason, should be capped to a maximum of a Pass grade only at the re-submission stage. It is at the discretion of the centre to set informal (formative) submission dates, if appropriate, and a formal submission date.

# Units

## Summary of units

City & Guilds unit number	Title	QCF unit number	Credits
201	Maintain Animal Health and Welfare	L6009314	10
202	Undertake Practical Animal Feeding	T6009324	5
203	Maintain Animal Accommodation	Y6009333	5
204	Undertake Work Related Experience in the Land-based Industries	H6009335	10
205	Understand the Basic Principles of Animal Biology	T6009341	10
206	Introduction to the Principles and Practices of Animal Behaviour and Handling	L6009345	10
207	Contribute to the Nursing of Animals	Y6009347	10
208	Understand the Principles and Practices of Animal Establishments	H6009349	10
209	Introduction to Grooming Dogs	Y6009350	10
210	Introduction to Animal Breeds and Grooming	D6009351	10
211	Introduction to Caring for Horses	H6009352	10
212	Contribute to the Care of Exotic Animals	K6009353	10
213	Introduction to Caring for Zoo Animals	M6009354	10
214	Presentation and Service for Retailing in the Land-based Sector	A6009356	10
215	Environmental and Land-based Business	F6009357	10
216	Understand British Wildlife Species, Habitats and Rehabilitation	F6009360	10
217	Introduction to Caring for Farm Livestock	J6009361	10
218	Introduction to Caring for Ornamental Aquatics	R6009363	10
219	Participate in Providing Estate Maintenance	Y6009364	10

## Certification/grading modules

<b>City &amp; Guilds unit number</b>	<b>Title</b>
901	Certification module for Level 2 Certificate in Animal Care - pass grade
902	Certification module for Level 2 Certificate in Animal Care - merit grade
903	Certification module for Level 2 Certificate in Animal Care - distinction grade
904	Certification module for Level 2 Extended Certificate in Animal Care - pass grade
905	Certification module for Level 2 Extended Certificate in Animal Care - merit grade
906	Certification module for Level 2 Extended Certificate in Animal Care - distinction grade
907	Certification module for Level 2 Diploma in Animal Care - pass grade
908	Certification module for Level 2 Diploma in Animal Care - merit grade
909	Certification module for Level 2 Diploma in Animal Care - distinction grade
922	Certification module for Level 2 Certificate in Animal Care – distinction* grade
923	Certification module for Level 2 Extended Certificate in Animal Care – distinction* grade
924	Certification module for Level 2 Diploma in Animal Care – distinction* grade

## 5 Registration and Certification

The Level 2 Certificate, Extended Certificate and Diploma in Animal Care qualifications have been grouped into one programme for registration.

Tutors and Examination Officers should ensure that learners are registered onto 0074-02 and that all 0074-02 documentation for teaching and administration with City & Guilds is used.

When learners' results are submitted to City & Guilds, centres should also submit the relevant Certificate, Extended Certificate and Diploma component, according to which units the learner has achieved, so that the appropriate certificate is generated. The overall grade can be calculated using the formula in the assignment guide.

**Please note:** There are four certification/grading modules for each of the qualifications which differentiates the four grades – pass, merit, distinction and distinction\*. Once the overall grade for the assignments has been calculated, the correct certification/grading module needs to be indicated on the results entry.

For example, if a learner achieves the Level 2 Certificate in Animal Care at an overall merit grade, then the certification module 902 needs to be submitted. Please see the Rules of Combination below or the City & Guilds catalogue.

<b>Level 2 Certificate in Animal Care</b> <b>QAN 500/8281/4</b>	
Rules for achievement of qualification	15 credits from (201 – 203, 206, 208, 210) Plus 901 for certification at pass grade

<b>Level 2 Certificate in Animal Care</b> <b>QAN 500/8281/4</b>	
Rules for achievement of qualification	15 credits from (201 – 203, 206, 208, 210) Plus 902 for certification at merit grade

<b>Level 2 Certificate in Animal Care</b> <b>QAN 500/8281/4</b>	
Rules for achievement of qualification	15 credits from (201 – 203, 206, 208, 210) Plus 903 for certification at distinction grade

<b>Level 2 Certificate in Animal Care</b> <b>QAN 500/8281/4</b>	
Rules for achievement of qualification	15 credits from (201 – 203, 206, 208, 210) Plus 922 for certification at distinction* grade

<b>Level 2 Extended Certificate in Animal Care</b> <b>QAN 500/8355/7</b>	
Rules for achievement of qualification	30 credits from (201 – 203, 205 – 219) Plus 904 for certification at pass grade

<b>Level 2 Extended Certificate in Animal Care</b> <b>QAN 500/8355/7</b>	
Rules for achievement of qualification	30 credits from (201 – 203, 205 – 219) Plus 905 for certification at merit grade

<b>Level 2 Extended Certificate in Animal Care</b> <b>QAN 500/8355/7</b>	
Rules for achievement of qualification	30 credits from (201 – 203, 205 – 219) Plus 906 for certification at distinction grade

<b>Level 2 Extended Certificate in Animal Care</b> <b>QAN 500/8355/7</b>	
Rules for achievement of qualification	30 credits from (201 – 203, 205 – 219) Plus 923 for certification at distinction* grade

<b>Level 2 Diploma in Animal Care</b> <b>QAN 500/8356/9</b>	
Rules for achievement of qualification	30 credits from (201 – 204) Minimum 30 credits from (205 – 219) Plus 907 for certification at pass grade

<b>Level 2 Diploma in Animal Care</b> <b>QAN 500/8356/9</b>	
Rules for achievement of qualification	30 credits from (201 – 204) Minimum 30 credits from (205 – 219) Plus 908 for certification at merit grade

<b>Level 2 Diploma in Animal Care</b> <b>QAN 500/8356/9</b>	
Rules for achievement of qualification	30 credits from (201 – 204) Minimum 30 credits from (205 – 219) Plus 909 for certification at distinction grade

<b>Level 2 Diploma in Animal Care</b> <b>QAN 500/8356/9</b>	
Rules for achievement of qualification	30 credits from (201 – 204) Minimum 30 credits from (205 – 219) Plus 924 for certification at distinction* grade

- Learners must be registered at the beginning of their course. Centres should submit registrations using Walled Garden or Form S (Registration), under scheme/complex 0074-02.

- When assignments have been successfully completed results should be submitted on Walled Garden or Form S (Results submission). One of the certification/grading modules 901 to 909 or 922 to 923 need to be submitted to generate the appropriate certificate and grade. Centres should note that results will not be processed by City & Guilds until verification records are complete
- Learners achieving one or more assessment components will receive a Certificate of Unit Credit listing the assessment components achieved. Learners achieving the number and combination of assessment components required to meet a defined Rule of Combination will, in addition, be issued with a certificate. Centres must submit a certification/grading component to allow this to happen.

Full details on the procedures for all City & Guilds qualifications registered and certificated through City & Guilds can be found on the City & Guilds on-line catalogue.

**Level:** 2

**Credit value:** 10

### Unit aim

This unit aims to provide learners with an understanding of the principles of animal health and welfare and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

Upon successful completion of this unit, the learner will be able to maintain the health and welfare of a range of animals. This includes identifying any signs of ill health or signs that would suggest impending problems and how to follow these through and fully support and monitor the animals' recovery. There is emphasis on the promotion of high animal welfare standards in a day to day situation throughout.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to monitor and maintain the health and well being of animals
2. Know how to promote and maintain the welfare of animals
3. Know common diseases and disorders, their prevention and treatment
4. Know the practices and principles of animal first aid

### Guided learning hours

It is recommended that **60** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

CU29.1 Assist with the health and well-being of animals

CU34.1 Promote and maintain the health and well-being of animals

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC.

### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge.



## Unit 201

## Maintain Animal Health and Welfare

### Outcome 1

Be able to monitor and maintain the health and well being of animals

#### Assessment Criteria

The learner can:

1. Recognise signs of **normal and abnormal** health in animals
2. Carry out **routine health checks** on animals
3. Carry out appropriate **routine preventative treatments** for animals

#### Range

Animal care: companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

#### Unit content

##### Normal and abnormal

Temperature, respiration rate, heart rate, behaviour and communication, movement and gait, condition of ears, eyes, nose, appearance of mucous membranes, faeces, urine, sleeping and eating patterns, evidence of discharge, condition of feet and dentition

##### Routine health checks

Individual details, date and time of check, physical observations and checks - eyes, ears, nose, mouth, feet and tail ( as appropriate), evidence of discharge, movement and gait, behaviour and communication, clinical signs: weight, faeces, urine, temperature, respiration, pulse

##### Routine preventative treatments

Internal and external parasite control (as appropriate to species), hoof or nail/claw care, dental/beak care, ear care, species or breed specific needs

## Unit 201

### Outcome 2

## Maintain Animal Health and Welfare

Know how to promote and maintain the welfare of animals

### Assessment Criteria

The learner can:

1. Outline the current animal welfare **legislations** and how these relate to daily **regimes**
2. Describe the care and husbandry requirements in relation to the **five animal needs**

### Range

Animal care: companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

### Unit content

#### Legislations

Animal Welfare Act 2006 and Animal Health and Welfare act (Scotland) (2006), Health and Safety at Work etc Act 1974, Welfare of Animal (Transport) Order 2006, Control of Substances Hazardous to Health Regulations (2002) (COSHH), The Welfare of Animals at Market Order 1993, The Welfare of Farmed Animals 2000 (as amended 2003), Veterinary Surgeons Act (1966), The Welfare of Animals Regulations 1999 (slaughter or killing)

#### Regimes

Feeding, water, exercise, grooming, cleaning of accommodation including fixtures and fittings, partial and total clean to include disinfection, equipment checks and maintenance, maintain tidiness of yard/establishment

#### Five animal needs

Freedom, from hunger and thirst, freedom from discomfort, freedom from pain, injury and disease, freedom to express normal behaviour, freedom from fear and distress

## Unit 201

### Outcome 3

## Maintain Animal Health and Welfare

Know common diseases and disorders, their prevention and treatment

### Assessment Criteria

The learner can:

1. Describe **common diseases**, their prevention, signs and treatments:
  - Viral
  - Bacterial
  - Metabolic
2. Describe **common disorders**, their signs and treatments

### Range

Animal care: companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

### Unit content

#### Common diseases

Illness caused by pathogenic organisms which develop clinical and physical signs identifiable for disease recognition and prevention. At least one disease from each category to be covered for the range of species specified: cause, signs, treatment and prevention

#### Common disorders

Physical and behavioural disorders caused by influencing factors such as stress, lack of appropriate stimulation, exercise, socialisation or companionship, poor handling, diet and accommodation. Treatment and prevention of the disorders

## Unit 201

### Outcome 4

## Maintain Animal Health and Welfare

Know the practices and principles of animal first aid

### Assessment Criteria

The learner can:

1. Describe the contents of an **animal first aid box**
2. Identify the main **principles** of animal first aid
3. Describe **first aid procedures** for **common** animal **injuries and ailments**

### Range

Animal care: companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

### Unit content

#### Animal first aid box

Could include (as appropriate for species): gauze bandages, Vetwrap, Animalintex, wound powder, gauze/Melonin dressing pads, adhesive tape, roll of cotton wool, selection of bandages, rectal thermometer, tweezers, salt, gloves, scissors, antibacterial ointment/wipes/spray, antiseptic cream, hand sanitizer, eye wash

#### Principles

The three aims (preserve life, prevent suffering, prevent situation deteriorating) and the four rules (assess situation, maintain airway, control bleeding and get help)

#### First aid procedures

Maintain airway, monitor breathing, circulation, prevent shock, treat bleeding, stabilise animal, report to vet and or local authority if necessary, transportation or moving methods for a number of animals and sizes, using a range of equipment (as appropriate to species), records of the injury, state and response of the animal, reporting to a vet/owner

#### Common first aid injuries and ailments

(As appropriate to species): Strains and sprains, hoof and leg, paw or claw wounds, shock, Road Traffic Accident (RTA), colic, hypothermia, hyperthermia, convulsions, fractures, eye and ear wounds, choking, poisoning, abscesses, burns and scalds, bites and stings

# Unit 201                      Maintain Animal Health and Welfare

## Notes for guidance

This unit will provide the learner with the opportunity to grasp practical and theoretical skills for application in both controlled and emergency health situations. The health of every animal in our care is paramount to the focus and skills of the carer or stockperson. With good practices employed, illnesses and contamination are minimised.

Learners will learn about the health and welfare of animals through lectures, practical demonstrations, regular and frequent management of health for a range of animals as well as taking initiative to deal with situations as and when they arise.

The range of animals should include:

Animal care – companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

Simulated scenarios will help the learner to relate their theory to physical execution. However safe practices should be emphasised at all times. Learners should be made aware of safe practices and encompass this into their work.

In Outcome 1, the learner will be required to recognise signs of normal and abnormal health in animals. This will involve carrying out routine check ups, record keeping, treatments; both preventative and curing. In order to achieve this, the work will be firstly observational followed by practical health assessments. Supervision and safe practices to avoid stress and injury to the animal must be upheld.

In Outcome 2, legislative frameworks that promote animal welfare will be delivered and learners will be able to outline and describe these. The main delivery anticipated for this will be classroom-based lectures and research. However, learners should aim to apply their knowledge to various situations. Analysis of daily regimes within the animal care industry for a variety of business types would be ideal.

Extra curricular experiences that the learner can draw from to use in attaining this outcome would be helpful, but it must include an understanding of managing exercise and husbandry regimes for animals in their care. Codes of practice for different businesses could be included.

In Outcome 3, learners will be required to describe different diseases and disorders. The main method of delivery is likely to be short lecture delivery, worksheets and research. Some interactive animations are available. The modes of infection, signs and symptoms are all primary stages of learning and further understanding for treatments and preventions will be developed. The use of medicines and husbandry techniques can be investigated for a number of given diseases. Common disorders in animals can be highlighted through practises such as intensive farming to pet care and influencing factors such as limitations in space, money or knowledge.

In Outcome 4, the learner is expected to describe and identify the contents of a first aid kit, the principles and common procedures for first aid situations. In the delivery of this content, it is anticipated that simulated practicals and theoretical scenarios will be used. First aid kits can be mocked up and the emphasis should be on practical demonstration wherever possible.

Throughout the delivery and assessment of this unit, emphasis should be placed upon animal welfare and the duty of care towards animals.

Centres are to be encouraged to run practical demonstrations wherever possible, however supervision and safe practises are key to success. The aim of learning about health and welfare of animals should not be at the detriment to the animals themselves. With clear instruction, both written and verbal, learners can develop these skills to a good standard within the timeframe.

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- <http://www.spvs.org.uk> The Society of Practising Veterinary Surgeons
- <http://www.rcvs.org.uk> The Royal College of Veterinary Surgeons
- <http://www.rvc.ac.uk> The Royal Veterinary College
- <http://survivalrivals.org/the-x-bacteria/animation>
- <http://clearlyexplained.com/culture/health/infections/viruses/anim.html>
- <http://nhscience.lonestar.edu/biol/animatio.htm>

## Unit 202

## Undertake Practical Animal Feeding

**Level:** 2

**Credit value:** 5

### Unit aim

This unit aims to provide learners with the skills required to undertake practical animal feeding. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or to further education and training.

Upon completion of this unit, the learner will be able to demonstrate appropriate recognition, preparation and selection of feeding equipment and foodstuffs needed to keep an animal at its' optimal nutritional state. The learner will also be aware of different life stages and how to feed animals during these stages.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to select and prepare equipment and food to feed and water animals
2. Be able to provide feed and water to animals
3. Be able to monitor animals' feeding and watering and maintain appropriate records.

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

CU 33.1 Prepare feed for animals

CU 33.2 Provide feed and water to animals

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC.

### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge

## Unit 202

### Outcome 1

## Undertake Practical Animal Feeding

Be able to select and prepare equipment and food to feed and water animals

### Assessment Criteria

The learner can:

1. Select the appropriate **feeding and watering equipment** for specified animals
2. Prepare feeding and watering equipment for selected animals to comply with current **UK legislative requirements**
3. Select and prepare suitable **types** and **amounts** of food according to animals' needs including:
  - Fresh
  - Dried
  - Tinned
  - Frozen

### Range

Animal care: companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

### Unit content

#### Feeding and watering equipment

Utensils, bowls, troughs, automatic feeders, hay nets, buckets, automatic water containers, bottles  
Design, construction materials, cleaning requirements, hygiene and disinfection

#### UK legislative requirements

Health and Safety at Work etc Act (1974), Control of Substances Hazardous to Health Regulations (2002) (COSHH)

#### Types

As appropriate to species e.g. Fresh (forage, meat), dried (concentrates, complete foods, preserved forages: hay, haylage and silage), tinned (meat, fish) or frozen, quality of feed, correct storage, shelf life/longevity/best before dates of feedstuffs

#### Amounts

Nutrient requirements: protein, fats, carbohydrates, minerals and vitamins and trace elements  
Dietary requirements of animals: size, weight, age, activity levels, basic ration formulation, amount for each animal to prevent malnutrition or obesity, number of feeds and frequency of feeding



## Unit 202

### Outcome 2

## Undertake Practical Animal Feeding

### Be able to provide feed and water to animals

#### Assessment Criteria

The learner can:

1. Plan diets for selected animals according to **life stage and specific nutritional needs**
2. **Provide feed and water** for animals
3. Follow instructions for disposal of **different types of animal feed** and **feed waste products**

#### Range

Animal care: companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

#### Unit content

##### Life stage and specific nutritional needs

Differences in diet between normal adult diet and pregnancy, lactating, geriatric, during illness, during recovery from illness/operation, young and change in use of animal – working/non working

##### Provide feed and water

Feeding times, preparation of animal ration/meal, delivery of feed to animals, feeding individuals and groups, checking animals are eating, cleaning feeding utensils and equipment, storage of feeding utensils and equipment, checking water availability, providing fresh water and cleaning watering equipment

##### Different types of animal feed

Correct storage of animal feed, disposal of feed left by animals, disposal of feed out of date, disposal of mouldy food, how to reduce/prevent pest or vermin problems

##### Feed waste products

Feed that is left, feed that is spilt/soiled, organic, inorganic and contaminated

## Unit 202

### Outcome 3

## Undertake Practical Animal Feeding

Be able to monitor animals' feeding and watering and maintain appropriate records

### Assessment Criteria

The learner can:

1. Carry out thorough **monitoring and recording** of selected animals' food and water intake
2. Report on **problems likely to occur** with providing an inadequate or inappropriate diet to animals

### Range

Animal care: companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

### Unit content

#### Monitoring and recording

Food and water intake and timescales, intake of supplements, treats, additional foods, records: information to be recorded, frequency of records, display or storage of records, who to report to if there is a problem with feeding

#### Problems likely to occur

Stress, hair/fur loss, obesity, disease or illness, low immunity, malnutrition, death, problems with breeding or pregnancy and change in temperament

## **Unit 202                    Undertake Practical Animal Feeding**

### Notes for Guidance

Upon completion of this unit, the learner will be able to demonstrate appropriate recognition, preparation and selection of feeding equipment and foodstuffs needed to keep an animal at its' optimal nutritional state. The learner will also be aware of different life stages and how to feed animals during these stages. This unit is a largely practical unit and prepares the learner for feeding a variety of animals. There will a requirement for some of the delivery of this unit to be theory based, in particular the nutritional requirements of animal, basic ration formulation and nutritional problems.

Animal care: companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

Outcome 1 requires the learner to select and prepare equipment, amounts and types of food for animals. The outcome should be delivered through a series of practical demonstrations, simulations and practical assessments. The learner should be able to select equipment and food from a variety provided. The different types and amounts of food that animals in the range require could be taught through formal lectures and learner centred activities.

Outcome 2 must be delivered through practical situations and real life feeding of animals. This could be in a centre or on a work placement. To maintain the unit as a practical one, the learners could research different or alternative diets for animals according to their varying needs and put together feeding guides for other learners to use.

Outcome 3 requires learners to monitor the feeding and watering of animals and maintain records. For this outcome, learners could monitor and record the animals they have fed for Outcome 2. They could research what needs to be monitored and recorded and use this system for a period of time to assess its suitability for use. Formal lectures may be used to determine content of feeding record and importance of and reasons for recording animals' food and water intake. Formal delivery will be required to cover the problems that may occur with providing inadequate or inappropriate diets to animals.

Centres are encouraged to introduce employers and specific professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience.

It is accepted that formal lectures will be necessary at level 2 but for this unit it is recommended that they are they are linked directly with interactive lessons in a real environment. Learners must be given the opportunity to deal with a range of different situations which reflects current industry practice.

## References

### Books

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- Ackerman N. 2008. *Companion Animal Nutrition: A Manual for Veterinary Nurses and Technicians*. Butterworth-Heinemann.

### Websites

- |  |   |
|--|---|
| <a href="http://www.rngp.org">www.rngp.org</a>               | Rabbit and Guinea Pig Welfare                                     |
| <a href="http://www.food.gov.uk">www.food.gov.uk</a>         | Food Standards Agency   |
| <a href="http://www.defra.gov.uk">www.defra.gov.uk</a>       | Department for Environment, Food and Rural Affairs                |
| <a href="http://www.wales.gov.uk">www.wales.gov.uk</a>       | Welsh Assembly Government   |
| <a href="http://www.scotland.gov.uk">www.scotland.gov.uk</a> | Scottish Executive Environment and Rural Affairs Department       |
| <a href="http://www.dardni.gov.uk">www.dardni.gov.uk</a>     | Department of Agriculture and Rural Affairs<br>(Northern Ireland) |
| <a href="http://www.opsi.gov.uk">http://www.opsi.gov.uk</a>  | Office of Public Sector Information (OPSI)                        |

## Unit 203

## Maintain Animal Accommodation

**Level:** 2

**Credit value:** 5

### Unit aim

This unit aims to provide learners with an understanding of the principles of animal accommodation and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

The learner will know how animal accommodation should be designed and constructed so that it meets the welfare needs of the animals. The learner will develop the skills required to prepare, clean and maintain animal housing. The unit also covers safety checks on animal housing and how to carry out basic maintenance tasks.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know how to prepare and maintain animal housing
2. Be able to clean and prepare housing and bedding for animals
3. Be able to maintain animal housing

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

CU 37.1 Select and prepare accommodation for animals

CU 37.2 Maintain animal accommodation

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC.

### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge

## Unit 203

### Outcome 1

## Maintain Animal Accommodation

Know how to prepare and maintain animal housing

### Assessment Criteria

The learner can:

1. Describe the construction and design of different types of **animal housing** in terms of:
  - **Materials**
  - **Structure and design**
  - **Environmental and welfare factors**
2. **Identify** different **types of fixtures and fittings**
3. Describe the **types, properties and uses of bedding** used for animals

### Range

Animal care: companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

### Unit content

#### Animal housing materials

Wood, glass, metal, plastic and perspex

#### Structure and design

Movable and immovable, location, weight, sufficient space, strength safety, security and access, ease of cleaning, weatherproofing and drainage, waste disposal, location of services - water and electricity, purpose of accommodation, suitability for the animal/s and cost

#### Environmental factors

Wind direction, humidity, ventilation, temperature and light, neighbours and pollution to include: problems of odours, waste seepage and noise

#### Welfare

Welfare focuses on: purpose of the accommodation, short or long term, isolation, minimisation of stress on the animal and stocking densities

#### Identify types of fixtures and fittings

Feeding and watering equipment, beds or boxes, ladders, ramps and levels, enrichment items, lighting and heating

#### Types, properties and uses of bedding

Paper, straw, hay, cardboard, peat, shavings, synthetic bedding, blankets, vet bed and rubber matting

Properties: insulation, absorption, hypoallergenic, odour control, durability, biodegradable, non-slip

## Unit 203

### Outcome 2

## Maintain Animal Accommodation

Be able to clean and prepare housing and bedding for animals

### Assessment Criteria

The learner can:

1. **Select** suitable animal housing and bedding
2. **Prepare** animal housing and bedding
3. **Clean animal housing** and **dispose of waste** safely in line with good environmental practice and legislation.

### Range

Animal care: companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

### Unit content

#### Select and prepare

Suitable housing, fixtures and bedding materials for animals - purpose, lifestyle, life stage and number of animals to minimise stress and promote animal welfare

#### Clean animal housing

Preparation to clean: Personal Protective Equipments (PPE), cleaning equipment e.g. mechanised and non - mechanised, holding tank/cage/stable/stall/pen, correct dilution of cleaning agents and disinfectants

Cleaning routines: full and skipping out, disinfection, when not to clean for example prior to and after birthing, early lactation, after surgery and gravely ill

Safe cleaning: use of safe working practises throughout the cleaning process in line with health and safety recommendations e.g. Health and Safety at Work Act (1974), The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (1995) (RIDDOR), Control of Substances Hazardous to Health Regulations (2002) (COSHH) and centre risk assessments, Animal Welfare Act 2006, welfare of animal during the cleaning

#### Disposal of waste

Disposal of hazardous and non-hazardous waste e.g. dirty bedding, paper, packaging

Good environmental practices: composting, recycling, preventing cross contamination

## Unit 203

## Maintain Animal Accommodation

Outcome 3

Be able to maintain animal housing

### Assessment Criteria

The learner can:

1. Describe the importance of **safety and security checks** on animal housing
2. Carry out activities to **maintain animal housing**

### Range

Animal care: companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

### Unit content

#### Safety and security checks

Reasons for safety and security checks, safety of the animal, self and others, prevent escape and unwanted breeding

Regular checks for faulty and damaged accommodation and/or fixtures and fittings

#### Maintain animal housing

Basic tools needed for maintenance, spare equipment – screws and nails, wire mesh, light bulbs, fixtures and fittings, basic maintenance tasks to be carried out as required e.g. damaged wooden structures, protruding nail, cracked glass, broken/bent wire, blown light or heat bulb, breakage of loose fixtures and fittings



## **Unit 203                      Maintain Animal Accommodation**

### Notes for guidance

This unit is designed to provide the learner with an introduction to the knowledge and practical skills needed to prepare, clean and maintain animal housing. Depending which qualification this unit is delivered through, the context of teaching will differ. The unit should cover the range of species listed in the content.

Animal care – companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

Emphasis for this unit should be safe working practices and safe disposal of waste in line with government policies, legislation and good environmental practice. It is important to consider biosecurity when preparing and maintaining animal accommodation.

In Outcome 1, the learner will know how to prepare and maintain animal housing. It is expected that this outcome will have some formal teaching although delivery during practical sessions will enable learners to assess different housing and equipment and their effectiveness. Visits to other establishments will aid learners in formulating opinions on the different types, structures, fixtures, fittings and bedding available for use in animal housing.

In Outcome 2, the learner will be able to select, prepare and clean various animal housing. It is expected that this outcome would be delivered as practical sessions to allow the learner to experience as many different types of animal accommodation and furnishings as appropriate. There may be a requirement to use formal teaching sessions to deliver this outcome although these should be kept to a minimum. Discussions on the different accommodation and furnishings would be useful to assist the learners in understanding the needs of the animals and associated welfare factors.

In Outcome 3, learners will be able to maintain animal housing. Regular safety and security checks should be carried out during practical sessions which will allow learners the opportunity to assess the housing for safety and security. The most suitable opportunity could be when cleaning the housing, although it would also be appropriate at other times. There will be a requirement for some formal teaching sessions on the use, maintenance and storage of tools used for maintaining animal housing. Learners should carry out basic maintenance tasks as they occur. The emphasis for this outcome is on safe working practises that minimise injury for the learner, others and animals. Animal welfare and the duty of care towards animals should be observed and upheld at all times.

This unit aims to provide the learners with the necessary knowledge and practical skills to independently select prepare and clean a range of animal housing and fixtures. Throughout this unit, emphasis should be placed on understanding the basis for completing the tasks in a certain manner, in line with industry standards and at industry speed. It is important that the learner understands current legislation and codes of practice in relation to Health and Safety and animal welfare linked to animal housing.

This unit would benefit from visits to other animal establishments which would add depth to the learners' experience.

## References

### Books

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Various RSPCA Guides on Care of Animals written by the RSPCA and published by Collins

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<a href="http://www.wales.gov.uk">www.wales.gov.uk</a>	Welsh Assembly Government
<a href="http://www.scotland.gov.uk">www.scotland.gov.uk</a>	Scottish Executive Environment and Rural Affairs Department
<a href="http://www.dardni.gov.uk">www.dardni.gov.uk</a>	Department of Agriculture and Rural Affairs (Northern Ireland)
<a href="http://www.opsi.gov.uk">www.opsi.gov.uk</a>	Office of Public Sector Information (OPSI)

## Unit 204

# Undertake Work Related Experience in the Land-based Industries

**Level:** 2

**Credit value:** 10

### Unit aim

The aim of this unit is to give learners the skills needed to identify, participate in and review work experience in a land-based environment. The unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Know the range and scope of job roles within an environmental and land-based industry
2. Be able to use relevant documents and skills relating to work experience
3. Be able to plan and review self development during work experience
4. Be able to report on the work experience

### Guided learning hours

It is recommended that **60** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

n/a

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC.

### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge

## Unit 204

## Undertake Work Related Experience in the Land-based Industries

### Outcome 1

Know the range and scope of job roles within an environmental and land-based industry

#### Assessment Criteria

The learner can:

1. Describe different **types of jobs** within an environmental and land-based industry
2. Describe the **skills and qualifications** required for different types of jobs within an environmental and land-based industry

#### Unit content

##### Types of jobs

Types of jobs relevant to the industry: managerial, supervisory, team worker, trainee, volunteer, common job titles within the relevant industry, main duties and responsibilities

Skills needed to fulfil duties and responsibilities of appropriate jobs: job specific, vocational and personal

##### Skills and qualifications

Types of qualifications available to the industry, e.g. GCSE and A level, the Diploma (including Functional Skills), Apprenticeships (including Work-based Learning qualifications), Foundation Learning (Entry Level and Level 1), standalone/industry specific vocational, e.g. Centre-based (City & Guilds, Edexcel and others), practical competence based e.g. Certificates of Competence, other

Progression pathways from trainee or team worker positions to supervisory and management posts. Skills, qualifications and experience required to achieve career progression

Evaluate career and progression opportunities: advantages and disadvantages of identified pathways, suitability to personal interests, skills and qualifications, role of work experience in preparing for a selected career

Skills valued by employers: commitment and reliability, time management, people skills, confidentiality and discretion

## **Unit 204                    Undertake Work Related Experience in the Land-based Industries**

Outcome 2                    Be able to use relevant documents and skills relating to work experience

### **Assessment Criteria**

The learner can:

1. Locate three advertisements for jobs from **different sources** available within the environmental and land-based industry
2. Produce an **application** for work experience in the environmental and land-based sector
3. **Prepare for an interview** for work experience
4. **Undertake an interview** for work experience

### **Unit content**

#### **Different sources**

Locate three advertisements from for example trade magazines, websites, employer approaches to the centre, local paper, Countryside Jobs Service

#### **Application**

Suitable work experience position based on existing skills, experience, qualifications, development of skills and experience to achieve future employment goals

Personal details, education and training, professional membership, training, employment history, qualifications held, skills and general information, declarations

#### **Prepare for an interview**

Interview preparation: research the business and job role, suitable dress and personal presentation, information to find out and suitable questions to ask

#### **Undertake an interview**

Interview performance: attend punctually and dressed appropriately, answering questions, completion of other tests (e.g. practical, aptitude), and reflection on interview performance

## Unit 204

## Undertake Work Related Experience in the Land-based Industries

### Outcome 3

Be able to plan and review self development during work experience

#### Assessment Criteria

The learner can:

1. **Review own skills and experience** against the requirements for a specific industry
2. Prepare a **self development plan** for work experience
3. **Review** self development plan during and after work experience

#### Unit content

##### Review own skills and experience

Current skills and experience compared with those required for the job, identify training and development needs

##### Self development plan

New skills, knowledge, understanding, experience, development of existing knowledge and skills, training needed

##### Review

Skills, knowledge, understanding and experience that have been developed during work experience, impact on technical ability to perform the job role, work as a member of a team, future employability, future employment ambitions, further training and development

## Unit 204

## Undertake Work Related Experience in the Land-based Industries

### Outcome 4

Be able to report on the work experience

#### Assessment Criteria

The learner can:

1. **Gather and prepare evidence** during the work experience
2. **Present information** to others on work experience

#### Unit content

##### Gather and prepare evidence

Position within the organisation structure, job description of work role, working practices, health and safety, daily work routine, diary of work activities, report from work experience provider

##### Present information

Written or oral report on the work experience, name of work experience provider, nature of the organisation (type of business, products or services), job role, health and safety, skills and knowledge developed

## **Unit 204                    Undertake Work Related Experience in the Land-based Industries**

### Notes for guidance

Learners on centre-based courses should have experience of the type of work that they hope to do and of the expectations of potential future employers. Some level 2 learners are likely to already have experience of working in the land-based and environmental industries, so this unit seeks to provide new experience opportunities for these learners.

This unit should be undertaken in a real business environment relevant to the subject interest of the learner but work experience may be gained by a number of routes, e.g. as part of an industrial placement whilst within the programme, whilst working on a planned daily or weekly basis on the centre's commercial and/or educational facilities, whilst undertaking voluntary work within the industry, or as a member of a group of learners invited to carry out practical work on a suitable business.

Any Act or legislation that is sector specific should be adhered to. This includes duty of care if working with animals.

Learners should complete the equivalent of 4 weeks (or 150 hours) work experience to achieve this unit. Centres should be mindful of their responsibilities for ensuring that work placements have appropriate supervision, insurance and health and safety policies in place and that learners have access to appropriate support whilst on placement.

In Outcome 1, learners will explore the different job roles, responsibilities and job titles commonly associated with them in their specialist sector. This background understanding is likely to require some classroom teaching but learners should be encouraged to explore the range of employment opportunities within their specialist sector. It would be appropriate for employers to be invited to outline to learners their expectations in the workplace. Learners will be required to consider the skills and qualifications that are required for appropriate jobs, and should be encouraged to think about the skills and qualifications that they may need to acquire to achieve their employment ambitions. This should also help them to identify a suitable work experience placement.

Outcome 2 involves learners undertaking the process of applying for work experience. They will need to locate suitable job adverts but can be supported by centres suggesting suitable placements. When applying for work experience learners should produce, as a minimum, a detailed curriculum vitae and letter of application using a computer. Learners may need to be given supported workshop time on computers to develop these documents. Before attending a work experience interview, it would be appropriate for learners to role play an interview and be given feedback on their interview technique. After attending an interview, they should reflect on their performance and how they could improve their effectiveness.

In Outcome 3, learners will review their existing skills, knowledge and experience against those required for a specific job role and how they will seek to develop these during the work experience. This development will be reviewed at a mid-point during the work experience and at the end, when they will reflect on how the work experience has helped to develop their future employability in line with their employment ambitions. Whilst learners are on work experience, and especially if this is an extended placement away from the centre, it is important that they have access to and support available from tutors.

Outcome 4 requires learners to gather basic evidence on their work experience, including the organisation name, main products or services, organisation staffing structure and their role within



the organisation. The learner does not need to keep a diary of all duties undertaken each day but should produce a detailed description of the usual work routine and supplement this with a diary of any additional tasks, events, activities or items that represent learning opportunities. They should also note how health and safety of staff and, if relevant, customers is managed in the workplace. A feedback report from the work experience provider will form part of the evidence for this outcome. The final report on work experience could be presented in written form or as a presentation to tutors and other learners. As a minimum, it should include the range listed. It would be appropriate to include the final review and reflection on work experience from Outcome 3 in this report.

# Unit 205      Understand the Basic Principles of Animal Biology

**Level:**            2

**Credit value:** 10

## **Unit aim**

This unit aims to provide learners with an understanding of the principles of animal biology. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

The aim of this unit is to develop the learner's knowledge and understanding of how the animal body works. Learners will know the structure and function of cells and the different body systems. Learners will understand how animals are grouped and named. They will also understand the principles of animal reproduction and heredity.

## **Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. Know the structure and function of animal cells
2. Know the requirements for nutrition and growth in animals
3. Know the structure and function of the main biological systems
4. Know the processes of reproduction and heredity in animals

## **Guided learning hours**

It is recommended that **60** hours should be allocated for this unit. This may be on a full-time or part-time basis.

## **Details of the relationship between the unit and relevant national occupational standards**

n/a

## **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Lantra SSC.

## **Assessment and grading**

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge

## Unit 205

# Understand the Basic Principles of Animal Biology

### Outcome 1

Know the structure and function of animal cells

#### Assessment Criteria

The learner can:

1. Describe the **classification of living organisms**
2. Describe the **structure and function of animal cells**
3. Describe the **structure and function of animal tissues**.

#### Range

Species should be broadly mammalian but reference to other living organisms to be made where appropriate.

#### Unit content

##### Classification of living organisms

Characteristics of the five Kingdoms (Animals, Plants, Fungi, Protista, Bacteria)

Major characteristics of reptiles, amphibians, fish, birds, mammals, major features of invertebrates

Use of binomial system alongside common names (for example horse – *Equus caballus*; dog – *Canis familiaris*)

##### Structure and function of animal cells

Identification (both appearance and main functions) of the following animal cellular organelles: plasma membrane, cytoplasm, nucleus, mitochondria, ribosomes, lysosomes, smooth endoplasmic reticulum, rough endoplasmic reticulum

##### Structure and function of animal tissues

Tissues: basic structure and function of epithelial (simple, squamous, stratified), connective, muscle, nervous

## Unit 205

# Understand the Basic Principles of Animal Biology

## Outcome 2

Know the requirements for nutrition and growth in animals

### Assessment Criteria

The learner can:

1. Identify the **function and sources of nutritional components**
2. Describe the **requirements for nutrition:**
  - maintain health
  - growth
  - reproduction
3. Describe the **structure and function of ruminant and non-ruminant digestive and excretory systems**

### Range

Species should be broadly mammalian but reference to other living organisms to be made where appropriate

### Unit content

#### Functions and sources of nutritional components

Functions and sources of the following nutritional components: carbohydrates, proteins, lipids, vitamins, minerals, water, fibre as appropriate to the species

#### Requirements for nutrition

Optimum intake of nutritional components for maintenance of health in adult animals, importance of colostrum and maternal milk in mammals, feeding the juvenile animal post-weaning to maximise healthy growth (including appropriate weaning ages and average adult weights for the range of species), changes in nutrition required for the pregnant/lactating animal  
Symptoms of malnutrition and common vitamin/mineral deficiencies

#### Structure and function of ruminant and non-ruminant digestive and excretory systems

Dentition of carnivores, herbivores and omnivores

Diffusion, osmosis, concentration gradients, role of villi in absorption

Non-ruminant: stomach, small intestine, large intestine, role of caecum in hindgut fermentors, rectum, anus

Ruminant: rumen, reticulum, abomasum, omasum, small intestine, large intestine, rectum, anus

Role of liver and pancreatic tissue in digestion, role of liver and kidneys in excretion

## Unit 205

# Understand the Basic Principles of Animal Biology

### Outcome 3

Know the structure and function of the main biological systems

#### Assessment Criteria

The learner can:

1. Identify the **structure and function of the bones of the mammalian skeleton, joints and muscles in the body of an animal**
2. Outline the **structure and function of the mammalian endocrine and nervous systems**
3. Outline the structure and function of the **mammalian respiratory and circulatory systems**

#### Range

Species should be broadly mammalian but reference to other living organisms to be made where appropriate

#### Unit content

##### **Structure and function of the bones of the mammalian skeleton, joints and muscles in the body of an animal**

Axial and appendicular skeleton, the types of movement allowed by fibrous, cartilaginous and synovial joints (including examples of where they occur), location and function of cardiac, smooth and skeletal muscle

##### **Structure and function of the mammalian endocrine and nervous systems**

Sensory organs and stimuli, internal conditions that need to be controlled (water, temperature and blood sugar), location of endocrine glands and roles of associated hormones

Central and peripheral nervous system, reflex arcs and the role of the synapse limited to maintaining the direction of nerve impulse.

##### **Mammalian respiratory system**

Carbon dioxide and oxygen levels in inhaled and exhaled air. Basic principles of aerobic respiration, anaerobic respiration and oxygen debt

Structure of the respiratory system (trachea, bronchi, lungs, alveoli). Mechanical process of breathing, protective function of ribs and sternum

##### **Mammalian circulatory system**

Double circulatory system: structure of the heart -- atria and ventricles related to oxygen content of blood and destination of blood vessels leading from each chamber, composition and functions of blood (transport of substances, role in immunity, temperature regulation), basic structure of blood vessels

Reactions of both respiratory and circulatory systems to increased exercise

## Unit 205

# Understand the Basic Principles of Animal Biology

### Outcome 4

Know the processes of reproduction and heredity in animals

#### Assessment Criteria

The learner can:

1. Describe the **structure and function of the reproductive system**
2. Describe **methods of reproduction in animals**
3. Identify how **characteristics in animals are passed from one generation to the next**

#### Range

Species should be broadly mammalian but reference to other living organisms to be made where appropriate

#### Unit content

##### Structure and function of the reproductive system

Mammalian reproductive systems: male (penis, testes, sperm duct) and female (ovaries, oviduct, uterus, vagina). Development of sexual organs, including average age of puberty in a range of species. Oestrus cycles and hormonal control

##### Methods of reproduction in animals

Stages in sexual reproduction (copulation, fertilisation, implantation, gestation, parturition)

##### Characteristics in animals are passed from one generation to the next

Production of sex cells via meiosis, recessive and dominant alleles, monohybrid inheritance of characteristics from parents to offspring

Natural selection and adaptation, selective breeding, genetic engineering and artificial insemination

# Unit 205                      Understand the Basic Principles of Animal Biology

## Notes for guidance

This unit is designed to provide the learner with knowledge and understanding about how the animal body functions under normal conditions. The coverage and delivery should be centred around the general principles that apply to mammalian species but specific examples may be used to illustrate points of particular interest or to highlight differences or adaptations if appropriate. The depth of coverage of this unit should be in sufficient detail to enable learners to achieve the required assessment criteria and should be reflective of level 2 learning. When delivering the systems, an outline of the main structures and functions should be covered.

There are many opportunities for practical investigation and as such it is expected that the learner will be familiar with safe working practice around potentially hazardous equipment and materials. The learner should be taught how to recognise hazards and risks and should also be able to use information to manage potential risks to themselves and others as appropriate. Throughout this unit, the use of live animals, where suitable, will help to both engage the learner and contextualise the learning, though due regard should be given to the welfare of the animals used on each occasion.

Outcome 1 offers a wide range of possible delivery techniques, including visits to museums to examine specimens, field studies to identify animals in the local environment or even learners bringing animals (or photographs) from their external experiences to illustrate animal characteristics. Group work and games may be used to identify organisms using keys or to classify animals. Electron micrographs of cells should be used to illustrate cell organelle structure, while learners can appreciate the 3-D nature of a cell by constructing models from modelling clay. High quality audio-visual resources will also enhance the learning experience as well as helping to contextualise the topic. Dissection of a chicken leg, especially if a digital microscope or camera can be used, is an effective method of showing the difference between different tissue types.

In Outcome 2 there is much scope for analysis of nutritional information on packaging and guided internet research on the nutritional requirements for different animals. If possible, real-time monitoring of animals (weight and activity records) would be a beneficial addition to the theory behind juvenile and pregnant animal nutrition. Laboratory work (where available) could analyse animal feedstuffs and compare the amount or presence of nutritional components to the requirements of the animals they are intended for. Topical debate on the origin of animal feeds could be stimulated and linked to the potential for development/spread of diseases.

In Outcome 3, learners will be able to identify the main bones of the axial and appendicular skeleton and as such should have access to real or model skeletons. Learners could apply their learning to identification of bones, joints and muscles in the live animal. High quality audio-visual and internet resources should also be used where possible, alongside laboratory practical's.

Outcome 4 will equip learners with an awareness of the differences between reproductive systems, and the range of species chosen for discussion should illustrate these differences. Guest speakers involved in breeding animals (such as AI technicians, stud managers) will allow learners to realise the economic impact of being aware of how to effectively manage reproductive cycles in key animals, such as cattle and horses.

Centres are encouraged to introduce employers and specific professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience.

It is accepted that formal lectures will be necessary at level 2 but for this unit it is recommended that they are linked directly with interactive lessons in a real environment. Learners must be given the opportunity to deal with a range of different situations which reflects current industry practice.

## References

### Books

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ISBN-13: 978-1-4051-3795-9.

Dodds J. 2003. *Biology at a Glance*. Manson Publishing Ltd. ISBN: 1-84076-031-1.

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Roberts MBV. 2000. *Biology for Life for GCSE*. Nelson Thornes Ltd.



## Unit 206

# Introduction to the Principles and Practices of Animal Behaviour and Handling

**Level:** 2

**Credit value:** 10

### Unit aim

This unit aims to provide learners with an understanding of the principles of animal behaviour and handling and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or to further education and training.

The aim of this unit is to provide the learner with a basic understanding of normal and abnormal behaviour. The learner will also be provided with the knowledge and skills to approach animals whilst taking account of their displayed behaviours to reduce risk and stress.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Know the difference between normal and abnormal behaviour in animals
2. Be able to monitor behaviour in a range of animals
3. Be able to handle and restrain animals safely
4. Know how to handle and restrain animals safely

### Guided learning hours

It is recommended that **60** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

CU 32.2 Handle animals

CU 45.1 Restrain animals

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SCC.

### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge

## Unit 206

# Introduction to the Principles and Practices of Animal Behaviour and Handling

### Outcome 1

Know the difference between normal and abnormal behaviour in animals

#### Assessment Criteria

The learner can:

1. Identify **normal behaviour** in animals
2. Describe how **age, gender, and environment** can **influence animal behaviour**
3. Identify the **signs** associated with the following **behaviours**:
  - **Dominant**
  - **Submissive**
  - **Aggressive**
  - **Frightened**

#### Range

Behaviour for all: dogs, cats, rodents and rabbits

#### Unit content

##### Normal behaviour

Observation of animals to understand behaviour signs relevant to species: sleeping patterns, eating and drinking, movement, verbal communication, socialisation, activity levels

##### Influences on behaviour, age, gender and environment

Age differences influencing behaviour: reasons for changes to eating, sleeping patterns, socialisation, activity levels, movement

Gender differences influencing behaviour: reasons for territorial aggression, mating and pack structure, pregnancy, birthing, lactation, protection of young

Environmental reasons that can influence behaviour: incorrect size of accommodation, lack of enrichment activities and mental stimulation, lack of companionship, lack of exercise

##### Signs of behaviour

Relevant to species: body postures e.g. ears, eyes, tail, head position, mouth, facial expressions, movement and vocalisation. Examples specific to species

## Unit 206

# Introduction to the Principles and Practices of Animal Behaviour and Handling

## Outcome 2

Be able to monitor behaviour in a range of animals

### Assessment Criteria

The learner can:

1. Carry out **visual observations** of animal behaviour
2. **Record and report** on behavioural observations of animals

### Range

Observations of all: dogs, cats, rodents and rabbits

### Unit content

#### Visual observations

Effect of obtrusive and unobtrusive position of observer, duration of observation time required, observation of individuals and groups

Animal behaviour: eating and drinking, movement, socialising, vocalisation, activity, sleeping patterns

#### Record and report

Record: what to record (animal identified, date, time, duration of observation), format of recording behaviour, record all findings legibly in animal records/centre records

Report findings of observations: written reports on records, oral reports, who to report finding to: supervisor, employer, person in charge

## Unit 206

# Introduction to the Principles and Practices of Animal Behaviour and Handling

## Outcome 3

Be able to handle and restrain animals safely

### Assessment Criteria

The learner can:

1. **Approach animals according to their displayed behaviour**
2. Demonstrate the correct **handling and restraint techniques** for animals:
  - Grooming
  - Exercising
  - Health check
3. Demonstrate safe **use of handling and restraint equipment** used for animals

### Range

Handle and restrain: dogs, cats, rodents, rabbits

### Unit content

#### Approach animals according to displayed behaviour

Animal behaviour shown: aggression, dominance, submission, fear, normal

Approach animals: calmly, confidently, speaking to the animal in a reassuring manner

#### Handling and restrain techniques

Grooming: correct physical restraint relevant for the animal being groomed, use of towel and belly straps

Exercising: correct physical restraint relevant for the animal being exercised, correct fitting of restraint equipment, correct use of restraint equipment

Health check: correct physical restraint relevant for the animal being health checked, uses of containers and cages, keep animal visible to person health checking

Restraint should be done with confidence and be as brief as is practicable to reduce stress for the animal

#### Use of handling and restraint equipment

Handling equipment: crush cage/bag, muzzles for cats and dogs, towel or blanket, graspers and nooses, collars and leads, halti, harnesses

## Unit 206 Introduction to the Principles and Practices of Animal Behaviour and Handling

Outcome 4 Know how to handle and restrain animals safely

### Assessment Criteria

The learner can:

1. Explain how to **reduce stress** in an animal when approaching it
2. List the **correct equipment and PPE** used for handling and restraining animals
3. State **when** it would **not** be advisable **to handle an animal**

### Range

Handling and restraint for all: dogs, cats, rodents, rabbits

### Unit content

#### Reduce stress

Approach animals: adopt correct body posture and body language, use smooth movements, confident and calm manner, use voice in a reassuring way

#### Correct equipment and PPE

Equipment: collars and leads, crush cages/bags, muzzles, graspers and nooses, towels and blankets, halti, harnesses

Personal Protective Equipment (PPE): gloves, gauntlets, eye protection, face masks, protective clothing e.g. long sleeves, long trousers, sturdy closed shoes, no loose clothing or jewellery

#### When not to handle animals

Newly arrived, late pregnancy, during birth (unless vital due to birthing problems), during early lactation, directly following surgery, seriously ill, no supervisor or assistant present if procedure requires help, animal is showing signs of aggression

# **Unit 206                    Introduction to the Principles and Practices of Animal Behaviour and Handling**

## Notes for guidance

This unit is designed to provide the learner with sound knowledge and practical skills needed to approach handle, restrain animals. The unit will also cover the differences between normal and abnormal behaviour.

The unit should cover the range of species listed in the range:

Dogs, cats, rodents, rabbits.

Throughout the unit, the emphasis should be on safe working. It is expected that the learners are guided towards safe working practices and maintaining the welfare of the animals by minimising stress.

In Outcome 1, the learner will know the difference between normal and abnormal behaviours in a range of animals. This would include a variety of behaviours, such as sleeping, eating, breeding, submission, aggression and fear. It is expected that this outcome will have some formal teaching of the different behaviours exhibited by animals and some video or simulation input. This outcome can be directly linked to Outcome 2 when the learners can monitor the animals for a range of behaviours.

In Outcome 2, the learner will be able to monitor animal behaviour in a range of animals. Delivery should be carried out as mainly practical sessions, which will enable learners to observe naturally occurring behaviours, particularly for animals of different ages and genders. The recording of monitored sessions will increase the learner's awareness of the needs for accurate record keeping. Visits to other establishments will aid learners in providing a wider variety of animals to observe behaviour and monitor in different environments.

In Outcome 3, the learner will be able to restrain and handle a range of animals safely. Demonstrations of various restraint and handling techniques would be useful for learners to develop confidence in the restraint process. It is expected that this outcome would be delivered predominantly as practical sessions to allow the learner to experience as many different reasons for restraint and handling such as grooming, health checking and exercising as appropriate. It is expected that the student would be able to develop safe restraint techniques over time.

In Outcome 4, the learner will know how to handle animals safely, including handling animals to reduce stress and therefore reduce risks to the handler, use the correct handling and restraining equipment for a range of animals, and when not to handle animals and the consequences of doing so. This outcome can be closely linked to Outcome 3, and the learners should be encouraged to handle and restrain animals that they have not come across before or are not confident with in order to build confidence. However, the duty of care to animals must be observed and upheld at all times.

Emphasis on this unit is on safe working practices and maintaining the animals' health and welfare. Particular attention should be on minimising the time an animal is restrained with the monitoring of stress levels as a basic component of this outcome.

## References

### Books

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ISBN: 1-860-54182-8.

Elward, M. 2003. *Guinea Piglopaedia: The Complete Guide to Guinea Pig Care*. Internet Publishing.

ISBN: 1-860-54251-4.

### Websites

[www.animalbehavior.org](http://www.animalbehavior.org)

The Animal Behaviour Society

[asab.nottingham.ac.uk](http://asab.nottingham.ac.uk)

The Association for the Study of Animal Behaviour

[www.cabtsg.org](http://www.cabtsg.org)

Companion Animal Behaviour Therapy Study Group

**Level:** 2

**Credit value:** 10

### **Unit aim**

This unit aims to provide learners with an understanding of the principles of animal nursing and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

The aim of this unit is to provide the learner with a basic knowledge of patient care within a veterinary facility. The learner will also gain knowledge regarding veterinary practice procedures and client care.

### **Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. Know how to observe an in-patient
2. Be able to provide basic care to an in-patient
3. Be able to follow health, safety and hygiene procedures
4. Understand veterinary practice client care

### **Guided learning hours**

It is recommended that **60** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Details of the relationship between the unit and relevant national occupational standards**

n/a

### **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Lantra SSC.

### **Assessment and grading**

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge



## Unit 207

### Outcome 1

## Contribute to the Nursing of Animals

### Know how to observe an in-patient

#### Assessment Criteria

The learner can:

1. Identify the **visual signs** of health in an in-patient
2. State the **normal parameters** for temperature, pulse; and respiration in animals
3. **Monitor** and **record** an in-patients behaviour, body posture and movement

#### Range

Species could include dogs, cats, rabbits, guinea-pigs, rodents or exotics

#### Unit content

##### Visual signs

Physical signs of health: ears, eyes, temperature, pulse and respiration, behaviour, body posture, movement, mucous membranes, skin/ coat

##### Normal parameters

Temperament (degrees Centigrade), pulse (beats per minute), respiration (breaths per minute)

##### Monitor

Observations should not involve handling the animal. Monitoring of normal parameters such as pulse should involve minimal handling using correct techniques

##### Record

Written records, using veterinary hospital charts that cover a range of physical health signs

## Unit 207

### Outcome 2

## Contribute to the Nursing of Animals

### Be able to provide basic care to an in-patient

#### Assessment Criteria

The learner can:

1. Provide appropriate **food and water** for an in-patient
2. Carry out routine **grooming** of an in-patient
3. Follow guidelines for basic **routine medication**.

#### Range

Species could include dogs, cats, rabbits, guinea-pigs, rodents or exotics

#### Unit content

##### Food and water

Correct feeding and watering equipment for the species, correct type of food for species, correct presentation and frequency of feeding. Diets and rations for hospitalised patients, rations for recovery

##### Grooming

Correct grooming tools for range of species, reasons for grooming e.g. parasites, matted fur, soiled coat, stimulation, wellbeing, grooming methods

##### Routine medication

Range of flea and worming treatments available for range of species

Method, dosage and frequency of application

## Unit 207

### Outcome 3

## Contribute to the Nursing of Animals

Be able to follow health, safety and hygiene procedures

### Assessment Criteria

The learner can:

1. Work according to current relevant **legislation** pertaining to the veterinary environment
2. Carry out routine **disinfection** and **cleaning** of an in-patient's **accommodation**
3. Follow guidelines regarding **disposal** of **waste**

### Range

Species could include dogs, cats, rabbits, guinea-pigs, rodents or exotics

### Legislation

Health and Safety at Work etc Act (1974), Control of Substances Hazardous to Health Regulations (2002) (COSHH), The Report of Injuries, Diseases and Dangerous Occurrences Regulations (1995) (RIDDOR), Veterinary Surgeons Act 1966, Animal Welfare Act (2006)

### Disinfection and cleaning accommodation

Correct use of cleaning agents, type and dilution for range of species. Correct use of cleaning equipment

Safe removal (following handling guidelines) and confinement of in-patient whilst accommodation is being cleaned

### Waste disposal

Correct methods of disposal: clinical and non-clinical waste, soiled bedding, body fluids, cadavers. Correct disposal of cleaning materials and medicines

## Unit 207

### Outcome 4

## Contribute to the Nursing of Animals

### Understand veterinary practice client care

#### Assessment Criteria

The learner can:

1. Discuss the **legal** and **ethical** responsibilities of practice staff towards clients and their pets
2. Describe the role of **veterinary organisations**
3. Explain why accurate **record keeping** is important

#### Range of animals

Species could include dogs, cats, rabbits, guinea-pigs, rodents and exotics

#### Unit Content

##### Legal

Data Protection Act (1998), Veterinary Surgeons Act (1966), Animal Welfare Act (2006), Trade Descriptions Act (1968), Disabilities Discrimination Act 1995 (as amended 2005) (DDA)

##### Ethical

Client confidentiality, dealing with distressed clients, emergency procedures, explaining euthanasia, health and safety of clients and their pets

##### Veterinary organisations

Roles: professional body, regulatory body, membership requirements, education and training roles, British Veterinary Association (BVA), British Veterinary Nursing Association (BVNA), Royal College of Veterinary Surgeons (RCVS)

##### Record keeping

Types of records to be kept (animal, client, financial), importance, need for accuracy, methods of data storage and duration the records should be kept for

## **Unit 207                      Contribute to the Nursing of Animals**

### Notes for guidance

This unit is designed to provide the learner with the knowledge and skills to give basic, routine care to animal in-patients. The unit should cover a range of species appropriate to the area of study. Where a veterinary facility is not readily available, the delivery and assessment can be simulated by using animals within an animal care centre or other animal facility/establishment where the assessment criteria are able to be met in full.

Throughout the unit the emphasis should be on safe working practices and following animal welfare guidelines within the context in which they are working. The duty of care to animals should be observed and upheld at all times.

In Outcome 1, the learner will be required to identify visual signs of health for in-patients. Formal delivery will be required to instruct learners regarding signs of health to underpin their practical observations of in-patients. Learners should be encouraged to observe a range of species and formal delivery may be required to instruct learners regarding species-specific behaviours. Learners are also required to know the normal ranges for temperature, pulse and respiration for a range of species. It is not expected that learners will take the temperature of animals as this is often invasive and will cause distress for the animal. Rather than formal delivery, learners should be encouraged to research the information and then report back to the tutor for confirmation of the accuracy of information gathered. Monitoring and recording the behaviour, body posture and movement of in-patients is included in this outcome and should be carried out during practical's involving real animals.

Outcome 2 requires learners to provide suitable food and water in correct containers for the species. Learners should be encouraged to research feeding and water requirements for a range of species, to include type of food, frequency of feeding and watering and correct equipment used. Grooming can be assessed in practical sessions, ensuring health and safety and animal welfare guidelines are followed. Learners also need to understand and be able to follow guidelines for giving flea and worming treatment to a range of animals. Empty containers and packets of a range of treatments can be used for the learners to read the instructions. Formal delivery and/or demonstrations can be used to instruct learners. Simulation can be used to assess learners' knowledge.

For Outcome 3, learners must be aware of the main aspects of relevant legislation for veterinary practices. Formal delivery can augment initial research by the learner. The practical part of this outcome requires learners to clean and disinfect an in-patient's accommodation and dispose of any waste in the correct manner. Health and safety and animal welfare guidelines must be emphasised and followed at all times.

For Outcome 4, learners are required to focus on the responsibilities of practice staff towards clients and pets. Formal delivery of the legal and ethical aspects should be given and learners could role-play a range of scenarios for assessment. Learners must also explain the importance of accurate record keeping within veterinary practice. Learners also need to investigate and compare the main veterinary organisations.

Centres are encouraged to introduce employers and specific professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience.

It is accepted that formal lectures will be necessary at level 2 but for this unit it is recommended that they are they are linked directly with interactive lessons in a real environment. Learners must be given the opportunity to deal with a range of different situations which reflects current industry practice.

## References

### Books

- Dallas S. 2000. *Animal Biology and Care*. Blackwell Science. ISBN: 0-632-05054-3.
- Masters J and Bowden C. 2003. *BVNA Pre-Veterinary Nursing Textbook*. Butterworth-Heinemann. ISBN: 0-750-6469-4.
- Lane D and Cooper B. 2003. *Veterinary Nursing, 3<sup>rd</sup> edition*. Butterworth-Heinemann. ISBN: 0-750-65525-9.
- Aspinall V. 2008. *Clinical Procedures in Veterinary Nursing*. Butterworth Heinemann. ISBN: 0-7506-5416-3.
- Aspinall V. 2004. *Introduction to Veterinary Anatomy and Physiology*. Butterworth Heinemann.
- Godsen C. 2004. *Exotics and Wildlife: A Manual of Veterinary Nursing Care*. Butterworth Heinemann. ISBN: 0-7506-54155.

### Journals

Practice Nurse  
Veterinary Nursing  
Veterinary Record  
Veterinary Times

### Websites

<a href="http://www.bvna.org.uk">www.bvna.org.uk</a>	The British Veterinary Nursing Association Ltd
<a href="http://www.bva.org.uk">www.bva.org.uk</a>	The British Veterinary Association
<a href="http://www.defra.gov.uk">www.defra.gov.uk</a>	Department for Environment, Food and Rural Affairs
<a href="http://www.wales.gov.uk">www.wales.gov.uk</a>	Welsh Assembly Government
<a href="http://www.scotland.gov.uk">www.scotland.gov.uk</a>	Scottish Executive Environment and Rural Affairs Department
<a href="http://www.dardni.gov.uk">www.dardni.gov.uk</a>	Department of Agriculture and Rural Affairs (Northern Ireland)
<a href="http://www.rcvs.org.uk">www.rcvs.org.uk</a>	Royal College of Veterinary Surgeons
<a href="http://www.environment-agency.gov.uk">www.environment-agency.gov.uk</a>	

## Unit 208

# Understand the Principles and Practices of Animal Establishments

**Level:** 2

**Credit value:** 10

### Unit aim

This unit aims to provide learners with an understanding of the principles of animal establishments and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

Upon successful completion of this unit, learners will be equipped with the knowledge required to carry out safe and effective working practices in animal establishments, from booking an animal in, to caring for it during its stay. The unit will also give the learner a background to legislation and administration procedures in animal establishments.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Know the purpose of a variety of animal establishments
2. Be able to carry out daily cleaning and husbandry routines in an animal establishment
3. Know animal establishment administrative procedures
4. Know how to respond to problems and emergencies in animal establishments

### Guided learning hours

It is recommended that **60** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit builds upon several topics contained within the NOS, such as feeding, accommodation and general husbandry in the context of a specific animal establishment.

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC.

### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge

## Unit 208

# Understand the Principles and Practices of Animal Establishments

### Outcome 1

Know the purpose of a variety of animal establishments

#### Assessment Criteria

The learner can:

1. Describe the **purpose** of **specified types** of animal establishment
2. Describe **ancillary services** that could be provided by animal establishments

#### Unit content

##### Purpose

Education, boarding, food production, conservation, media, rescue, animal health, breeding, sport, entertainment

##### Specified types

Kennels, catteries, rescue and boarding centres, farms, zoos, wildlife parks, veterinary practices, breeding establishments, pet stores

##### Ancillary services

Grooming parlours, pet cemeteries or crematoriums, alternative therapies for animals, farm shops selling animal produce, gift shops, animal photography, animal pharmacy



## Unit 208

# Understand the Principles and Practices of Animal Establishments

### Outcome 2

Be able to carry out daily cleaning and husbandry routines in an animal establishment

#### Assessment Criteria

The learner can:

1. Carry out **cleaning** of the following areas in the work environment
  - Animal accommodation
  - Public areas
  - Food preparation areas
2. Perform **daily husbandry and exercise routines** for animals kept in an animal establishment
3. Demonstrate **methods of waste disposal** in an animal establishment that **minimises environmental damage**

#### Unit content

##### Cleaning

Routine and non routine cleaning, cleaning for inspection, cleaning to a high standard for public perception

##### Daily husbandry and exercise routines

Management of resources, staff rota, cleaning, feeding, health checking, ways of providing exercise to meet individual requirements e.g. walking, giving space to exercise freely, riding, providing enrichment, mental stimulation, record keeping

##### Methods of waste disposal

Methods for disposal of organic and inorganic waste, special waste, clinical waste, litter

##### Minimising environmental damage

Disposing of waste according to legislation and organisational policy e.g. hazardous waste, clinical waste and any harmful or chemical waste that may pose a threat to the environment, water courses and the public/visitors/clients/animals

## Unit 208

# Understand the Principles and Practices of Animal Establishments

### Outcome 3

Know animal establishment administrative procedures

#### Assessment Criteria

The learner can:

1. Describe the different **licensing requirements** for animal establishments
2. Identify the **types of records** kept in an animal establishment and the importance of keeping them
3. Identify **current legislation** and Codes of Practice relating to
  - Animal welfare
  - Health and Safety in animal establishments
  - Environmental issues.

#### Unit content

##### Licensing requirements

Minimum sizes, stocking density, records to be kept, data protection, construction, noise, security, access by the public, safety, staffing, licensing body, conditions for obtaining a license

##### Types of records

Feeding records, medication records, exercise records, booking in/out records, financial records, Health and safety records, records that should be displayed, records that should be stored

##### Current legislation

Animal Welfare Act 2006, Health and Safety at Work etc Act 1974, Control of Substances Hazardous to Health Regulations (2002) (COSHH), The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (1995) (RIDDOR), Animal by-products Legislation (2002), Environmental Protection Act 1990 (as amended 1995), Breeding and Sale of Dogs (Welfare) Act 1999, Animal Boarding Establishments Act 1963

## Unit 208

# Understand the Principles and Practices of Animal Establishments

### Outcome 4

Know how to respond to problems and emergencies in animal establishments

#### Assessment Criteria

The learner can:

1. Describe actions to be taken in **given animal problems**
2. Describe appropriate **procedures to follow** in given emergency and accident situations

#### Unit content

##### Given animal problems

Illness, injury, death, fights, escape, attack, unwanted breeding

##### Procedure to follow

How to approach, handle, restrain the animal, who to contact/report problem to, timescales, equipment needed and how to use, contacting animal owner and what to say

## **Unit 208                      Understand the Principles and Practices of Animal Establishments**

### Notes for guidance

Upon successful completion of this unit, learners will be equipped with the knowledge required to carry out safe and effective working practices in animal establishments, from booking an animal in, to caring for it during its stay. The unit will also give the learner a background to legislation and administration procedures in animal establishments.

This unit lends itself to close work with animal care work placements and learners could be gaining practical skills for this unit on a placement. There would also be potential to develop links with a variety of animal establishments to carry out some cleaning, husbandry and exercise for animals. There could also be input from learners to carry out learner centred research for this unit.

Outcome 1 requires the learner to know the purpose of a variety of animal establishments. This can be delivered in a formal lecture situation, visits to a variety of establishments – especially if they hold educational talks and provide ancillary services. It would be expected that learners should visit at least three different types of animal establishments such as a zoo, wildlife park, boarding facility, rescue centre or farm.

Outcome 2 requires learners to carry out cleaning and husbandry routines in an animal establishment. This is a predominantly practical outcome in which learners should carry out cleaning of a range of areas within a facility, perform daily husbandry and exercise routines and dispose of waste correctly. This could be delivered in a group situation in an animal establishment or on individual work placements. The learner should be able to work with minimum direction from a supervisor.

Outcome 3 requires learners to know the administrative procedures in an animal establishment. This includes licensing, record keeping and legislation/codes of practice. This could be mainly research based or could be case studies of learners filling out and designing working records. Learners can carry out research on licensing different establishments and should be expected to know requirements for obtaining a license for at least two different establishments, such as a boarding facility and a zoo. Legislation should be delivered in a formal lecture situation, with some learner involvement in main purposes of the legislation.

Outcome 4 requires learners to know how to respond in an emergency. This could be delivered by some formal lectures, as well as role play and simulations of emergency situations. The learners could be involved in designing both human and animal emergency procedures and protocols to be followed by visitors to the animal establishment.

Centres are encouraged to introduce employers and specific professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience

It is accepted that formal lectures will be necessary at level 2 but for this unit it is recommended that they are they are linked directly with interactive lessons in a real environment. Learners must be given the opportunity to deal with a range of different situations which reflects current industry practice.

## References

### Books

- Cavill D. 2008. *Run Your Own Boarding Kennels: The Complete Guide to Kennel and Cattery Management 4<sup>th</sup> Edition*. Kogan Page. ISBN: 978-0-7494-5330-5.
- Key D. 2006. *Cattery Design: The Essential Guide to Creating Your Perfect Cattery*. David Key Kennel and Cattery Design. ISBN: 0-9538002-1-0.
- Bessant C. 2002. *FAB Boarding Cattery Manual*. Feline Advisory Bureau.
- Hossey G, Melfi V and Pabkhurst S. 2009. *Zoo Animals: Behaviour, Management and Welfare*. OUP. ISBN: 978-0-19-923306-9.
- Kleiman D. 1997. *Wild Mammals in Captivity: Principles and Techniques*. Chicago University Press.

### Magazines/Journals

- Kennel and Cattery Management magazine  
Your Dog magazine  
Your Cat magazine  
BBC Wildlife magazine

### Websites

- |  |   |
|--|---|
| <a href="http://www.the-kennel-club.org.uk">www.the-kennel-club.org.uk</a> | The Kennel Club   |
| <a href="http://www.gccfcats.org">www.gccfcats.org</a>                     | The Governing Council of the Cat Fancy                            |
| <a href="http://www.fabcats.org">www.fabcats.org</a>                       | Feline advisory Bureau  |
| <a href="http://www.defra.gov.uk">www.defra.gov.uk</a>                     | Department for Environment, Food and Rural Affairs                |
| <a href="http://www.wales.gov.uk">www.wales.gov.uk</a>                     | Welsh Assembly Government   |
| <a href="http://www.scotland.gov.uk">www.scotland.gov.uk</a>               | Scottish Executive Environment and Rural Affairs<br>Department    |
| <a href="http://www.dardni.gov.uk">www.dardni.gov.uk</a>                   | Department of Agriculture and Rural Affairs<br>(Northern Ireland) |
| <a href="http://www.biaza.org.uk">www.biaza.org.uk</a>                     | British and Irish Association of Zoos and Aquariums               |

## Unit 209

## Introduction to Grooming Dogs

**Level:** 2

**Credit value:** 10

### Unit aim

This unit aims to provide learners with a basic understanding of the principles of dog grooming and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

The learner will develop an understanding of the reasons for grooming dogs and the different needs for different dogs. The learner will be able to develop the skills required to assess dogs for relevant grooming requirements. The learner will also be able to demonstrate safe and effective tasks and activities to include health checks, grooming, bathing, drying, and ear and nail care. The unit also covers equipment use and maintenance.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare dogs for grooming
2. Know the types of equipment required for grooming dogs
3. Be able to groom, bathe, dry dogs
4. Understand the reason for grooming dogs appropriate to coat type

### Guided learning hours

It is recommended that **60** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

AC8.1 Remove excess hair, knots and tangles prior to bathing and grooming

AC8.2 Bathe and clean a dog's coat and skin

AC28.1 Dry dogs and prepare their coats for styling

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC.

### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge

## Unit 209

Outcome 1

## Introduction to Grooming Dogs

Be able to prepare dogs for grooming

### Assessment Criteria

The learner can:

1. Carry out dog **health** and **temperament** assessments for a range of breeds
2. **Record** health checks

### Range

Knowledge needs to cover giant, large, medium, small and toy

Practical work needs to cover two from the range

### Unit title

#### Health

Appearance: eyes, ears, nose, mouth, skin, coat, nails, genital and anal area, signs of ecto-/endo-parasites, good health, poor health, posture and movement

#### Temperament

Nervous, friendly, excitable, aggressive, submissive, unpredictable (taking health status into account)

#### Record

Health check record requirements, animal and client details to be recorded, display and/or storage of records, frequency of record keeping, previous records

## Unit 209

### Outcome 2

## Introduction to Grooming Dogs

Know the types of equipment required for grooming dogs

### Assessment Criteria

The learner can:

1. Describe the **equipment and materials** required for dog grooming
2. Describe methods of **maintaining the equipment** used
3. State the importance of following **manufacturers' guidelines**

### Unit content

#### Equipment and materials

Combs, brushes (bristle, pin, nylon), scissors and thinning/de-matting tools, rubber mitts/hound gloves, stripping knives/tools, electric clippers and blades, shampoos and conditioners, handling and restraint equipment

#### Maintaining the equipment

Cleaning, washing, sterilizing, disinfection, correct storage, fitness for use

Equipment: brushes, scissors, mitts/gloves, knives, electrical cables, plugs, air filters, thermostatic controls

#### Manufacturer's guidelines

Control of Substances Hazardous to Health Regulations (2002) (COSHH), Personal Protective Equipment (PPE), dilution, storage, usage, contra-indications, accidental spillage, disposal



## Unit 209

### Outcome 3

## Introduction to Grooming Dogs

Be able to groom, bathe, dry dogs

### Assessment Criteria

The learner can:

1. **Groom** dogs **safely and appropriately** according to coat type
2. **Bath and dry dogs** safely and appropriately according to coat type
3. Carry out **nail and ear care** as appropriate

### Range

Cover two of the following coat types:

Wool, wire, silk, double, smooth and mixed

### Unit content

#### Groom

Restrain, prepare animal, equipment and area, check the holding cage, groom animal using correct technique for required purpose, monitoring for signs of stress, reporting to the owner, record keeping

#### Safely and appropriately

Follow risk assessments, assess temperament and health status, assessing animal for signs of zoonoses, safe restraint, health and wellbeing of dog, health and wellbeing of groomer

#### Bath and dry dogs

Lift animal into the bath safely, select appropriate bathing products, wet coat thoroughly, apply product according to instructions, ensure product is thoroughly rinsed off, dry dog according to coat type and available equipment

#### Nail and ear care

Nail: identify if they need trimming, assess condition, trim if required

Ear: clip, clean, remove debris using approved methods and products

## **Unit 209**

Outcome 4

## **Introduction to Grooming Dogs**

Understand the reason for grooming dogs appropriate to coat type

### **Assessment Criteria**

The learner can:

1. Explain the **reasons** for grooming
2. Compare **grooming requirements** for different coat types.

### **Unit content**

#### **Reasons**

Health and wellbeing, breed standard requirements for the range, aesthetic and showing

#### **Grooming requirements**

Terriers, spaniels, gundogs, hounds, utility, working, pastoral, crossbreeds

## Unit 209 Introduction to Grooming Dogs

### Notes for guidance

This unit aims to provide learners with a basic understanding of the principles of dog grooming and how these can be applied in practice. This unit provides a basic introduction to the topic of dog grooming. Learners wishing to continue studying in this area should consider taking the City & Guilds Dog Grooming qualifications (QCF) should they wish to enter into further training or working in the industry.

Outcome 1 requires the learner to carry out health and temperament assessments on at least two different breeds of dogs that are suitable to be used for practical assessments. The outcome should be delivered through a series of practical demonstrations and simulations. The learner should be able to accurately assess both the temperament and health status of the dog and to complete or update records accordingly. This outcome can be delivered with other practical outcomes within the unit to avoid stress to the animal and as a method of promoting its health and wellbeing.

Outcome 2 requires the learner to be able to recognise, describe the safe usage, routine maintenance and storage of different types of equipment used for grooming dogs and the importance of following manufacturer's instructions. The outcome should be delivered through a series of practical demonstrations, simulations and theory sessions. It is important that learners are clear on how and when to use equipment before embarking on practical grooming to ensure the safety, health and wellbeing of both the dog and the groomer. When using solutions such as shampoos or conditioners it is important that the learners follow manufacturer's instructions, PPE and dilution and usage.

Outcome 3 requires the learner to be able to groom, bathe and dry dogs. The outcome can be delivered through practical demonstration and simulation. Learners should have covered the principles of outcome 1 and 2 prior to embarking on this outcome although for delivery purposes it can be taught in conjunction with a practical health and temperament assessment demonstrating the checking, safe usage and storage of equipment and materials in outcome 2.

Outcome 4 requires the learner to explain the reasons for grooming and a comparison of breed requirements. Grooming requirements of the different breeds may be enhanced by visits to local dog grooming businesses, breeders or shows and competitions.

Learners should work individually wherever possible and group sizes restricted to avoid undue stress to the dogs. Centres are encouraged to use employers and professional grooming links to enhance delivery of the unit. Visits to grooming establishments and exhibitions/demonstrations will give learners a valuable insight into the commercial environment reflecting the grooming industry.

### References

#### Books

Dallas S, North D and Angus J. 2006. *Grooming Manual for the Dog and Cat*. WileyBlackwell. ISBN-10: 1405111836

Bonham M. 2006. *Dog Grooming for Dummies*. Wiley and Sons. ISBN-13: 978-0-471-77390-0.

Blackburn S. 2008. *Dog Grooming (Everything you need to know about...)*. David and Charles. ISBN 0715329685

Young P. 2009. *Groom Your Dog Like a Professional*. Interpret Publishing.

ISBN: 0793806283

Geeson E, Vetter B and Whitmore L. 2007. *Ultimate Dog Grooming*. Firefly Books.

Roth S and Adamson E. 2003. *The Simple Guide to Grooming Your Dog*. TFT Publications.

### **Websites**

[www.groomerssupplies.com](http://www.groomerssupplies.com)

[www.the-kennel-club.org.uk](http://www.the-kennel-club.org.uk)

## Unit 210

## Introduction to Animal Breeds and Grooming

**Level:** 2

**Credit value:** 10

### Unit aim

This unit aims to provide learners with an understanding of the principles animal breeds and grooming and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

The aim of this unit is to develop the learner's knowledge and understanding of basic concepts of animal evolution and the role of domestication on their development. Upon completion of this unit the learner will be able to identify commonly kept breeds of dogs, cats and other pet species. The learner will also carry out practical small animal grooming and understand the reasons for grooming.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Know the history of animal development, domestication and breed development
2. Know the breeds of small animal species kept as pets and their associated breed societies
3. Know the reasons and requirements for grooming animals
4. Be able to groom small pet animals.

### Guided learning hours

It is recommended that **60** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

AC 9.1 Prepare animals for grooming

AC9.2 Groom animals

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC.

### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge

## Unit 210

### Outcome 1

## Introduction to Animal Breeds and Grooming

Know the history of animal development, domestication and breed development

### Assessment Criteria

The learner can:

1. State the main principles of **natural selection** and **survival of the fittest**
2. Outline the history of **animal domestication** by humans
3. Describe the human influence on **breed development**

### Range

As a minimum coverage should include a selection from:

Dogs, small animals, horses or livestock, to illustrate particular points during delivery

### Unit content

#### Natural Selection

Darwin's Origin of Species, genotype, phenotype, gene pool, genetic variation, reasons for natural selection, extinction of species, examples of natural selection

#### Survival of the fittest

Selective pressure and adaptation, competition/ resources, for example food, shelter, breeding, pollution, human influences, over harvesting, climate change

#### Animal domestication

Reasons for domestication: food, work, clothing, protection, transportation, pleasure, companionship

History of domestication, timelines, specific features of why certain animals have been domesticated and why some animals are not domesticated, wild animals

#### Breed development

Definition of a breed, pure bred and pedigree, selective breeding, cross breed/hybrid, reasons for development of a breed, for example human influence, breeding problems, and showing. Specific features of animals that are desirable to develop and feature that are undesirable

## Unit 210

### Outcome 2

## Introduction to Animal Breeds and Grooming

Know the breeds of small animal species kept as pets and their associated breed societies

### Assessment Criteria

The learner can:

1. Identify **common breeds** of dog, cat and small mammal
2. Describe **characteristics** of commonly found breeds of small animals kept as pets
3. Outline the importance and role of **animal breed societies**

### Range

A selection of animals from across the groups

### Unit content

#### Commonly kept breeds

Breed standards, breed history of animals from:

Dogs from the Kennel Club groups: working dogs, pastoral dogs, terrier dogs, hound dogs, gun dogs, toy dogs, utility dogs

Cats from the Governing Council of the Cat Fancy: Persian, Sphinx, Burmese, Ocicat, Siamese, British Blue, Cornish Rex, Turkish Van, Bengal, Ragdoll, and Munchkin

Main breeds of other small animals: Rabbits, for example Angora, British Giant, Netherland Dwarf; guinea pigs, for example Abyssinian, Rex; rodents, for example Fancy Mouse, Dumbo rat, Degu, Siberian Hamster

#### Characteristics

Characteristics should include size, coat colour and type, physical features, temperament, life expectancy, suitability as a pet

#### Animal breed societies

Selected dog breed societies from the recognised Kennel Club breeds, Cats from the Governing Council of the Cat Fancy, Small mammal breed societies

Purpose and aim of the society, membership requirements, breed records, advisory and educational roles, welfare, competitions

## **Unit 210**

Outcome 3

## **Introduction to Animal Breeds and Grooming**

Know the reasons and requirements for grooming animals

### **Assessment Criteria**

The learner can:

1. Describe **reasons for grooming animals**
2. Outline **grooming requirements** of commonly found breeds of small animals kept as pets

### **Range**

Breeds of small animals (at least one from each group)

Cats, dogs, rabbits, guinea pigs, rodents

### **Unit content**

#### **Reasons for grooming**

Improving condition of skin and coat, monitoring animal for health, hygiene, general cleanliness, aesthetic (for showing)

#### **Grooming requirements**

Frequency of grooming, grooming and trimming requirements, coat types, reasons for grooming



## Unit 210

Outcome 4

## Introduction to Animal Breeds and Grooming

Be able to groom small pet animals

### Assessment Criteria

The learner can:

1. **Prepare animals** for grooming
2. **Groom** a dog, cat and one other small pet animal to meet given objectives

### Range

Cats, dogs, rabbits, guinea pigs, rodents

### Prepare animals

Lift onto table, minimise stress and calm animal by reassuring it, restrain as necessary with correct technique and equipment

### Groom

Brush using comb or equipment suitable in size and type for the individual animal, check coat for parasites and signs of ill health, wash or bath as necessary (only if appropriate) using correct solutions and equipment, ensure animal is fully dry, monitor animal for stress at all times, record any findings or activity carried out

## **Unit 210 Introduction to Animal Breeds and Grooming**

### Notes for guidance

The aim of this unit is to develop the learner's knowledge and understanding of basic concepts of animal evolution and the role of domestication on their development. Upon completion of this unit the learner will be able to identify commonly kept breeds of dogs, cats and other pet species. The learner will also carry out practical small animal grooming and understand the reasons for grooming.

In Outcome 1, the learner will need to outline the development, domestication and breed development of a range of animal species, including Darwinian Theory and its main points. The learners can be encouraged to look at extinct species and try to find out through research what happened to them, then linking it to Darwinian Theory. It is anticipated that the delivery of this unit will be mainly through formal lectures or directed study, library and internet research.

In Outcome 2, the learner will need to identify the breeds recognised by both the Kennel Club and the Governing Council of the Cat Fancy, identifying the various recognised 'groups' and named breeds within each 'group'. Learners will also need to identify other breeds of small animals commonly kept as pets. It is anticipated that the delivery of this unit will be a mixture of formal lectures and directed study, library, internet research and practical assignments. Real animals, if available, can be used to illustrate the different breeds but it is likely that photographs or other visual means will be used to cover the variety of breeds required (note that not all dog breeds need to be covered, but a selection for each of the main groups). It may be possible to use visits to shows or exhibitions to enhance the learning of this outcome.

In Outcome 3, the learner will be required to describe the grooming requirements of a range of commonly found breeds of small animals kept as pets. It is anticipated that the delivery of this unit will be a mixture of formal learning and practical activities.

In Outcome 4, the learner will be required to prepare and groom animals to meet a given objective. It is anticipated delivery will involve formal lectures and practical demonstrations, simulation and practical assessments. Learners will need to ensure the health, safety and welfare of the animal and themselves at all times during practical sessions and assessments and it is important that the animals used are of a temperament deemed suitable for the task. Class/group size should be limited and learners should work on their own or in pairs, one grooming and one restraining the animal to avoid undue stress to the animals.

Centres are encouraged to use appropriate speakers and visits to boarding kennels, catteries, rescue societies/centres, pet shops, dog shows, cat shows and pet shows, to enhance delivery of this unit and to enable learners to gain an insight into industry.

## References

### Books

- Allaby M. 2009. *A Dictionary of Zoology 3<sup>rd</sup> edition*. OUP. ISBN: 978-01999233410.
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<a href="http://www.rspca.org.uk">www.rspca.org.uk</a>	Royal Society for the Prevention of cruelty to Animals
<a href="http://www.pdsa.org.uk">www.pdsa.org.uk</a>	Peoples Dispensary for Sick Animals
<a href="http://www.cats.org.uk">www.cats.org.uk</a>	Cats Protection
<a href="http://www.thekennelclub.org.uk">www.thekennelclub.org.uk</a>	The Kennel Club
<a href="http://www.bluecross.org.uk">www.bluecross.org.uk</a>	The Blue Cross
<a href="http://www.supremecatshow.org">www.supremecatshow.org</a>	The Supreme Show of the Governing Council of the Cat Fancy
<a href="http://www.crufts.org.uk">www.crufts.org.uk</a>	Crufts
<a href="http://www.gccfcats.org">www.gccfcats.org</a>	The Governing Council of the Cat Fancy
<a href="http://www.dogstrust.org.uk">www.dogstrust.org.uk</a>	The Dogs Trust

## Unit 211

## Introduction to Caring for Horses

**Level:** 2

**Credit value:** 10

### Unit aim

This unit aims to provide learners with an understanding of the principles of horse care and stable management and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting, looking to progress into the sector or to further education and training.

During this unit, the learner will undertake practical tasks relating to horse care and stable management. This includes the ability to handle horses, perform stable management routines and care procedures. The feeding requirements of horses will also be covered.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to handle horses
2. Be able to carry out stable management routines
3. Be able to demonstrate care routines for horses
4. Know the feeding requirements of horses.

### Guided learning hours

It is recommended that **60** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Horse Care suite of NOS.

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC.

### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge

## Unit 211

Outcome 1

## Introduction to Caring for Horses

Be able to handle horses

### Assessment Criteria

The learner can:

1. Select and fit **basic equipment** required to handle and exercise horses
2. Carry out **cleaning** of handling and exercise equipment

### Range

Horses, ponies and/or donkeys can be used where appropriate

### Unit content

#### Basic equipment

Head collar, lead rope, bridle, variety of bits, saddles, girths, numnahs/saddle cloths, martingales, brushing boots, over-reach boots, stable rugs, turnout rugs

Equipment required for different situations (handling, exercising for example jumping, schooling, roadwork, hacking, turn out)

#### Cleaning

Cleaning leather: water, saddle soap, leather conditioner, cleaning metal and fastenings, taking apart, assembling general saddles and snaffles bridles, reasons for cleaning (routine cleaning, show presentation, health and safety reasons, storage), storage of equipment and tack once cleaned

## Unit 211

### Outcome 2

## Introduction to Caring for Horses

Be able to carry out stable management routines

### Assessment Criteria

The learner can:

1. Prepare and maintain **accommodation** for
  - Stable kept horses
  - Field kept horses
2. Maintain a **yard environment** to include:
  - Feed room
  - Tack room
  - Stables
  - Field
  - Muck heap

### Range

Horses, ponies and/or donkeys can be used where appropriate

### Unit content

#### Accommodation

Stable, loose box, field shelter, mucking out, skipping out, deep litter, range of bedding used (straw, shavings, peat, shredded paper, rubber matting) equipment required (wheelbarrow, fork, shovel, broom), picking droppings from the field (manual/mechanical as appropriate)

#### Yard environment

Feed room, tack room, yard, stables, paddocks, field shelter, muck heap, reasons for maintenance (presentation, health and safety, cleanliness)

## Unit 211

### Outcome 3

## Introduction to Caring for Horses

Be able to demonstrate care routines for horses

### Assessment Criteria

The learner can:

1. Carry out a full **health check** on a horse to include:
  - Body condition
  - Hoof condition
2. **Groom** a horse to include one from:
  - Pulling
  - Trimming
  - Plaiting
3. **Bathe and dry** a horse

### Range

Horses, ponies and/or donkeys can be used where appropriate

### Unit content

#### Health check

Ears, eyes, mouth, mucus membranes, weight, body condition, coat condition, hoof condition, behaviour (aggressive, solitary, social), appetite

#### Groom

Grooming kit: dandy brush, body brush, plastic curry comb, rubber curry comb, metal curry comb, sponges, pulling comb, scissors, plaiting bands, needle, thread, reasons for grooming

#### Bathe and dry

Shampoo, water brush, sweat scraper, towels, reasons for bathing (cleanliness, presentation, topical skin treatments)

## Unit 211

Outcome 4

## Introduction to Caring for Horses

Know the feeding requirements of horses

### Assessment Criteria

The learner can:

1. Identify the **dietary requirements** of horses
2. Describe the methods available to **feed and water** horses in stables and fields

### Range

Horses, ponies and/or donkeys can be used where appropriate.

### Unit content

#### Dietary requirements

Nutrients (protein, carbohydrates, fats, vitamins, minerals), feeds available, life stage of the horse (young, working, pregnant, lactating, geriatric), amount of food required, water requirements

#### Feed and water

Feed mangers, automatic feeders/water, buckets, hay nets, hay balls, field mangers, troughs



## **Unit 211 Introduction to Caring for Horses**

### Notes for guidance

This unit has been designed to provide the learner with sound, basic knowledge and some of the skills required to demonstrate general horse care. The unit covers:

Horses, ponies and/or donkeys (where appropriate)

Throughout the unit, the emphasis should be on safe working. It is expected that the learners will be aware of safe working practices and familiar with accepted practices and behaviours within the context in which they are working.

In Outcome 1, the learner is required to demonstrate the correct equipment required to handle and exercise horses. The learner is encouraged to handle horses in different situations. The learner will then be asked to demonstrate how to clean the equipment used for both handling and restraint. The emphasis on this learning outcome should be practical and learners should be encouraged to fit a wide range of equipment from the list in the unit content (as appropriate).

Outcome 2 looks at a number of activities relating to stable management routines and yard maintenance. The learner will need to be able to maintain the following areas: feed room, tack room, stables, fields and muck heap. The reasons for this maintenance will also be discussed. It is anticipated that the majority of this unit will be delivered practically.

In Outcome 3, the learner will be required to demonstrate a number of care routines. The emphasis should be placed on carrying out health care routines incorporating the condition of both body and feet. Pulling, trimming or plaiting also need to be demonstrated practically along with bathing and grooming.

In Outcome 4, the learner will identify the dietary requirements of specific horses and discuss how their needs can be met. Specific scenarios will be given to the learners for them to work on and to plan a balanced diet for. The methods of how horses are fed and watered will also be identified. It is anticipated that delivery of this unit will be theoretical, but should be complemented by practical activities.

Centres are encouraged to introduce employers and specific professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience.

## References

### Books

Auty I and Batty-Smith J. 2008. *The BHS Complete Manual of Horse and Stable Management*. Kennleworth Press Ltd.

Houghton Brown J. 2003. *Horse and Stable Management*. Wiley Blackwell

Houghton Brown J. *Horse Care: The Practical Manual of Horsemanship*.

### Websites

[www.bhs.org.uk](http://www.bhs.org.uk)      British Horse Society

### Publications

Horse and Hound

Horse and Rider

Horse Magazine

**Level:** 2

**Credit value** 10

**Unit aim**

This unit aims to provide learners with an understanding of the principles of exotic animal care and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting, looking to progress into the sector or to further education and training.

The learner will be able to recognise the importance of nutrition, health, accommodation design and maintenance in the welfare and well being of exotic animals. The learner will be able to demonstrate effective handling and restraint of exotic animals and describe effective transportation arrangements for them.

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare and maintain appropriate accommodation for exotic animals
2. Know how to source and transport exotic animals
3. Understand the nutritional requirements of exotic animals
4. Be able to monitor the health, behaviour and welfare of exotic animal species

**Guided learning hours**

It is recommended that **60** hours should be allocated for this unit. This may be on a full-time or part-time basis.

**Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the Animal Care NOS.

**Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Lantra SSC.

**Assessment and grading**

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge

## Unit 212

### Outcome 1

## Contribute to the Care of Exotic Animals

Be able to prepare and maintain appropriate accommodation for exotic animals

### Assessment Criteria

The learner can:

1. **Prepare accommodation** of suitable size and dimension for exotic animal species which meets their **environmental requirements**
2. Carry out **routine maintenance and hygiene procedures** necessary for exotic animal species in captivity

### Range

Exotic animal species could include invertebrates, amphibians, fish, reptiles, birds, mammals that are non-native to the UK

### Unit content

#### Prepare accommodation

Vivariums, terrariums, aquariums/ tanks, aviaries and/or enclosures

Cleaning, providing enrichment, checking for safety, checking fixtures and fittings specific to animal, using correct substrate for species, establishing micro-climate for species before adding animal

#### Environmental requirements

Substrate suitability, physical parameters (light, humidity, temperature and ventilation), location of accommodation e.g. noise, vibration, passage of human traffic, proximity to utilities, e.g. electricity, water

#### Routine maintenance and hygiene procedures

Cleaning (spot and full cleaning), frequency, bedding and left over feeds, tools and equipment, equipment testing and repairs, use of disinfectants, concentration, dilution and working solutions both for the animal and to prevent common zoonoses, Control of Substances Hazardous to Health Regulations 2002 (COSHH), The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR), disposal of waste

## Unit 212

### Outcome 2

## Contribute to the Care of Exotic Animals

Know how to source and transport exotic animals

### Assessment Criteria

The learner can:

1. Identify legal and reputable **sources** for purchase and acquisition of exotic animal species
2. Describe arrangements for exotic animal species **transportation** which meet current standards and legislation
3. State **legislation** relevant to the keeping of exotic animal species in captivity

### Range

Exotic animal species could include invertebrates, amphibians, fish, reptiles, birds, mammals that are non-native to the UK

### Unit content

#### Sources

Legal and ethical sources (pet shops and retail outlets, registered breeders), limits under the Convention on International Trade in Endangered Species (CITES)

#### Transportation

Housing and transport containers, appropriate size, cleanliness, provision of food and water during transit, monitoring animals during, transit preparation of accompanying paperwork and journey planning.

#### Legislation

Animal Welfare Act (2006), Dangerous Wild Animals Act (1974), Health & Safety at Work etc Act (1974), COSHH (2002), RIDDOR (1995), Welfare of Animal (Transport) Order 2006

## Unit 212

### Outcome 3

## Contribute to the Care of Exotic Animals

Understand the nutritional requirements of exotic animals

### Assessment Criteria

The learner can:

1. Explain how the **nutrient requirements** of exotic animal species can be provided via a **balanced diet**
2. Discuss how the life stage, health status, and environment cause **variation in the feeding** of exotic animal species

### Range

Exotic animal species could include invertebrates, amphibians, fish, reptiles, birds, mammals that are non-native to the UK

### Unit content

#### Nutrient requirements

Carbohydrates, proteins, fats, minerals and vitamins, role and function of each, composition of feedstuffs

#### Balanced diet

Ratio of ingredients and feedstuffs, basic diet formulation, suitable feeds for exotic species, live and whole food items, ethics of feeding live food

#### Variation in feeding

Juvenile, adult, pregnancy, lactation, gravid (impact on energy and protein requirement, ratios of calcium: phosphorus), impact of ill health on energy and protein metabolism

## Unit 212

### Outcome 4

## Contribute to the Care of Exotic Animals

Be able to monitor the health, behaviour and welfare of exotic animal species

### Assessment Criteria

The learner can:

1. Report on the signs of **health and behaviour** in exotic animal species.
2. Demonstrate **correct handling and restraint** techniques for exotic animal species
3. Report on factors that are necessary for the **achievement of acceptable welfare standards** when keeping exotic animal species in captivity

### Range

Exotic animal species could include invertebrates, amphibians, fish, reptiles, birds, mammals that are non-native to the UK

### Unit content

#### Normal health and behaviour

Signs of health and behaviour e.g. locomotion, posture, feeding, respiration, flight, display/courtship, burrowing, moulting and temperature

#### Correct handling and restraint

Padded tongs, forceps, nets, tubing, boxes, nooses, snake hooks, safety and comfort to operator and animal

Avoidance of bites, stings, toxic secretions, abrasions from scales and claws and lashing from tails

Personal Protective Equipment (PPE): overalls, goggles, gloves, gauntlets, masks and shields

Handling: adequate preparation, correct selection and use of equipment, confident and sensitive approach to the animal, prevention of damage or injury to the animal and to operator

#### Achievement of acceptable welfare standards

Appropriate group size, social structures and size of enclosure, adequate nutrition, health profiling, timely health inspections and disease prevention strategies, use of enrichment and monitoring of environmental parameters

## Unit 212                      Contribute to the Care of Exotic Animals

### Notes for guidance

The delivery of the unit is expected to incorporate a mixture of lectures and visits to retail outlets, specialist collections or hobbyists who keep exotic animals in a domestic environment. At level 2, it is expected that considerable emphasis will be placed on practical activity wherever possible. It is essential that the particular aspects of health and safety when working with exotic animals will be stressed throughout the unit.

The unit could cover a range of species from the following:

Invertebrates, amphibians, fish, reptiles, birds and mammals that are non-native to the UK

In Outcome 1, learners will be able to prepare accommodation which contains suitable substrates, furnishings, lighting, heating, hot spots, humidity and ventilation. Relevant aspects of maintenance and hygiene are spot/full cleaning, use of disinfectants, waste disposal, glass cleaning, substrate replacement and repair. These activities will be classified as daily, weekly and monthly routines.

In Outcome 2, learners will be able to identify sources from which to purchase and acquire exotic species to ensure that keeping of captive populations does not impact on the status of the population in the wild. They will be able to select appropriate equipment for the restraint of animal before departure (including PPE) and prepare a suitable transportation device (box, container, or bag to contain the animal during transport). Learners will also describe the preparation of paperwork before transportation and the legislation which is relevant to the ownership and movement of exotic species between locations.

In Outcome 3, learners will be able to describe the principles that underpin the nutritional requirements of a range of exotic species. This will involve the constituents of feeds (protein, carbohydrates, fat, minerals and vitamins), their role and function in the body and how combinations of these provide the range of nutrients required by exotic species. Learners will also be able to describe how protein, energy, mineral and vitamin requirements increase with pregnancy, lactation, growth and ill health.

In Outcome 4, learners will be able to describe the range of normal signs of health and symptoms of ill health and their causes and normal and abnormal behaviours.

Selection of appropriate equipment from the range of tongs, nooses, restraint tubes, forceps, nets, towels, cloths and PPE (gloves, gauntlets, masks, goggles, overalls and shields) will be achieved and learners will be able to demonstrate effective restraint and handling for a range of exotic species. Factors that affect the well being of species will be reviewed (social structures and groupings, stocking densities, ambient and consistent environmental conditions, regular and adequate nutrition and suitable enclosure design).

Centres are encouraged to introduce employers and specific professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience.

It is accepted that formal lectures will be necessary at level 2 but for this unit it is recommended that they are they are linked directly with interactive lessons in a real environment. Learners must be given the opportunity to deal with a range of different situations which reflects current industry practice.



## References

### Books

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- Meredith A and Redrobe S. 2002. *BSAVA Manual of Exotic Pets 4<sup>th</sup> Edition*. BSAVA. ISBN: 0-9052-1447-1.
- Verhoef E. 2006. *Complete Encyclopaedia of Cage and Aviary Birds*. Rebo Ltd.
- Warwick C, Frye F and Murphy J. 1995. *The Health and Welfare of Captive Reptiles*. Chapman and Hall. ISBN: 0-4125-5080-6.

### Websites

- |  |   |
|--|---|
| <a href="http://www.southwalesreptiles.org.uk">www.southwalesreptiles.org.uk</a> | South Wales Reptile and Exotic Animal Group |
| <a href="http://www.exoticanimal.net">www.exoticanimal.net</a>                   | Exotic animal Network                       |
| <a href="http://www.proteus.uk.net">www.proteus.uk.net</a>                       | Proteus Reptile Trust                       |

## Unit 213

## Introduction to Caring for Zoo Animals

**Level:** 2

**Credit value:** 10

### Unit aim

This unit aims to provide learners with an understanding of the principles of zoo animal care. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or to further education and training.

The learner will be able to recognise the importance of nutrition, health, accommodation design and maintenance in the welfare and well being of zoo animals. The learner will be able to discuss the appropriateness of barriers to enclosures, provision of enrichment and how supplements contribute to effective nutrition and feeding.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Know the characteristics of zoo animal species
2. Know the housing requirements and handling equipment necessary for zoo animal species
3. Understand the nutritional requirements and feeding regimes of zoo animal species
4. Know the signs of health and disease in zoo animal species

### Guided learning hours

It is recommended that **60** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Animal Care NOS

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC.

### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge

## Unit 213

### Outcome 1

## Introduction to Caring for Zoo Animals

Know the characteristics of zoo animal species

### Assessment Criteria

The learner can:

1. Describe the **physical characteristics and features** of different zoo animal species
2. List the differences between **endothermic and ectothermic** species
3. State the following for zoo animal species:
  - **Life span**
  - **Gestation/incubation periods**
  - **Breeding age**

### Range

Invertebrates, fish, amphibians, reptiles, birds, primates, carnivorous mammals, aquatic mammals, ungulates and pachyderms

### Unit content

#### Physical characteristics and features

Characteristics and features of animals from within the following taxa: invertebrates, fish, amphibians, reptiles, birds, primates, aquatic mammals, carnivorous mammals, ungulates and pachyderms

#### Endothermic and ectothermic

Thermo regulation, metabolic rate, source of heat and distribution of species, impact of differences in features on the management of both types of animal

#### Life span, gestation/incubation periods and breeding age

Select features of animals from within the following taxa: invertebrates, fish, amphibians, reptiles, birds, primates, aquatic mammals, carnivorous mammals, ungulates and pachyderms

## Unit 213

### Outcome 2

## Introduction to Caring for Zoo Animals

Know the housing requirements and handling equipment necessary for zoo animal species

### Assessment Criteria

The learner can:

1. Describe **accommodation** of suitable size and dimension for zoo animal species which meets their environmental requirements
2. State the **routine maintenance and hygiene procedures** and equipment necessary for zoo animal species in captivity
3. Describe the suitability of **enclosure barriers** to enclosures of different zoo animal species
4. Identify the appropriateness of **enrichment features** in the enclosures of different zoo animal species

### Range

Invertebrates, fish, amphibians, reptiles, birds, primates, carnivorous mammals, aquatic mammals, ungulates and pachyderms

### Unit content

#### Accommodation

Features of housing for animals from within the following taxa: invertebrates, fish, amphibians, reptiles, birds, primates, aquatic mammals, carnivorous mammals, ungulates and pachyderms  
Indoor and outdoor areas, suitable substrates and animal's environmental requirements

#### Routine maintenance and hygiene procedures

Daily, weekly, monthly maintenance routines of enclosures (cleaning, addition of substrates and disposal of waste material)

Suitable equipment: restraint tools (grippers, nets, crates, crush cages, tranquilisers and sedation equipment) and cleaning tools (brushes, shovels and disinfectants)

#### Enclosure barriers

Fences, moats, netting, glass or acrylic, posts and illusion barriers

#### Enrichment features

Tongue puzzles (giraffe), food concealment in substrate or sacking, use of meat poles, inclusion of browse, natural processes

## Unit 213

### Outcome 3

## Introduction to Caring for Zoo Animals

Understand the nutritional requirements and feeding regimes of zoo animal species

### Assessment Criteria

The learner can:

1. Explain the impact of **life stage** on the nutritional requirement of zoo animal species
2. Examine **diets** which are appropriate for carnivorous, omnivorous and herbivorous zoo animal species
3. Explain the role of **supplements** in diets of zoo animal species.

### Range

Invertebrates, fish, amphibians, reptiles, birds, primates, carnivorous mammals, aquatic mammals, ungulates and pachyderms

### Unit content

#### Life stage

Nutritional requirements of juvenile, sub adult, pregnant, lactating, adult and geriatric life stages

#### Diets

Use of meat from vertebrates and invertebrates, and plant vegetation as components of diets for carnivores, omnivores and herbivores and account for the impact of seasonality on availability

#### Supplements

Different types of supplement to correct nutrient imbalances and deficiencies. Examples of vitamin and mineral supplements, how different types are administered

## Unit 213

### Outcome 4

## Introduction to Caring for Zoo Animals

Know the signs of health and disease in zoo animal species

### Assessment Criteria

The learner can:

1. Describe the main **physical and behavioural features** of zoo animal species which are indicative of good health
2. State the main causes and symptoms of **disease** in zoo animal species
3. Describe the importance of **zoonotic and notifiable diseases** to zoos
4. State how diseases are **monitored and treated** in zoo animal species

### Range

Invertebrates, fish, amphibians, reptiles, birds, primates, carnivorous mammals, aquatic mammals, ungulates and pachyderms

### Unit content

#### Physical and behavioural features

Coat, scales, feathers, eyes, ears, nose, skin, mucous membranes and genitalia, physical movement and locomotion, appetite, thirst, faecal and urinary output and signs of grooming

#### Disease

Behavioural traits that are indicative of normality and abnormality, the role of bacteria, viruses and fungi as agents of disease and the symptoms (and the development of these) of specific health problems and nutritional triggers of disease

#### Zoonotic and notifiable diseases

Define zoonoses and notifiable diseases and their impact on animal well being and bio security of animal collections

Statutory prevention and control of example diseases

#### Monitored and treated

Use of faecal and blood screening and testing as modes of disease monitoring

Role of antibiotic therapy, use of saline, microbial testing in treatment of disease

## **Unit 213                    Introduction to Caring for Zoo Animals**

### Notes for guidance

This unit is designed to provide the learner with an introduction to the knowledge of zoo animals and some of the requirements needed to advance a career with animal species kept in zoos and to underpin their future survival.

The unit will cover an appropriate range of species from invertebrates, amphibians, reptiles, birds, primates, carnivorous mammals, aquatic mammals, ungulates and pachyderms.

The delivery should be focused on the aspects of Health and Safety as it relates to dangerous animal species and those subject to Zoo License Act (1981). It will enable learners to develop practical competence as is appropriate and possible.

In Outcome 1, learners will be required to identify and describe features of a range of zoo animal species. This knowledge could be linked to periods of work experience or visits to animal collections. Learners will also be able to apply this knowledge to differentiate between endo and ectothermic species and summarise key data on life cycles and life span.

Outcome 2 covers a range of accommodation and housing for different species housed in zoos. It incorporates both inside and outside areas of enclosures and requires learners to be able to identify features which are desirable and appropriate for nominated species within enclosures and that also form effective barriers. Learners will also be required to describe equipment which is appropriate for animal restraint and movement. The importance of enrichment as a tool for providing a more suitable environment for animals in captivity will be the emphasis.

Outcome 3 covers the impact of feeding and nutrition on zoo animal species. Learners will be able to review the range of feeds and ingredients available to feed these species and to appreciate the role and types of supplement and how they are administered. Diets appropriate to carnivorous, omnivorous and herbivorous species will be reviewed.

Outcome 4 requires learners to be familiar with the range of signs which would be expected in animals with normal health profiles and how ill health manifests itself. Learners will be able to state the impact of disease on animals within zoos and the features of zoonotic and notifiable diseases which make their detection, prevention and control of great importance. The range of monitoring and screening techniques to identify disease, build and treatment thresholds will be reviewed.

Learners working towards level 2 are likely to have some or limited experience of zoo animal husbandry and management. This unit will extend existing knowledge and provide opportunities for skills development – particularly in report writing and expression of their powers of observation. There is the expectation that learners will understand the main clauses of Zoo License Act (1981) and the importance of the Secretary of States Standards of Modern Zoo Practice (SSSMZP).

Centres are encouraged to link employers and specific professionals from animal collections and learners. This will add to the value and interest of the unit to learners and can act as a prelude to visits to relevant animal collections and establishments.

Some use of formal lectures will be necessary but it is accepted that learning experiences will be made interactive where possible and linked to practical activities in a real working environment where current industry practice is demonstrated.

## References

### Books

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### Websites

[www.biaza.org.uk](http://www.biaza.org.uk)

British and Irish Association of Zoos and Aquariums



## Unit 214

# Presentation and Service for Retailing in the Land-based Sector

**Level:** 2

**Credit value:** 10

### Unit aim

This unit has been specifically developed for 14-19 year old learners in full-time education acquiring additional knowledge of retailing.

The learner will be able to plan the layout of a land-based retail outlet. They will know the products and services offered by a given land-based retail outlet, along with how they are stocked. Practical skills of how to display the products will also be demonstrated. Health and safety considerations of the store will be discussed. The learner will also demonstrate appropriate customer care skills.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to design a suitable layout for a land-based retail outlet
2. Understand the products and services provided by a land-based retail outlet
3. Be able to prepare and display products for sale
4. Be able to demonstrate appropriate customer care skills.

### Guided learning hours

It is recommended that **60** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

n/a

### Endorsement of the unit by a sector or other appropriate body

Skillsmart Retail has approved this unit to be used within Edexcel BTEC and City & Guilds qualifications only

### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge

## Unit 214

## Presentation and Service for Retailing in the Land-based Sector

### Outcome 1

Be able to design a suitable layout for a land-based retail outlet

#### Assessment Criteria

The learner can:

1. Plan the **layout** for a land-based retail outlet
2. Report on the **health and safety** and **legislative** requirements of a retail outlet
3. Justify the design and layout of a land-based retail outlet

#### Range

The retail outlets which can be used for this unit need to be appropriate to the context in which the learner is studying.

#### Unit content

##### Layout

Purpose of retail outlet, location of exit and entrance, storage areas/shelving, sectioned areas for grouped items, customer service area, customer facilities, tills, collection points and disabled access

##### Health and safety

Risk assessments, risks to staff and customers, hazards which could affect staff and customers, storage of chemicals and carry out practical risk assessment

##### Legislation

Health and Safety at Work etc Act 1974, Control of Substances Hazardous to Health (2002) (COSHH), Reporting of Injuries Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR), Disabilities Discrimination Act 1995 (DDA)

## Unit 214

# Presentation and Service for Retailing in the Land-Based Sector

## Outcome 2

Understand the products and services provided by a land-based retail outlet

### Assessment Criteria

The learner can:

1. Review **products** and/or **services** in a given land-based outlet
2. Evaluate **factors influencing choice** of products and services for a given land-based retail outlet
3. Describe the **stocking** requirements of products being sold in a given land-based retail outlet

### Range

The retail outlets which can be used for this unit need to be appropriate to the context in which the learner is studying

### Unit content

#### Products

Range of products, list/group those available and ensure relevance

#### Services

Make relevant to the business, list those that link directly to the business for example; delivery service, personal shopper service

#### Factors influencing choice

Cost, price, quality, prominence/location of product in the outlet, proximity to other products, offers, discounts

#### Stocking

Space available, position of stock areas, amounts of stock required, who is in charge of ordering stock, health and safety considerations for example; location of stock and lifting stock

## Unit 214

## Presentation and Service for Retailing in the Land-Based Sector

### Outcome 3

Be able to prepare and display products for sale

#### Assessment Criteria

The learner can:

1. **Prepare** products for sale
2. **Display** products for sale
3. **Maintain** displays within a given land-based retail outlet

#### Range

The retail outlets which can be used for this unit need to be appropriate to the context in which the learner is studying.

#### Unit content

##### Prepare

Checking stock for sell by date, checking for damage, ensure stock is required

##### Display

Suitability of location of display, prepare display to receive goods, product placement for example; in order of size and grouped accordingly

##### Maintain

Checking stock for damage, checking sell by dates, product placement, stock rotation, regular cleaning of shelves and display units

## Unit 214

## Presentation and Service for Retailing in the Land-Based Sector

### Outcome 4

Be able to demonstrate appropriate customer care skills

#### Assessment Criteria

The learner can:

1. Perform **customer care** related activities
  - **processing payments**
  - dealing with customers
  - **customer satisfaction**
2. Describe the importance of customer care in land-based retail outlets

#### Range

The retail outlets which can be used for this unit need to be appropriate to the context in which the learner is studying

#### Unit content

##### Customer care

Open and closed body language, speaking clearly, language, staff presentation, dealing with complaints and difficult customers

##### Processing payments

Using electronic tills, manual working out of items, using card machines, receiving cash payments and processing cheques

##### Customer satisfaction

Quality of service provided, quality of goods supplied, dealing with customer enquiries in store and over the telephone and replacing damaged stock

## **Unit 214                      Presentation and Service for Retailing in the Land-Based Sector**

### Notes for guidance

This unit is designed to provide the learner with an introduction to the knowledge and skills required to work in land-based retail.

Throughout the unit, the emphasis should be on safe working. It is expected that the learners will be aware of safe working practices and behaviours within the context in which they are working.

In Outcome 1, the learners are required to plan the layout of a land-based retail outlet of their choice. To accompany this full justification for the design needs to be given. The relevant health and safety legislative regulations also need to be identified and discussed. This could be investigated by the tutor taking the learners to land-based retail outlets, with prior arrangement and devising a blank plan that the learners could fill out when they go there to note the layout. Several different organisations could be visited, such as small, family run retail outlet or farm shop and a large chain store. This would give learners a good range of outlets to look at and base their ideas and justifications on.

Outcome 2 requires the learner to review the products and services which are offered by a chosen land-based outlet. An evaluation should be carried out relating to both the products and services provided to customers. Learners should also be encouraged to think innovatively when it comes to making suggestions and stocking decisions for products or services that are not currently provided by the outlets.

In Outcome 3, the learner is required to practically prepare and display the products sold within a land-based outlet. Some theory sessions may be required to accompany the practical aspects. Learners can complete this outcome on work placement or in a simulated assessment set up by the tutor. The learners should be able to give a full account of why they have chosen the particular preparation and displays, and could use their experience of visits to outlets to justify their decisions.

Outcome 4 focuses on customer care and the learners are required to demonstrate customer care practices. This task can be completed on work placement, or in a simulated assessment. Customer care is of importance when working in retail, and learners should be encouraged to understand the implications of not providing good customer care and service. This could be done by discussing bad experiences the learners have had in a retail environment or through role play with the rest of the group. This can be delivered interactively, and there are some excellent online materials that can be used to assist with delivery of this unit.

Centres are encouraged to introduce employees and professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience.

It is expected that the learners will be aware of safe working practices and behaviours within the context in which they are working.

## References

### Books

Pfahl, PB., Behe B.K.1994. *The Retail Florist Business (5<sup>th</sup> Ed)*. Illinois: Interstate Printers and Publishers. ISBN: 0813429670

Business Strategies Limited. 1999. *Skills in the Land-based sector*.

Warwickshire Careers Service.1996. *Careers in the Land-based sector*.

### Websites

[www.hse.gov.uk](http://www.hse.gov.uk) Health and Safety Executive

### DVD's

Signposts for Health and Safety (2008) HSE

## Unit 215

## Environmental and Land-based Business

**Level:** 2

**Credit value:** 10

### Unit aim

This unit aims to provide learners with an understanding of the principles of business within the environmental and land-based sector, and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or to further education and training.

The learner will investigate the structure of one industry within the land-based sector and the principal organisations within it. They will explore regulations and legislation relevant to that industry. The learner will develop the knowledge of common business operations and the simple administrative tasks.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Know an industry within the environmental and land-based sector
2. Know the relevant legislation and codes of practice within the environmental and land-based sector
3. Know common business operations
4. Know how to carry out simple administrative tasks

### Guided learning hours

It is recommended that **60** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

n/a

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC.

### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge



## Unit 215

## Environmental and Land-based Business

### Outcome 1

Know an industry within the environmental and land-based sector

#### Assessment Criteria

The learner can:

1. Describe the **structure** of one industry within the environmental and land-based sector covering:
  - size
  - employment
  - main activities
  - geographical influence
  - economic contribution
2. Identify the **principal organisations and trade associations** within an industry in the environmental and land-based sector.

#### Unit content

##### Structure

Features and characteristics of the industry, different types of businesses and organisations and the type of goods and services they provide, size of these businesses/organisations e.g. numbers employed, regional differences, allied industries (what they are, the goods and services they supply and the role they play), trends and issues currently affecting the industry

##### Principal organisations and trade associations

Roles and aims of key selected organisations in the industry e.g. statutory, Department for Environment, Food and Rural Affairs ((Defra) England), Welsh Assembly Government (Wales), Scottish Executive Environment and Rural Affairs Department (SEERAD), or Department of Agriculture and Rural Affairs (DARD (Northern Ireland), Health and Safety Executive, Department of Trade and Industry (DTI), Environment Agency, Food Standards Agency, non-governmental, major land-owning or representative e.g. The Royal Society for the Prevention of Cruelty to Animals (RSPCA), British Veterinary Association (BVA), Royal Horticultural Society (RHS), Institute of Groundsmanship (IOG), Lantra Sector Skills Council, British Horse Society (BHS), National Farmers Union (NFU), National Trust, Natural England

## Unit 215

### Outcome 2

## Environmental and Land-based Business

Know the relevant legislation and codes of practice within the environmental and land-based sector

### Assessment Criteria

The learner can:

1. Identify the main United Kingdom or European **legislation and codes of practice** relating to one industry within the environmental and land-based sector
2. Identify key requirements of current **employment law** on the environmental and land-based sector

### Unit content

#### Legislation and codes of practice

United Kingdom legislation: consideration of the main relevant current legislation relating to an industry in the land and environment sector for example Agriculture Tenancies Act (1995), Animal Health Act (2002), Welfare of Animal (Transport) Order 2006, Animal Welfare Act 2006, Environment Protection Act 1990 (as amended 1995), Control of Pesticides Regulations 1986 (COPR), Riding Establishments Act 1970, Horse Passports (England) Regulations 2004, Control of Dogs Order 1992, Dangerous Dogs Act 1991 (as amended 1997), codes of practice e.g. welfare of farm or companion animals

European legislation: relevant European directives e.g. relating to employment, the environment and the specific industry in the land and environment sector

#### Employment law

The main relevant current legislation relating to employment e.g. Health and Safety at Work etc Act 1974, Control of Substances Hazardous to Health Regulations (2002) (COSHH), Working Time Regulations 1998 (as amended 2002), Disability Discrimination Acts 1995 (as amended 2005), Employment Act 2002, National Minimum Wage Act 1998, Race Relations Act 1976 (as amended 2003), Sex Discrimination Act 1975

## Unit 215

### Outcome 3

## Environmental and Land-based Business

### Know common business operations

#### Assessment Criteria

The learner can:

1. Describe how **common IT software** can be used in everyday business operations
2. State the purpose and operation of **common business tasks**
  - financial and banking
  - marketing
  - administrative tasks

#### Unit content

##### Common IT software

Examples of business uses of: word processor (e.g. letters, notices), spreadsheets (e.g. records, timesheets), database (e.g. records), graphics (e.g. advertisements, posters), e-mails

##### Common business tasks

Financial and banking: taking payments by cash, cheque, debit card and credit card, ordering procedure for supplies, invoices, types of bank account (current, savings), loans, overdraft, methods of payment (debit card, cheques, bank giro credit, standing order, direct debit)

Marketing: ways to promote a business (advertisements, promotional events, referral / word of mouth, importance of customer care), preparation of promotional materials

Administrative tasks: file documents, complete simple records (e.g. production, customers), check stock levels and complete stock control records, communicate using written and electronic media, importance of security and confidentiality of business records

## Unit 215

### Outcome 4

## Environmental and Land-based Business

Know how to carry out simple administrative tasks

### Assessment Criteria

The learner can:

1. Use appropriate methods to **prepare, present, sort and retrieve information**
2. Carry out simple **accounting and administrative tasks** appropriate to the business

### Unit content

#### Prepare, present, sort and retrieve information

Use of IT and paper filing systems, completion of simple business records, preparation of business documents (e.g. letters, advertisements)

#### Accounting and administrative tasks

Completion of orders, invoices, cheques, conduct stock check and complete stock records

# Unit 215 Environmental and Land-based Business

## Notes for guidance

This unit can be applied to any of the industries in the environmental and land-based sector, and delivery should be specifically tailored to the vocational interests of learners and the qualification being studied. They will learn about the industry and legal context in which businesses in the chosen sector takes place, and important operations necessary to manage a business.

In Outcome 1, learners will study the structure of their industry. They may be encouraged to represent graphically the range of businesses and their products/services, and also the ancillary businesses on which the primary businesses depend. They could relate these ideas to a specific business, whilst also investigating the range of businesses found locally and nationally. Learners will also find out about the principal organisations and trade associations concerned with their industry, and will investigate the roles and impact of selected organisations. They will investigate some of the key trends and issues facing their industry and how it is responding. Delivery of this outcome would be enriched by speakers from selected organisations.

Outcome 2 examines the UK and European legal framework affecting businesses in the particular land-based industry. Learners are not expected to become legal experts, but to develop an awareness of the main pieces of legislation and how they impact on business in their industry. Delivery of this outcome could be enhanced by guest speakers with experience of running a business or becoming self employed for the first time.

In Outcome 3, learners will identify how common IT software can be used to perform a range of everyday business operations. Some of these are common to all businesses (e.g. writing letters), but tutors should ensure that examples are vocationally relevant to the subject area of the learners. It would be helpful for learners to have the opportunity to practice some of the IT skills to carry out simulated business tasks. Learners should find out about day-to-day business activities involving finance and banking, but will not be expected to learn about accounts. It would help learners to have the opportunity to study a range of records (financial and non-financial) that are kept in a specific business, and how these are maintained and used.

Outcome 4 links closely with Outcome 3 and gives learners the opportunity to understand and engage in operations and tasks identified previously. This should include preparing a range of business outputs using the IT applications listed. These could relate to other items in the content, e.g. advertisements, posters, specific records appropriate to businesses in their industry. They will also complete examples of paper based records and ensure that both IT and paper records are filed appropriately.

### References

#### Books

- Carysforth, C. Neild, M. 2006. *BTEC First Business*. 2<sup>nd</sup> ed. Oxford: Butterworth Heinemann.  
Canwell, D., Sutherland, J. 2006. *BTEC First Business*. Cheltenham: Nelson Thornes.

## Websites

<a href="http://www.defra.gov.uk">www.defra.gov.uk</a>	Department for Environment, Food and Rural Affairs
<a href="http://www.wales.gov.uk">www.wales.gov.uk</a>	Welsh Assembly Government
<a href="http://www.scotland.gov.uk">www.scotland.gov.uk</a>	Scottish Executive Environment and Rural Affairs Department
<a href="http://www.dardni.gov.uk">www.dardni.gov.uk</a>	Department of Agriculture and Rural Affairs (Northern Ireland)
<a href="http://www.bized.ac.uk">www.bized.ac.uk</a>	Business Education Websites
<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>	Health and Safety Executive
<a href="http://www.dti.gov.uk">www.dti.gov.uk</a>	Department for Trade and Industry
<a href="http://www.environment-agency.gov.uk">www.environment-agency.gov.uk</a>	Environment Agency
<a href="http://www.food.gov.uk">www.food.gov.uk</a>	Food Standards Agency
<a href="http://www.rspca.org.uk">www.rspca.org.uk</a>	Royal Society for the Prevention of Cruelty to Animals
<a href="http://www.bva.co.uk">www.bva.co.uk</a>	British Veterinary Association
<a href="http://www.rhs.org.uk">www.rhs.org.uk</a>	Royal Horticultural Society
<a href="http://www.iog.org.uk">www.iog.org.uk</a>	Institute of Groundsmanship
<a href="http://www.lantra.co.uk">www.lantra.co.uk</a>	Lantra Sector Skills Council
<a href="http://www.bhs.org.uk">www.bhs.org.uk</a>	British Horse Society
<a href="http://www.nfuonline.com">www.nfuonline.com</a>	National Farmers Union
<a href="http://www.nationaltrust.org.uk">www.nationaltrust.org.uk</a>	The National Trust
<a href="http://www.naturalengland.org.uk">www.naturalengland.org.uk</a>	Natural England

## Unit 216

# Understand British Wildlife Species, Habitats and Rehabilitation

**Level:** 2

**Credit value:** 10

### Unit aim

This unit aims to provide learners with an understanding of the principles of British wildlife species, habitats and rehabilitation. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or to further education and training.

The learner will be able to recognise indigenous wildlife and their habitats. They will be able to understand threats to British wildlife and human intervention to save endangered species. The learner will explain the process of wildlife rehabilitation, from the initial assessment to choosing the release site, culminating in a comparison of wildlife monitoring techniques post rehabilitation.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Know indigenous species and their habitat
2. Understand human intervention in wildlife matters
3. Understand the process of wildlife rehabilitation
4. Understand the release and monitoring of wildlife

### Guided learning hours

It is recommended that **60** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

AC 20.1 Release Animals

CU 34.1 Promote and maintain the health and well-being of animals

CU 34.2 Deliver basic treatments to animals

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC.

### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge

## Unit 216

# Understand British Wildlife Species, Habitats and Rehabilitation

### Outcome 1

Know indigenous species and their habitat

#### Assessment Criteria

The learner can:

1. Identify indigenous **British wildlife** in **specified habitats**
2. Identify **signs** of wildlife within habitats:
  - Tracks
  - Faeces
  - Shelter
  - Runs
3. Describe **habitat requirements** for endangered British wildlife
4. Match indigenous **British wildlife** to their habitat

#### Unit content

##### British wildlife species

Reptiles, amphibians, birds, mammals, invertebrates and fish

##### Specified habitats

Woodlands, freshwater, estuary & coastal, hedgerows and verges, marshes, grasslands, heath lands and uplands

##### Signs

Tracks, faeces, shelters and run

##### Habitat requirements

Environment, (flora, shelter, soil), food, water

##### Endangered British wildlife

Reptiles ( e.g. adder, common lizard, sand lizard), amphibians (e.g. great crested newt, natterjack toad), birds (e.g. corncrake, red kite), mammals (e.g. greater horseshoe bat, brown hare, red squirrel), invertebrates (e.g. stag beetle, white admiral), fish (e.g. brown trout, spiny seahorse)



## Unit 216

## Understand British Wildlife Species, Habitats and Rehabilitation

### Outcome 2

Understand human intervention in wildlife matters

#### Assessment Criteria

The learner can:

1. Discuss the main **threats** to British wildlife
2. Illustrate how **human intervention** can minimise the threats to one endangered species of British wildlife

#### Unit content

##### Threats

Habitat fragmentation, human encroachment, climate change, pollution, introduced species, competition, disease, Road Traffic Accidents (RTA's), hunting, illegal trade, habitat destruction

##### Human intervention

Rehabilitation, nature reserves, legislative protection e.g. European Directives, Wildlife and Countryside Act 1981 (as amended 1991), Wild Mammals (Protection) Act 1996, Convention on International Trade in Endangered Species (CITES), Countryside and Rights of Way Act (2000), education

## Unit 216

# Understand British Wildlife Species, Habitats and Rehabilitation

### Outcome 3

Understand the process of wildlife rehabilitation

#### Assessment Criteria

The learner can:

1. Explain the process of **initial assessment** of wildlife casualties
2. Discuss the process of **wildlife rehabilitation** from receiving the initial assessment results back to good health
3. Discuss the **ethics** of rehabilitating wildlife

#### Unit content

##### Initial assessment

Physical signs e.g. bleeding, loss of fur/feathers, limping, vomiting, heavy breathing, temperature, pulse, respiration, behaviour

Diagnosis: clinical tests, blood tests, urine and faecal analysis

Equipment used: crush cage, noose, catch pole, towel, gloves/gauntlets, muzzles, goads, nets, bags, hoods, Personal Protective Equipment (PPE)

##### Wildlife rehabilitation

Accommodation requirements: intensive care, hospitalisation, recovery, rehabilitation

Husbandry: feeding, monitoring, hygiene, routine health care

##### Ethics

Reasons for rehabilitating wildlife, reasons against rehabilitating wildlife, codes of practice

## Unit 216

# Understand British Wildlife Species, Habitats and Rehabilitation

### Outcome 4

Understand the release and monitoring of wildlife

#### Assessment Criteria

The learner can:

1. Examine the processes involved in **wildlife release**
2. Compare wildlife **monitoring** methods

#### Unit content

##### Wildlife release

Suitability of animal for release, site of release, impact of release (on animals, humans and environment)

Equipment, identification of animals, transporting, release and handling, release methods, records

##### Monitoring

Identification of animal/s e.g. tattooing, micro-chips, tracking devices, monitoring and recording methods, frequency of recording and monitoring, time/season carried out when most likely to locate species, unobtrusive monitoring methods, contents of a monitoring sheet

## **Unit 216                      Understand British Wildlife Species, Habitats and Rehabilitation**

### Notes for guidance

This unit is designed to provide the learner with an introduction to the understanding of British wildlife species, their habitats, threats, human intervention strategies, rehabilitation, release and monitoring.

The unit should cover a range of species appropriate to the study of British wildlife.

In Outcome 1, the learner will be required to show knowledge of British wildlife species and their habitats. It is expected that this will require some formal delivery but it should also be delivered through practical situations outside of the classroom, with visits to habitats to view wildlife and wildlife in their habitats. The learners will be expected to look at several different types of wildlife habitats from the range in the outcome content and should be able to identify the different signs of wildlife and the individual species from common signs and indicators, as well as by features of the animals themselves

Outcome 2 requires learners to demonstrate an understanding of human intervention in wildlife matters. It is anticipated that the delivery of this unit will be through formal lectures, with the use of relevant and up to date case studies. The outcome could be linked to outcome 1, in that the learners could identify main threats to the wildlife identified and the habitats they see when out on external visits and wildlife walks. They could also carry out an assessment of how human intervention could help wildlife species in the area, for example through erecting bird nesting boxes and artificial habitats for those particular species. This outcome should emphasize the importance of sustainable development.

In Outcome 3, the learner will be required to demonstrate an understanding of wildlife rehabilitation, from initial assessment of wildlife casualties to release. It is expected that this will require some formal delivery but it should also be delivered through practical situations outside of the classroom, with visits to wildlife rehabilitation centres and demonstration of equipment used. The learners could focus on one species at a wildlife rehabilitation centre and discuss all of their needs, from initial assessment when it was brought in to the centre, to when and how it was treated, rehabilitated and finally released, if applicable. The co-operation of a wildlife hospital would be extremely useful in this outcome, with them giving access to examples of hospital records, release records etc. If this was not possible, the tutor could formulate the types of records and case studies to give to the learners.

In Outcome 4, the learner will be required to demonstrate an understanding of wildlife release and monitoring techniques. It is expected that this will require formal delivery but it should also be delivered through practical situations outside of the classroom, with visits to wildlife release sites and demonstration of equipment used. Case studies can be used to show successful releases. Guest speakers from organisations such as the Wildlife Crime Unit of the Police, or rescue centre managers, would be useful to include in this outcome, as they will often bring identification equipment, monitoring records etc. to aid the learners in discovering the different release methods, types, monitoring and recording equipment.

This unit aims to develop the learners' knowledge and understanding of British wildlife and the issues currently faced by endangered British wildlife species. Emphasis should be placed on indigenous British species with use of local habitats around centres to provide real life examples and allow learners to develop knowledge of their local environment.

Centres are encouraged to introduce specific employers, professionals and charitable organisations/volunteers from wildlife monitoring and rehabilitation organisations, as well as take students on visits to specific habitats, wildlife rehabilitation centres and release sites, to provide interesting and relevant information to the learner and add to the learner experience. Lessons should be a mixture of formal lessons linked directly with interactive lessons in a real environment.

## References

### Books

- Kleinman DG, Allen ME, Thompson KV, Lumpkin S and Harris H. 1996. *Wild Mammals in Captivity: Principles and Techniques*. University Chicago Press. ISBN: 0-226-44002-8.
- Rees P. 2002. *Urban Environments and Wildlife Law in Britain: A Manual for Sustainable Development*. Blackwell Science. ISBN: 0-632-05743-2.
- Stocker L. 2005. *Practical Wildlife Care*. Blackwell Publishing. ISBN: 1-405-12749-X.
- Harris S. 2002. *The New Handbook of British Mammals*. Elsevier Science and Technology. ISBN: 0-856-61133-6.
- Jordan W and Hughes J. 1991. *Care for the Wild: First Aid for All Wild Creature.s* University of Wisconsin Press. ISBN: 0-299-13184-X.
- McDonald D and Barrett P. 1993. *Mammals of Britain and Europe*. HarperCollins Publishers. ISBN: 0-002-19779-0.
- Mullineaux E, Best D and Cooper J. 2003. *BSAVA Manual of Wildlife Casualties*. Blackwell Publishers. ISBN: 0-905-21463-3.
- Peterson R, Mountfort G and Hollom P. 2004. *Birds of Britain and Europe, 5th Edition*. HarperCollins Publishers. ISBN: 0-007-19234-7.
- Porter V. 1989. *Animal Rescue*. Ashford, Buchan and Enright. ISBN: 1-852-53196-7.
- Sinclair A, Fryxell J and Caughley G. 2006. *Wildlife Ecology, Conservation, and Management*. Blackwell Publishing Professional. ISBN: 1-405-10737-5.

### Journals and CD ROMs

- Proceedings of Symposia of The British Wildlife Rehabilitation Council* (1988, 1990 and 2000) available via BWRC website ([www.bwrc.org.uk](http://www.bwrc.org.uk))
- Wildlife Rehabilitation and Animal Welfare* journal
- Wildpro CD ROM 'UK Wildlife: First-aid and Care'
- Zoology* journal

### Websites

- |  |  |
|--|--|
| <a href="http://www.bwrc.org.uk">www.bwrc.org.uk</a>                             | British Wildlife Rehabilitation Council                        |
| <a href="http://www.defra.gov.uk">www.defra.gov.uk</a>                           | Department for Environment, Food and Rural Affairs             |
| <a href="http://www.field-studies-council.org">www.field-studies-council.org</a> | Field Studies  |
| <a href="http://www.iwrc-online.org">www.iwrc-online.org</a>                     | International Wildlife Rehabilitation Council                  |
| <a href="http://www.rspca.org.uk">www.rspca.org.uk</a>                           | The Royal Society for the Prevention of Cruelty to             |
| <a href="http://www.wildlifeinformation.org">www.wildlifeinformation.org</a>     | Wildlife Information Network                                   |
| <a href="http://www.wales.gov.uk">www.wales.gov.uk</a>                           | Welsh Assembly Government                                      |
| <a href="http://www.scotland.gov.uk">www.scotland.gov.uk</a>                     | Scottish Executive Environment and Rural Affairs Department    |
| <a href="http://www.dardni.gov.uk">www.dardni.gov.uk</a>                         | Department of agriculture and Rural Affairs (Northern Ireland) |

## Unit 217

## Introduction to Caring for Farm Livestock

**Level:** 2

**Credit value:** 10

### Unit aim

This unit aims to provide learners with an understanding of the principles of farm livestock care and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

The aim of this unit is to develop the learners' knowledge and skills required for the successful care of farm livestock through practical application. The learner will be able to handle, restrain and move farm livestock safely. The learner will be able to prepare and maintain accommodation and prepare feed and water. The signs of ill health and abnormal behaviour in farm livestock will be investigated.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to handle, restrain and move farm livestock
2. Be able to prepare and maintain accommodation for farm livestock
3. Be able to prepare and administer feed and water supplies for farm livestock
4. Be able to recognise signs of ill health and abnormal behaviour in farm livestock

### Guided learning hours

It is recommended that **60** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

LP 7.1 Prepare feed and water supplies for livestock

LP 7.2 Monitor and maintain the supply of feed and water to livestock

LP 11.1, 2 Prepare, establish and maintain livestock in their accommodation

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC.

### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge

## Unit 217

### Outcome 1

## Introduction to Caring for Farm Livestock

Be able to handle, restrain and move farm livestock

### Assessment Criteria

The learner can:

1. Carry out **animal checks** prior to handling farm livestock
2. Select appropriate **equipment** for the safe restraint, handling and movement of farm livestock
3. **Restrain, handle and move** farm livestock safely

### Range

Minimum of two farm animals e.g. cattle, sheep, pigs and poultry or large mammals e.g. goat, donkey, pig, camelids

### Unit content

#### Animal checks

Carry out basic visual checks for signs of ill health and abnormal behaviour and temperament of animals

#### Equipment

Risk assessments, Personal Protective Equipment (PPE): overalls, boots and gloves

Handling equipment: head collars, ropes and halters, races, crush and bull rings

Choice of equipment according to situation

#### Restrain, handle and move

Reasons for handling, restraint and movement of farm livestock, moving from one field to another, bringing indoors, turning out into field, health checks, administering treatments and preventative care, foot trimming, tagging, shearing, weighing. The importance of moving large animals without handling and in all cases the avoidance of stress

## Unit 217

### Outcome 2

## Introduction to Caring for Farm Livestock

Be able to prepare and maintain accommodation for farm livestock

### Assessment Criteria

The learner can:

1. Describe the **accommodation** requirements of common farm livestock
2. **Prepare** accommodation for the reception of farm livestock
3. **Maintain** accommodation for farm livestock

### Range

Minimum of two farm animals e.g. cattle, sheep, pigs and poultry or large mammals e.g. goat, donkey, pig, camelids

### Unit content

#### Accommodation

Indoor requirements e.g. ventilation, insulation, flooring, drainage, temperature, space allowance, fixtures and fittings

Outdoor requirements e.g. shelters, boundaries and hedges

Suitability for farm livestock species

Legal requirements: Animal Welfare Act 2006, 'Duty to Care for Animals' (as per the Animal Welfare Act 2006), current relevant Codes of Practice

#### Prepare

Selection of appropriate equipment and Personal Protective Equipment (PPE) – safe use of shovels, forks, wheelbarrows and hoses

Bedding materials: straw, shavings, and shredded paper

Fixtures and fittings: water troughs/dispensers and feeders

Checking for damaged/faulty equipment

#### Maintain

Importance of routine and maintenance of hygiene, maintenance of fixtures, fittings and boundaries, deep bedding, maintenance for indoor/outdoor stock, legal requirements (Environment Protection Act 1990 (as amended 1995)), safe disposal of waste, disposal of hazardous waste and fallen stock



## Unit 217

### Outcome 3

## Introduction to Caring for Farm Livestock

Be able to prepare and administer feed and water supplies for farm livestock

### Assessment Criteria

The learner can:

1. Describe the type, quantity and quality of **feed** required by common farm livestock
2. **Prepare feed and water** for farm livestock
3. **Feed and water** farm livestock

### Range

Minimum of two farm animals e.g. cattle, sheep, pigs and poultry, or large mammals e.g. goat, donkey, pig, camelids

### Unit content

#### Feed

Feed type: dry/wet, concentrates, crops, silage, hay, supplements

Quantity of feed: according to life stage and health status, weaning, pregnant, lactating, adult, ill, weight of animal, purpose of animal

Quality of feed: best before dates, storage and stock rotation, insect and rodent infestations and mould

#### Prepare feed and water

Select correct feed type and quantity, prepare according to instructions, and check water is clean and fresh

#### Feed and water

Check and select appropriate equipment: feeders and water troughs, report any faults

Supply correct feed and water: ad-lib, rationed diets

Check livestock are feeding and drinking in accordance with expectations, report any abnormalities

## Unit 217

### Outcome 4

## Introduction to Caring for Farm Livestock

Be able to recognise signs of ill health and abnormal behaviour in farm livestock

### Assessment Criteria

The learner can:

1. Identify the **signs** of ill health in common farm livestock
2. Report on the **behaviour** of farm livestock
3. Carry out **health checks** on farm livestock

### Range

Minimum of two farm animals e.g. cattle, sheep, pigs and poultry or large mammals e.g. goat, donkey, pig, camelids

### Unit content

#### Signs

Visual signs: condition of coat/feathers, eyes, ears, skin, mucous membranes, appetite, water intake, faeces and urine output, lameness and limb movement, coughing and choking, discharges and weight changes

Physical signs: temperature, pulse and respiration rates

#### Behaviour

Normal and abnormal: appearance, posture, movement, social interaction

Reasons for reporting changes in behaviour, procedures for reporting changes in behaviour

#### Health checks

Routine, non-routine e.g. in the case of a suspected emergency situation, animals at different life stages e.g. young stock, breeding, pregnant, lactating and adult

# Unit 217 Introduction to Caring for Farm Livestock

## Notes for guidance

This unit is designed to provide the learner with an introduction to the knowledge and skills required to enable them to work safely with farm livestock. The unit should cover a range of species and as a minimum, two from cattle, sheep, pigs and poultry. However, the minimum of two animals could include two types of production for the same species e.g. dairy and beef cattle, poultry (layers and broilers), as appropriate to the local production systems. The unit should be delivered in conjunction with a working farm or relevant work experience placement. This would ensure that the learner experienced routine farm activities on a regular basis and would experience the 'farming year' e.g. mating, lambing.

Throughout the unit, the emphasis should be on safe working. It is expected that learners will be aware of safe working practices and familiar with accepted practices and behaviours within the context in which they are working.

In Outcome 1, the learner will be required to handle, restrain and move farm livestock. It is accepted that this outcome will require some formal delivery but it should also be delivered in practical situations where learners are engaged in handling, restraining and moving animals. Through practical activities learners will develop skills in assessing the visual and behavioural signs of health in animals and select, use and maintain equipment appropriately. Learners should be encouraged to handle a range of farm livestock, with the emphasis on safe working and dealing with animals in a way which reduces stress and minimises injury to the learner, animals and others.

In Outcome 2, the learner will be required to prepare and maintain accommodation for farm livestock. There will be a need for some formal delivery but it should also be delivered in practical situations where learners are visually assessed preparing and maintaining livestock accommodation. Emphasis should be placed on relevant current legislation and Codes of Practice.

In Outcome 3, the learner will be required to feed and water farm livestock. This should include selection of the types and quantity of feed, delivery methods, provision of water, and equipment used to deliver feed and water to the animals. The delivery of this outcome will include some formal lectures and practical assessment, although the majority will be delivered through practical demonstrations and assessments.

In Outcome 4, the learner will be required to recognise signs of both good and ill health in animals. It is accepted that this outcome will require some formal delivery but it should also be delivered in practical situations where learners are visually assessing animals for health and undertaking health checks. Emphasis should be placed on safe working and dealing with animals in a way which reduces stress and minimises injury to the learner, animals and others.

Centres are encouraged to introduce employers and specific professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience.

It is accepted that some formal lectures will be necessary at level 2 but for this unit it is recommended that they are directly linked to interactive sessions in a real environment. Learners must be given the opportunity to deal with a range of animals in different situations which reflects current industry practice.

## References

## Books

Thear K, Fraser A. 1988. *The Complete Book of Raising Livestock and Poultry*. Pan Books. ISBN: 0-906-34831-5.

Bazeley K. 2007. *Practical Cattle Farming*. The Crowood Press. ISBN: 9-781-86126-975-1.

Cardell K. 2006. *Practical Sheep Keeping*. The Crowood Press. ISBN: 1-861-26163-2.

Parker R. 2001. *The Sheep Book: A Handbook for the Modern Shepherd*. Ohio Press. ISBN: 9-780-80401-032-0.

Smith P. 2001. *Practical Pig Keeping*. The Crowood Press. ISBN: 9-781-86126-388-9.

Smith Thomas H. 2005. *Getting Started with Beef and Dairy Cattle*. Storey Publishing. ISBN: 1-580-17596-1.

## Websites

<a href="http://www.defra.gov.uk">www.defra.gov.uk</a>	Department for Environment, Food and Rural Affairs
<a href="http://www.wales.gov.uk">www.wales.gov.uk</a>	Welsh Assembly Government
<a href="http://www.scotland.gov.uk">www.scotland.gov.uk</a>	Scottish Executive Environment and Rural Affairs Department
<a href="http://www.dardni.gov.uk">www.dardni.gov.uk</a>	Department of Agriculture and Rural Affairs (Northern Ireland)

## Unit 218

# Introduction to Caring for Ornamental Aquatics

**Level:** 2

**Credit value:** 10

### Unit aim

This unit aims to provide learners with an understanding of the principles of care of ornamental aquatics and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

The aquatics industry has grown considerably over the past few years, as has awareness of animal welfare. This unit aims to provide an introduction to the knowledge and skills, designed to meet these challenges.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Know the main features of the aquatics industry in the United Kingdom
2. Be able to plan and contribute to the set up of a safe, viable aquarium system
3. Be able to plan and set up a safe, viable ornamental pond
4. Be able to maintain the health of an aquarium's flora and fauna

### Guided learning hours

It is recommended that 60 hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

n/a

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC.

### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge

## Unit 218

# Introduction to Caring for Ornamental Aquatics

### Outcome 1

Know the main features of the aquatics industry in the United Kingdom

#### Assessment Criteria

The learner can:

1. Describe the **structure** of the aquatics industry in the United Kingdom
2. List the **common aquatic species** kept in the United Kingdom
3. Describe the **ethical issues** caused by the importation of fish into the United Kingdom.

#### Unit content

##### Structure

Major trade associations, wholesalers, retailers, importers, dry goods suppliers, feed suppliers, markets, location and size of industry, trends, number of households keeping fish, number of fish imported per annum

##### Common aquatic species

Tetras, rasboras and danios, cichlids, anabantids, livebearers, catfish, goldfish, koi carp, cyprinids, soft corals, tangs, damselfish, butterflyfish, angelfish and marine invertebrates

##### Ethical issues

Wild caught fish, sustainable collecting, disease introduction, cyanide trapping, Convention on International Trade in Endangered Species (CITES), Import of Fish Act (1980) (ILFA), release of non-natives

## Unit 218

## Introduction to Caring for Ornamental Aquatics

### Outcome 2

Be able to plan and contribute to the set up of a safe, viable aquarium system

#### Assessment Criteria

The learner can:

1. Plan an **aquarium** to correctly maintain a **given species**
2. Contribute to the setting up of a **safe, viable aquarium system**

#### Unit content

##### Aquarium

Tropical freshwater, temperate freshwater, tropical marine, identification of correct equipment, light, filter, heater/thermostat, substrate, salinity, furnishings of aquarium, stocking density

##### Given species

Tetras, rasboras, cichlids, anabantids, livebearers, catfish, goldfish, koi carp, cyprinids, soft corals, tangs damselfish, butterflyfish, angelfish and marine invertebrates

##### Safe aquarium system

Health and Safety at Work etc Act 1974, risk assessments, circuit breakers, need for and maintenance of personal hygiene, dangers of working with aquaria e.g. electricity, water, glass, zoonotic diseases

## Unit 218

## Introduction to Caring for Ornamental Aquatics

### Outcome 3

Be able to plan and set up a safe, viable ornamental pond

#### Assessment Criteria

The learner can:

1. Plan an **ornamental pond**
2. Contribute to the setting up of a **safe, viable ornamental fish pond**

#### Unit content

##### Ornamental Pond

Pre-formed, pond liners, clay, koi, goldfish, planted, equipment: (filters, aerators, drains), fountains, waterfalls, ornaments, stocking density, selection of suitable stock

##### Safe ornamental fish pond

Health and Safety at Work etc Act 1974, risk assessments, need for and maintenance of personal hygiene, safety equipment, personal protective equipment, dangers of working with ornamental ponds e.g. electricity, water, planning permission, zoonotic diseases



## **Unit 218**      **Introduction to Caring for Ornamental Aquatics**

Outcome 4      Be able to maintain the health of an aquarium's flora and fauna

### **Assessment Criteria**

The learner can:

1. Carry out appropriate **water quality tests** on a given **mature aquarium**
2. Produce a **maintenance schedule** for a given **mature aquarium**
3. Carry out a **health check regime** for a given aquariums' **flora and fauna**

### **Unit content**

#### **Water quality tests**

Ammonia, nitrite, nitrate, pH, O<sub>2</sub>, phosphate, temperature, carbonate hardness, general hardness, salinity

#### **Mature aquarium**

An aquarium which has been set up and running for more than 1 month

#### **Maintenance schedule**

Frequency of test, recording of results, interpretation of results, water change, filter maintenance, glass cleaning, gravel cleaning, reporting problems

#### **Health check regime**

Common problems of flora and fauna, symptoms of ill health, causes of ill health, strategies for prevention and remedy for problems

#### **Flora and fauna**

Fully submerged plants, emergent plants, semi emergent plants, tetras, rasboras, cichlids, anabantids, livebearers, catfish, goldfish, koi carp, cyprinids, soft corals, tangs damselfish, butterflyfish, angelfish and marine invertebrates

## **Unit 218                    Introduction to Caring for Ornamental Aquatics**

### Notes for guidance

This unit is designed to provide basic information, knowledge and skills to promote health and welfare in the ornamental aquatics sector. Learners will develop knowledge of the market and skills required to work in the sector. The learners will develop knowledge of all areas of ornamental aquatics. A wide range of delivery techniques are expected and these should stimulate, motivate, educate and enthuse the learner.

Whatever methods of delivery are used it is essential that tutors stress the importance of animal welfare issues and the need to manage the resource using legal methods.

Throughout the unit, the emphasis should be on safe working. It is expected that learners will be aware of safe working practices and familiar with accepted practices and behaviours within the context in which they are working.

In Outcome 1 the learner is expected to develop knowledge of the size and structure of the ornamental aquatics market. It is accepted that this outcome will require some formal delivery and ICT will be essential. Site visits and suitable guest speakers can enhance delivery as will independent research.

Outcome 2 and 3 are very closely linked, and cover the planning and setting up of viable aquaria and ornamental ponds respectively. For outcome 2, learners are required to specifically plan the setting up of a viable aquarium, to include all of the necessary equipment required to keep the aquarium and the fish healthy and to good welfare standards. The outcome also includes popular species that are both suitable for aquaria and readily available.

For Outcome 3, learners are required to plan the setting up of an ornamental pond, to include safety guidelines, location, species that could populate the ornamental pond and equipment necessary for the successful running of the pond. For both of these outcomes, learners must have access to facilities where aquaria and ornamental pond can be established in a safe, viable manner.

Learners should have the opportunity to visit sites where aquaria and ornamental ponds are already established in order to identify for themselves the links between knowledge and practice. Learners should have the opportunity to develop knowledge through work placements or the centre's own fish or animal care facilities. Learners are not required to individually set up ponds and aquaria, but to contribute to the setting up of an aquarium and an ornamental pond.

Outcome 4 covers water testing, maintenance and health checking of aquaria's flora and fauna, and can be delivered through formal lectures, demonstrations and supervised practical sessions. The learner will develop observational skills and knowledge regarding the welfare of flora and fauna.

Centres are encouraged to introduce employers and specific professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience

It is accepted that formal lectures will be necessary at level 2 but for this unit it is recommended that they are they are linked directly with interactive lessons in a real environment. Learners must be given the opportunity to deal with a range of different situations which reflects current industry practice.

## References

### Books

- Andrews C, Excell A, and Carrington N. 2001. *The Interpet Manual of Fish Health*. Interpet Publishing. ISBN: 1-842-8606-7-4.
- Axelrod HR, Benoist AS and Kelsey-Wood DT. 1992. *The Atlas of Garden Ponds*. TFH Publications. ISBN: 0-866-22343-6.
- Howells G. 1993. *Water Quality for Freshwater Fish*. Taylor and Francis. ISBN: 2-881-24922-1.
- Moe M. 1992. *The Marine Aquarium Handbook: Beginner to Breeder*. Green Turtle Publications. ISBN: 0-939-96007-9.

### Websites

- |  |   |
|--|---|
| <a href="http://www.defra.gov.uk">www.defra.gov.uk</a>                           | Department for Environment, Food and Rural Affairs                |
| <a href="http://www.wales.gov.uk">www.wales.gov.uk</a>                           | Welsh Assembly Government   |
| <a href="http://www.scotland.gov.uk">www.scotland.gov.uk</a>                     | Scottish Executive Environment and Rural Affairs<br>Department    |
| <a href="http://www.dardni.gov.uk">www.dardni.gov.uk</a>                         | Department of Agriculture and Rural Affairs<br>(Northern Ireland) |
| <a href="http://www.ornamentalfish.org">www.ornamentalfish.org</a>               | Ornamental Aquatic Trade Association                              |
| <a href="http://www.environment-agency.gov.uk">www.environment-agency.gov.uk</a> | Environment Agency  |
| <a href="http://www.lantra.co.uk">www.lantra.co.uk</a>                           | Lantra SSC  |

## Unit 219

## Participate in Providing Estate Maintenance

**Level:** 2

**Credit value:** 10

### Unit aim

This unit aims to provide learners with an understanding of the principles of estate skills and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

The aim of this unit is allow learners from a range of land-based disciplines to develop the skills and knowledge to maintain boundaries, surfaces or habitats.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to select, transport and use a range of hand tools and equipment for estate maintenance
2. Be able to maintain estate boundaries
3. Be able to maintain surfaces or habitats
4. Know how to work safely and minimise environmental damage

### Guided learning hours

It is recommended that **60** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant national occupational standards

CU2.2 Maintain good standards of health and safety for self and others

CU20.1 Maintain structures and surfaces

CU20.2 Repair structures and surfaces

CU22.1 Construct, maintain and repair boundaries

CU23.1 Construct, maintain and repair paths

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SCC

### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge.

## Unit 219

## Participate in Providing Estate Maintenance

### Outcome 1

Be able to select, transport and use a range of hand tools and equipment for estate maintenance

#### Assessment Criteria

The learner can:

1. Select appropriate **tools and equipment** for specific **estate maintenance tasks**
2. **Lift tools and equipment safely** using appropriate techniques
3. **Transport and use tools** and equipment **safely**
4. **Maintain and store** tools and equipment according to instructions

#### Unit content

##### Tools and equipment

Selection of appropriate tools and equipment (hammer, saw, spade, shovel, pickaxe, post driver, wire strainers, hoe, rake, fork, secateurs, shears, power tools)

##### Estate maintenance tasks

Constructing, maintaining and mending boundaries, structures and surfaces

##### Lift tools and equipment safely

Use of appropriate safe lifting techniques, in line with manual handling guidelines and Manual Handling Operations Regulations 1992, straight back, bend knees

##### Transport and use tools safely

Manual transport, mechanically assisted transport, security of tools

##### Maintain and store

Routine maintenance, (preparation, checking, adjusting, cleaning), storage, according to instructions

## Unit 219

### Outcome 2

## Participate in Providing Estate Maintenance

Be able to maintain estate boundaries

### Assessment Criteria

The learner can:

1. Assess the **condition of boundaries** to determine the maintenance requirement
2. Carry out **routine maintenance** of boundaries safely
3. Carry out **routine repairs** of boundaries safely
4. Dispose of **waste materials** in line with instructions

### Range

#### Boundaries

Living boundaries: hedge, bank, ditch

Constructed boundaries: fence (post and rail, post and wire, electric, netting), wall (stone, brick)

### Unit content

#### Condition of boundaries

Identified purpose, fitness for purpose, visual appearance, state of repair, health and safety implications (for people, livestock or vehicles and access)

#### Routine maintenance

Appropriate identified maintenance tasks, for example trimming hedges, clearing ditches, restoring banks, checking and adjusting wire tension, improving/maintaining access infrastructure (for example gaps, gates, stiles)

#### Routine repairs

Appropriate identified repair tasks (wood, brick or stone replacement or treatment)

#### Waste materials

By-products of repair or maintenance (hedge clippings, debris, litter, rotten wood)

## Unit 219

### Outcome 3

## Participate in Providing Estate Maintenance

Be able to maintain surfaces or habitats

### Assessment Criteria

The learner can:

1. Assess the condition of **surfaces** or **habitats** to determine the maintenance requirement
2. Carry out appropriate **maintenance or repairs** of surfaces or habitats

### Unit content

#### Surfaces

Appropriate to the sector: solid (decking, concrete, paving), loose (gravel, wood chippings, sand), horse riding arena surfaces

#### Habitats

Appropriate to the sector: pond, woodland, heath, field margins, grassland, grazing land

#### Maintenance or repairs

Identified tasks: adding surface, applying a surface treatment, levelling surface, clearing or restoring a habitat, improving/maintaining access infrastructure (for example boardwalks, stone pitching, grass sward management)

## Unit 219

### Outcome 4

## Participate in Providing Estate Maintenance

Know how to work safely and minimise environmental damage

### Assessment Criteria

The learner can:

1. State the current environmental and health and safety **legislation and codes of practice**
2. Describe how to overcome **problems** presented by **services**
3. Describe how **environmental damage** can be minimised
4. Describe how **organic and inorganic waste** may be **disposed** of

### Unit content

#### Legislation and codes of practice

Health and Safety at Work etc Act 1974, Control of Substances Hazardous to Health Regulations (2002) (COSHH), Waste Management (England and Wales) Regulations 2006 (as amended 2008)

#### Problems

Damage, leakage, disruption to supply, health and safety/emergency procedures, reporting to supervisor

#### Services

Water, electricity, gas, telephone

#### Environmental damage

Pollution (water courses, through litter or debris, noise), damage to habitats, wastage of resources

Disposal of organic and inorganic waste: organic waste (recycling, composting, chipping, burning), inorganic waste (recycling, discarding safely, landfill)

#### Organic and inorganic waste

Organic: wood and plant products, soil, weeds, green waste, animal dung and waste

Inorganic: metal, plastics, concrete, brickwork, oils and lubricants

#### Disposed

Organic: composting, recycling, chipping, burning, burial

Inorganic: recycling, landfill, approved disposal contractor



## **Unit 219            Participate in Providing Estate Maintenance**

### Notes for guidance

This unit has a very practical focus and aims to enable learners to develop estate skills which can be applied to a range of situations and circumstances. The unit has been written such that naturally occurring and locally relevant opportunities can be used in selecting boundaries, structures and surfaces, to repair and maintain.

As learners will be engaged in practical activity there should be an emphasis on safe working practices, including the use of appropriate Personal Protective Equipment (PPE) and appropriate risk assessments should be undertaken. Learners should also be made aware of the impact on the environment, and sustainability concepts should also be demonstrated where possible. Where learners are using tools, they should be supervised and must be made aware of the safety of themselves and others around them.

Learners should have the opportunity to undertake estate skill activity in a setting appropriate to their area of work wherever possible to maximise the vocational relevance. It will be most beneficial if the structures, boundaries, and surface or habitat selected are for a clear purpose.

Outcome 1 is likely to be predominantly practical, as learners are required to select and safely transport and use a range of hand tools. It is not expected that learners demonstrate a practical ability for the full range shown in the unit content, but a minimum of four hand tools should be covered.

Outcomes 2 and 3 require opportunities for supervised practical experience. This may link with an appropriate work placement. It is anticipated that the tutor will guide selection of the repair or maintenance work required. It is particularly important that due regard is given to health and safety, including the use of appropriate PPE.

Outcome 4 will be largely embedded throughout delivery of the practical aspects of this unit. Learners should view working safely, with due regard to the environment as an integral feature of estate skills tasks, rather than as stand alone components.

It is anticipated that most delivery of this unit will take place in a practical setting, with supervised practice of skills. Delivery will also include some classroom based activity in ensuring learners have a good understanding of safe techniques and underpinning knowledge.

## References

### Books

- Agate, E. 2001. *Fencing: A Practical Handbook*. Doncaster: BTCV. ISBN 094675229X.
- Agate, E. 1996. *Footpaths: A Practical Handbook*. Doncaster: BTCV. ISBN 0946752311.
- Agate, E. 2000. *Toolcare: A Maintenance and Workshop Manual*. Doncaster: BTCV. ISBN 0946752249.
- Agate, E. 2001. *Tree Planting and Aftercare: A Practical Handbook*. Doncaster: BTCV. ISBN 0946752257.
- Agate, E. 2002. *Woodlands: A Practical Handbook*. Doncaster: BTCV. ISBN 0946752338.
- Agate, E., Brooks, A. 1998. *Hedging: A Practical Handbook*. Doncaster: BTCV. ISBN 0946752176.
- Agate, E., Brooks, A. 2001. *Waterways and Wetlands: A Practical Handbook*. Doncaster: BTCV. ISBN 0946752303.
- Agate, E., Brooks, A., Adcock, S. 1999. *Dry Stone Walling: A Practical Handbook*. Doncaster: BTCV. ISBN 0946752192.
- MacLean, M. 1992. *New Hedges for the Countryside*. Ipswich: Farming Press Books and Videos. ISBN 0852362420.

### Journals

Scottish Executive Rural Affairs Department — Prevention of Environmental Pollution from Agricultural Activity: Code of Good Practice Dos and Don'ts Guide (Scottish Executive, 2002) ISBN 0755905180

### Websites

<a href="http://www.btcv.org.uk">www.btcv.org.uk</a>	British Trust for Conservation Volunteers
<a href="http://www.defra.gov.uk">www.defra.gov.uk</a>	Department for Environment, Food and Rural Affairs
<a href="http://www.wales.gov.uk">www.wales.gov.uk</a>	Welsh Assembly Government
<a href="http://www.scotland.gov.uk">www.scotland.gov.uk</a>	Scottish Executive Environment and Rural Affairs Department
<a href="http://www.dardni.gov.uk">www.dardni.gov.uk</a>	Department of agriculture and Rural Affairs (Northern Ireland)
<a href="http://www.fwag.org.uk">www.fwag.org.uk</a>	Farm Wildlife and Advisory Group
<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>	Health and Safety Executive
<a href="http://www.lantra.co.uk">www.lantra.co.uk</a>	Lantra Sector Skills Council

## Appendix 1 Relationships to other qualifications

### Literacy, language, numeracy and ICT skills development

These qualifications include opportunities to develop and practise many of the skills and techniques required for success in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales - [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw)

There might also be opportunities to develop skills and/or portfolio evidence if learners are completing any Key Skills alongside these qualifications.

## Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

### ***Providing City & Guilds qualifications – a guide to centre and qualification approval***

contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

***Ensuring quality*** contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

***Access to Assessment & Qualifications*** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for learners who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- ***Walled Garden***  
Find out how to register and certificate learners on line
- ***Events***  
Contains dates and information on the latest Centre events

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## Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)84 4543 0033 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"><li>• General qualification information</li></ul>
Centres	T: +44 (0)84 4543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"><li>• Exam entries</li><li>• Registrations/enrolment</li><li>• Certificates</li><li>• Invoices</li><li>• Missing or late exam materials</li><li>• Nominal roll reports</li><li>• Results</li></ul>
Walled Garden	T: +44 (0)84 4543 0000 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"><li>• Re-issue of password or username</li><li>• Technical problems</li><li>• Entries</li><li>• Results</li><li>• GOLLA</li><li>• Navigation</li><li>• User/menu option problems</li></ul>
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"><li>• Employer solutions</li><li>• Mapping</li><li>• Accreditation</li><li>• Development Skills</li><li>• Consultancy</li></ul>

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: **[feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)**

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