



# City & Guilds Level 2 Technical Certificate in Animal Care (0172-21)

September 2023, Version 1.12

(For delivery from September 2023)

**Qualification Handbook**

## Qualification at a glance

<b>Industry area</b>	Animal care and veterinary science
<b>City &amp; Guilds qualification number</b>	0172-21
<b>Age group</b>	16-19 (Key Stage 5), 19+
<b>Entry requirements</b>	Centres must ensure that any pre-requisites stated in the <i>What is this qualification about?</i> section are met.
<b>Assessment</b>	To gain this qualification, candidates must successfully achieve the following assessments: <ul style="list-style-type: none"> <li>• Two externally set, externally marked exams, sat under examination conditions</li> <li>• One externally set, internally marked, externally moderated assignment</li> <li>• Optional unit assignments, externally set, internally marked and externally verified</li> </ul>
<b>Additional requirements to gain this qualification</b>	Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured.
<b>Grading</b>	This qualification is graded Pass/Merit/Distinction/Distinction* For more information on grading, please see Section 7: Grading.
<b>Approvals</b>	These qualifications require full centre and qualification approval
<b>Support materials</b>	Sample assessments Guidance for delivery Guidance on use of marking grids
<b>Registration and certification</b>	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.
<b>External quality assurance</b>	This qualification is externally quality assured by City & Guilds, and its internally marked synoptic assignments are subject to external moderation. Internally assessed optional units are subject to external verification. There is no direct claim status available for this qualification.

Title and level	Size (GLH)	TQT	City & Guilds qualification number	Ofqual accreditation number
City & Guilds Level 2 Technical Certificate in Animal Care	360	600	0172-21	603/0833/3

Version and date	Change detail	Section
1.1 June 2017	Purpose statement updated	1. Introduction
	Unit 230 Aim updated	Units
1.2 August 2017	Synoptic assessment description contextualised	5. Assessment
	Addition of the examination paper based module number	1. Introduction – Assessment requirements and employer involvement 5. Assessment 5. Assessment – exam Specification 7. Grading – Awarding grades and reporting results
	Removal of AO 6-8 from Synoptic Assignments	5. Assessment – Assessment Objectives
	Addition of Provisional Grade Boundaries for the Synoptic Assignment	7. Grading
	Revised Exam Specification, Exam Duration and AO weightings	5. Assessment – Exam Specification
	Branding Changes	Throughout
1.3 September 2017	Unit 230 title amended	Throughout
1.4 October 2017	Title for Unit 203 amended in Exam Specification table for 024/524	5. Assessment
1.5 October 2017	Assessment type for unit 230 changed to assignment	1. Introduction 5. Assessment
1.6 November 2017	Correction to exam specification for 024/524 Amendment to summary of assessment methods and conditions table	5. Assessment
1.7 September 2018	Amendment to summary of assessment methods and conditions table – Assessment 230	5. Assessment
1.8 October 2018	Added assessment method for unit 230	1. Introduction – Assessment requirements and employer involvement
	Amended assessment method for unit 230	5. Assessment - Summary of assessment methods and conditions

Version and date	Change detail	Section
1.9 July 2019	Unit content updated to reflect changes in legislation for England only. The Animal Welfare (Licensing of Activities Involving Animals) (England) Regulations 2018 has amended or repealed: Performing Animals (Regulation) Act 1925 Pet Animals Act 1951 Animal Boarding Establishments Act 1963 Riding Establishments Act 1964 Breeding of Dogs Act 1973 Dangerous Wild Animals Act 1976 Zoo Licensing Act 1981 Breeding of Dogs Act 1991 Breeding and Sale of Dogs (Welfare) Act 1999	Units – 201, 209 and 224
	Unit 229 aim and delivery guidance updated for work experience requirements	Unit 229
1.10 June 2022	Added date for Dangerous Dogs Act	Unit 201
	Added date Environmental Protection Act	Unit 230
	Corrected title for Welfare of Animals (Transport) Order	Unit 205
	Corrected date for Dangerous Wild Animals Act	Unit 209
	Changed exothermic of ectothermic Topic 1.2	Unit 210
1.11 May 2023	Amended assessment method for unit 230 Component number for assessment unit changed from 230 to 200	5 Assessment
	Clarified moderation and external verification processes	6 Moderation and standardisation of assessment
	Updated website links and references	3 Delivering Technicals qualifications - Support materials 8 Administration
1.12 September 2023	Revision to the exam specification for the health and safety test component (200)	5 Exam specification

# Contents

<b>1</b>	<b>Introduction</b>	<b>7</b>
	What is this qualification about?	7
	Structure	10
	Total qualification time (TQT)	10
	Assessment requirements and employer involvement	11
<b>2</b>	<b>Centre requirements</b>	<b>12</b>
	Approval	12
	Resource requirements	12
	Learner entry requirements	12
<b>3</b>	<b>Delivering technical qualifications</b>	<b>13</b>
	Initial assessment and induction	13
	Employer involvement	13
	Support materials	14
<b>4</b>	<b>Employer involvement</b>	<b>15</b>
	Qualification approval	15
	Monitoring and reporting learner engagement	15
	Types of involvement	16
	Types of evidence	17
	Quality assurance process	17
	Sufficiency of involvement for each learner	17
	Live involvement	17
	Timing	17
<b>5</b>	<b>Assessment</b>	<b>18</b>
	Summary of assessment methods and conditions	18
	What is synoptic assessment?	20
	How the assignment is synoptic for this qualification	20
	External exam for stretch, challenge and integration	20
	Optional unit assessments and integration into the synoptic qualification content	20
	Assessment objectives	21
<b>6</b>	<b>Moderation and standardisation of assessment</b>	<b>24</b>
	Internal standardisation	25
	Internal appeal	25
	Post-quality assurance procedures	25
	Centres retaining evidence	25
<b>7</b>	<b>Grading</b>	<b>26</b>
	Awarding grades and reporting results	27
<b>8</b>	<b>Administration</b>	<b>30</b>
	External quality assurance	30
	Enquiries about results	30

	Re-sits and shelf-life of assessment results	31
	Factors affecting individual learners	31
	Malpractice	31
	Access arrangements	31
	Special consideration	32
<b>Unit 201</b>	<b>Maintain animal health and welfare</b>	<b>33</b>
<b>Unit 202</b>	<b>Animal feeding and accommodation</b>	<b>42</b>
<b>Unit 203</b>	<b>Animal behaviour and handling</b>	<b>52</b>
<b>Unit 229</b>	<b>Working in the animal care industry</b>	<b>59</b>
<b>Unit 230</b>	<b>Health and safety for the land-based industries</b>	<b>64</b>
<b>Unit 205</b>	<b>Animal nursing</b>	<b>69</b>
<b>Unit 206</b>	<b>Animal breeds and grooming</b>	<b>76</b>
<b>Unit 207</b>	<b>The principles of animal biology</b>	<b>83</b>
<b>Unit 208</b>	<b>British wildlife species, habitats and rehabilitation</b>	<b>88</b>
<b>Unit 209</b>	<b>Care of exotic animals</b>	<b>95</b>
<b>Unit 210</b>	<b>Caring for zoo animals</b>	<b>102</b>
<b>Unit 211</b>	<b>Caring for ornamental aquatics</b>	<b>108</b>
<b>Unit 224</b>	<b>Kennels and catteries</b>	<b>114</b>
<b>Unit 225</b>	<b>Introduction to caring for horses</b>	<b>121</b>
<b>Unit 226</b>	<b>Presentation and service for retailing in the land-based sector</b>	<b>127</b>
<b>Unit 227</b>	<b>Environmental and land-based business</b>	<b>133</b>
<b>Unit 228</b>	<b>Introduction to caring for farm livestock</b>	<b>138</b>
<b>Appendix 1</b>	<b>Sources of general information</b>	<b>144</b>

# 1 Introduction

## What is this qualification about?

The following purpose is for the **City & Guilds Level 2 Technical Certificate in Animal Care (603/0833/3)**

Area	Description
OVERVIEW	
Who is this qualification for?	<p>This City &amp; Guilds Level 2 Technical Certificate in Animal Care is for you if you are looking to start a career within animal care industries.</p> <p>There are many diverse businesses and opportunities within this sector, for example pet shops, animal boarding establishments, animal sanctuaries, animal training (in entertainment, education, working animals such as uniformed/security dogs), pet animal grooming, animal welfare charities, animal care services (such as animal hydrotherapy, dog walkers/sitters), zoos and farm/wildlife parks (including wildlife rehabilitation), animal visitor attractions and animal related public services (e.g. dog/animal wardens).</p> <p>Working with animals is extremely rewarding, but it can require long hours with dedication and enthusiasm to be successful.</p> <p>This qualification is suitable if you are 16 years old, or over. You may or may not have any previous knowledge or experience in animal care.</p> <p>You will gain an understanding of the skills and knowledge that are important when you are working with animals, or progressing to further learning and training in this area.</p>
What does this qualification cover?	<p>This qualification covers the skills you will need to progress to further learning and training, or to enter the world of work in the animal care industries. You will study the following mandatory content:</p> <ul style="list-style-type: none"><li>• Maintain animal health and welfare</li><li>• Animal feeding and accommodation</li><li>• Animal behaviour and handling</li><li>• Working in the animal care industry</li><li>• Health and safety for the land-based industries</li></ul>

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There is also a requirement to complete 150 hours of work experience.

You will then have the choice of studying some of the following options:

- Animal nursing
- Animal breeds and grooming
- The principles of animal biology
- British wildlife species, habitats and rehabilitation
- Care of exotic animals
- Caring for zoo animals
- Caring for ornamental aquatics
- Kennels and catteries
- Introduction to caring for horses
- Presentation and service for retailing in the land-based sector
- Environmental land-based business
- Introduction to caring for livestock

The optional units can be chosen to reflect local or regional industry or business needs. They may help with your progression onto the Level 3 Technical qualifications where there maybe options, or pathways for you to choose from.

You will get lots of practice and support to enable you to develop the required skills and knowledge to prepare you for the learning and end assessment.

Colleges and training/education centres will work with local employers who will contribute to the knowledge and delivery of training. The different ways in which centres could support your learning, by working with both local and national animal care businesses, include:

- structured work-experience or work-placements within their business
- your attendance at classes or lectures given by industry experts
- employers input into projects and exercises
- employers who act as 'expert witnesses' to contribute to the assessment of your work.

This practical based training is ideal preparation for gaining employment in the animal care industry or further specialist study.

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WHAT COULD THIS QUALIFICATION LEAD TO?

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<p>Will the qualification lead to employment, and if so, in which job role and at what level?</p>	<p>Achievement of this qualification demonstrates to an employer that you have the necessary technical skills and knowledge they are looking for when recruiting for a:</p> <ul style="list-style-type: none"> <li>• trainee animal care assistant</li> <li>• trainee animal care worker</li> <li>• trainee pet shop assistant</li> <li>• trainee kennel or cattery worker</li> </ul>
<p>Why choose this qualification over similar qualifications?</p>	<p>There are no other College-based qualifications within this suite at this Level.</p>
<p>Will the qualification lead to further learning?</p>	<p>Yes. Once you have successfully completed this qualification, you could go on to study a Level 3 College-based qualification over one year, or two years.</p> <p>Over one year:</p> <ul style="list-style-type: none"> <li>• Level 3 Advanced Technical Certificate in Animal Management</li> <li>• Level 3 Advanced Technical Diploma in Animal Management</li> <li>• (540)</li> </ul> <p>Over two years:</p> <ul style="list-style-type: none"> <li>• Level 3 Advanced Technical Extended Diploma in Animal Management (720) (Zoos/Wildlife) or (Animal Management/Applied Science)</li> <li>• Level 3 Advanced Technical Extended Diploma in Animal Management (1080) (Zoos) or (Wildlife) or (Animal Management) or (Applied Science)</li> </ul> <p>The larger qualifications taken over two years will allow you to specialise in zoos, wildlife, animal management or applied science which could lead to a greater range of more diverse career opportunities.</p> <p>This qualification could also lead you to an apprenticeship in Animal Care:</p> <ul style="list-style-type: none"> <li>• Intermediate Apprenticeship, including the Level 2 Diploma in Work-based Animal Care</li> <li>• Advanced Apprenticeship, including the Level 3 Diploma in Work-based Animal Management</li> </ul>

WHO SUPPORTS THIS QUALIFICATION?	
Professional/Trade Association	<p>The Pet Industry Federation.</p> <p>The British and Irish Association of Zoos and Aquariums</p> <p>The National Farmers Union.</p>

## Structure

To achieve the **City & Guilds Level 2 Technical Certificate in Animal Care** learners must achieve all mandatory units and 120 GLH from the optional units available.

City & Guilds Level 2 Technical Certificate in Animal Care		
City & Guilds unit number	Unit title	GLH
<b>Mandatory</b>		
201	Maintain animal health and welfare	60
202	Animal feeding and accommodation	60
203	Animal behaviour and handling	60
229	Working in the animal care industry	30
230	Health and safety for the land-based industries	30
<b>Optional</b>		
205	Animal nursing	30
206	Animal breeds and grooming	30
207	The principles of animal biology	60
208	British wildlife species, habitats and rehabilitation	30
209	Care of exotic animals	30
210	Caring for zoo animals	30
211	Caring for ornamental aquatics	30
224	Kennels and Catteries	30
225	Caring for horses	30
226	Presentation and service for retailing in the land based sector	30
227	Environmental land and based business	30
228	Introduction to caring for farm livestock	30

## Total qualification time (TQT)

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
City & Guilds Level 2 Technical Certificate in Animal Care	360	600

## Assessment requirements and employer involvement

To achieve the **City & Guilds Level 2 Technical Certificate in Animal Care** candidates must successfully complete **all** the mandatory assessment components **as well as** the optional assessment components for their chosen optional units.

Component number	Title
<b>Mandatory</b>	
021	Level 2 Animal Care - Synoptic assignment
024 or 524	Level 2 Animal Care – Theory exam
200	Health and safety for the land-based industries – Theory exam (evolve online)
<b>Optional</b>	
205	Animal nursing
206	Animal breeds and grooming
207	The principles of animal biology
208	British wildlife species, habitats and rehabilitation
209	Care of exotic animals
210	Caring for zoo animals
211	Caring for ornamental aquatics
224	Kennels and Catteries
225	Caring for horses
226	Presentation and service for retailing in the land based sector
227	Environmental land and based business
228	Introduction to caring for farm livestock

In addition, candidates **must** complete the mandatory employer involvement requirement for this qualification **before** they can be awarded a qualification grade. For more information, please see guidance in *Section 4: Employer involvement*.

### Employer involvement

Component number	Title
<b>Mandatory</b>	
821	Employer involvement

*\*Number of mandatory assessments per assessment type*

## 2 Centre requirements

### Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: [www.cityandguilds.com](http://www.cityandguilds.com)

### Resource requirements

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

### Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following requirements:

- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

### Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessment.

### Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

### Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the *What is this qualification about?* section are met when registering on this qualification.

### Age restrictions

This qualification is approved for learners aged 16 – 19, 19+.

## 3 Delivering technical qualifications

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific learning or training needs,
- support and guidance they may need when working towards their qualification,
- the appropriate type and level of qualification.

We recommend that centres provide an introduction so that learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Employer involvement

Employer involvement is essential to maximise the value of each learner's experience. Centres are required to involve employers in the delivery of technical qualifications at Key Stage 5 and/or their assessment, for every learner. This must be in place or planned before delivery programmes begin in order to gain qualification approval. See *Section 4: Employer involvement* for more detail.

### Work experience

Work experience will provide learners with the opportunity to participate in the world of work and gain practical experience that is relevant to both the qualification and future employment possibilities.

Each learner is expected to complete a 150 hours work experience placement as part of the programme. This work placement should be with an employer that will provide the learner with structured opportunities to develop the skills and knowledge that are relevant to the qualification and should be undertaken in a real business environment relevant to the subject interest of the learner. 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. The work placement can take place at any time during the learning programme. Centres should be able to provide evidence that the work experience placement has been completed by the learner and this evidence may be reviewed on request by City & Guilds.

The 150 hours work experience is included in the Total Qualification Time.

## Support materials

The following resources are available for this qualification:

Description	How to access
Sample assessments	Available on the qualification pages on the <b>City &amp; Guilds Website: <a href="http://www.cityandguilds.com">www.cityandguilds.com</a></b>
Technical Qualifications: Guide to Teaching, Learning and Assessment	Available on the City and Guilds website: <b><a href="#">14-19-teaching-learning-assessment-guide-pdf.ashx</a></b> <b>(<a href="http://cityandguilds.com">cityandguilds.com</a>)</b>
Quality Assurance Guide for Centres: Technical Qualifications and the Extended Project Qualification (EPQ)	Available on the City and Guilds website: <b><a href="#">technicals-quality-assurance-guide-for-centres-pdf.ashx</a></b> <b>(<a href="http://cityandguilds.com">cityandguilds.com</a>)</b>

## 4 Employer involvement

Employer involvement is a formal component of Key Stage 5 Technical qualifications. It does not contribute to the overall qualification grading, but is a mandatory requirement that all learners must meet. As such it is subject to external quality assurance by City & Guilds.

Department for Education (DfE) requirements state:

*Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and furthers collaboration between the learning and skills sector and industry.*

*[Technical qualifications] must:*

- *require all students to undertake meaningful activity involving employers during their study; and*
- *be governed by quality assurance procedures run by the awarding organisation to confirm that education providers have secured employer involvement for every student.*

Extract from: ***Vocational qualifications for 16 to 19 year olds, 2017 and 2018 performance tables: technical guidance for awarding organisations, paragraphs 89-90***

City & Guilds will provide support, guidance and quality assurance of employer involvement.

### Qualification approval

To be approved to offer City & Guilds technicals, centres must provide an Employer Involvement planner and tracker showing how every learner will be able to experience meaningful employer involvement, and from where sufficient and suitable employer representatives are expected to be sourced.

Centres must include in their planer a sufficient range of activities throughout the learning programme that provide a range of employer interactions for learners. Centres must also plan contingencies for learners who may be absent for employer involvement activities, so that they are not disadvantaged.

As part of the approval process, City & Guilds will review this planner and tracker. Centres which cannot show sufficient commitment from employers and/or a credible planner and tracker will be given an action for improvement with a realistic timescale for completion. **Approval will not be given** if employer involvement cannot be assured either at the start of the qualification, or through an appropriate plan of action to address this requirement before the learner is certificated.

### Monitoring and reporting learner engagement

Employer involvement is a formal component of this qualification and is subject to quality assurance monitoring. Centres must record evidence that demonstrates that each learner has been involved in meaningful employer based activities against the mandatory content before claiming the employer involvement component for learners.

Centres must record the range and type of employer involvement each learner has experienced and submit confirmation that all learners have met the requirements to City & Guilds. If a centre cannot provide evidence that learners have met the requirements to achieve the component, then the learner will not be able to achieve the overall Technical Qualification.

## Types of involvement

Centres should note that to be eligible, employer involvement activities **must** relate to one or more elements of the mandatory content of this qualification.

As the aim of employer involvement is to enrich learning and to give learners a taste of the expectations of employers in the industry area they are studying, centres are encouraged to work creatively with local employers.

Employers can identify the areas of skills and knowledge in their particular industry that they would wish to see emphasised for learners who may apply to work with them in the future. Centres and employers can then establish the type of input, and which employer representative might be able to best support these aims.

To be of most benefit this must add to, rather than replace the centre's programme of learning.

Some examples of meaningful employer involvement are listed below. Employer involvement not related to the mandatory element of the qualification, although valuable in other ways, does not count towards this element of the qualification.

The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows<sup>1,2</sup>:

### ***The following activities meet the requirement for meaningful employer involvement:***

- *students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification<sup>3</sup>;*
- *students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s);*
- *students take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures;*
- *industry practitioners operate as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.*

*In all cases participating industry practitioners and employers must be relevant to the industry sector or occupation/occupational group to which the qualification relates.*

### ***The following activities, whilst valuable, do not meet the requirement for meaningful employer involvement:***

- *employers' or industry practitioners' input to the initial design and content of a qualification;*
- *employers hosting visits, providing premises, facilities or equipment;*
- *employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training etc;*
- *student attendance at career fairs, events or other networking opportunities;*
- *simulated or provider-based working environments eg hairdressing salons, florists, restaurants, travel agents, small manufacturing units, car servicing facilities;*
- *employers providing students with job references.*

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<sup>1</sup> As extracted from: Vocational qualifications for 16 to 19 year olds  
2017 and 2018 performance tables: technical guidance for awarding organisations

<sup>2</sup> This list has been informed by a call for examples of good practice in employer involvement in the delivery and assessment of technical qualifications - **Employer involvement in the delivery and assessment of vocational qualifications**

<sup>3</sup> **DfE work experience guidance**



## Types of evidence

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, e.g. a candidate attendance register. The types of additional evidence required to support a claim for this component will vary depending on the nature of the involvement. E.g. for a guest lecture it is expected that a synopsis of the lecture and register would be taken which each learner and the guest speaker will have signed; expert witnesses will be identified and will have signed the relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments.

## Quality assurance process

As the employer involvement component is a requirement for achieving the KS5 Technical qualifications, it is subject to external quality assurance by City & Guilds at the approval stage and when centres wish to claim certification for learners.

Evidence will be validated by City & Guilds before learners can achieve the employer involvement component. Where employer involvement is not judged to be sufficient, certificates cannot be claimed for learners.

## Sufficiency of involvement for each learner

It is expected that the centre will plan a range of activities that provide sufficient opportunities for each learner to interact directly with a range of individuals employed in the related industry. Centres must also provide contingencies for learners who may be absent for part of their teaching, so they are not disadvantaged. Any absence that results in a learner missing arranged activities must be documented. Where learners are unable to undertake all employer involvement activities due to temporary illness, temporary injury or other indisposition, centres should contact City & Guilds for further guidance.

## Live involvement

Learners will gain most benefit from direct interaction with employers and/or their staff; however the use of technology (e.g. the use of live webinars) is encouraged to maximise the range of interactions. Where learners are able to interact in real time with employers, including through the use of technology, this will be classed as 'live involvement'.

It is considered good practice to record learning activities, where possible, to allow learners to revisit their experience and to provide a contingency for absent learners. This is not classed as live involvement however, and any involvement of this type for a learner must be identified as contingency.

## Timing

A learner who has not met the minimum requirements cannot be awarded the component, and will therefore not achieve the qualification. It is therefore important that centres give consideration to scheduling employer involvement activities, and that enough time is allotted throughout delivery and assessment of the qualification to ensure that requirements are fully met.

## 5 Assessment

### Summary of assessment methods and conditions

Component numbers	Assessment method	Description and conditions
021	Synoptic assignment	<p>The synoptic assignment is <b>externally set, internally marked and externally moderated</b>. The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives.</p> <p>Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website.</p> <p>Where seasonality is a factor in the timing of the assignment the assignment will be released early to ensure that candidates can take the assignment to fit in with the seasonal requirements.</p> <p>Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method.</p> <p>There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have one re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification.</p> <p>Please note that for externally set assignments City &amp; Guilds provides guidance and support to centres on the marking and moderation process.</p>
024/ 524	Externally marked exam	<p>The exam is <b>externally set and externally marked</b> and can be taken either online through City &amp; Guilds' computer-based testing platform, (024) or as a paper based test (524).</p> <p>The exam is designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: <a href="http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations">http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations</a></p>

The exam specification shows the coverage of the exam across the qualification content.

Candidates who fail the exam at the first sitting will have **one** opportunity to re-sit. If the re-sit is failed the candidate will fail the qualification. For exam dates, please refer to the Assessment and Examination timetable.

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Optional units 205, 206, 207, 208, 209, 210, 211, 224, 225, 226, 227, 228	Unit Assignment	<p>These unit assignments are <b>externally set, internally marked and externally verified</b>. The assignment requires candidates to identify and use effectively skills, knowledge and understanding from across the unit content area. Candidates will be judged against the unit grading criteria.</p> <p>The assignments are available on our website. The assignments can be taken at any point during the academic year, but evidence must be submitted on to the Moderation Portal by the deadline in Assessment and Examination timetable, published on our website.</p> <p>Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method.</p> <p>There is no re-sit limit for these assignments. If a learner fails an assignment they can re-sit a different version. Assessors should allow seven days before resubmission or reassessment.</p>
200	Evolve online on-demand exam	<p>This exam is <b>externally set and externally marked</b> and will be taken online through City &amp; Guilds' computer-based testing platform under invigilated exam conditions. The exam is available on-demand and can be taken at any time in the year.</p> <p>There is no maximum number of retake attempts for this exam, however, learners should be given sufficient time and tutor support before resitting.</p>

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## What is synoptic assessment?

Technical qualifications are based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds technical qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally moderated assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome.

## How the assignment is synoptic for this qualification

The typical assignment brief could be to carry out duties of a typical job role within the animal care industry. This will require the candidate to carry out husbandry tasks, eg feeding animals, cleaning accommodation. Learners will produce an information sheet on a specific animal species.

## External exam for stretch, challenge and integration

The externally marked (024/524) exam draws from across the mandatory content of the qualification, using:

- **Multiple choice questions** to confirm breadth of knowledge and understanding.
- **Multiple choice applied knowledge and understanding questions**, giving candidates the opportunity to demonstrate higher level, integrated understanding through application, analysis and evaluation.

## Optional unit assessments and integration into the synoptic qualification content

While the mandatory units for this qualification provide the main skills and knowledge required to work in animal management the optional units provided give centres flexibility when devising programmes to meet local employment needs, where the purpose of the qualification demands this.

The assessments for the optional units will require that the candidate has experienced the full breadth of mandatory learning of the qualification in order to better demonstrate the rounded performance expected at higher grades.

Optional unit assessments are externally set, internally marked and externally verified.

## Assessment objectives

The assessments for this qualification are set against a set of assessment objectives (AOs) which are used across all City & Guilds Technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.

Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

The following table explains all AOs in detail, including weightings for the synoptic assignments. In some cases, due to the nature of a qualification's content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for exams (AOs 1, 2 and 4 only) can be found with the exam specification.

Assessment objective	City & Guilds Level 2 Technical Certificate in Animal Care Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
<b>AO1</b> Recalls knowledge from across the breadth of the qualification.	Feeding and watering regimes, equipment and housing, substrates, welfare of animals, signs of health, symptoms and treatment of disorders, routine preventative care, characteristics and typical behaviours of the animal, handling and restraining techniques, first aid procedures and equipment.	20%
<b>AO2</b> Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Care and husbandry requirements, atypical behaviours, reasons for atypical behaviours, diseases and disorders - their prevention, signs and treatments, daily checks on animals, principles of feeding and watering, processes used to handle and restrain animals, job skills evaluation, use of correct terminology.	20%
<b>AO3</b> Demonstrates technical skills from across the breadth of the qualification.	Checks on condition and health, routine preventative treatments, prepare and maintain accommodation, feeding and watering animals, appropriate approach handling and restraint.	30%
<b>AO4</b> Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	Links between theory and practice - handling and restraining of animals to carry out health checks, applies knowledge, understanding and skills to a particular situation to promote appreciation of how they link with experience to improve employability, application of knowledge to unknown situations.	20%
<b>AO5</b> Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.	Meeting specific requirements of the task, care of equipment, time management, care and welfare when working with animals, accurate feeding, watering and husbandry practices, awareness of animal behaviours and environmental factors.	10%

## Exam specification

AO weightings per exam

AO	Component 024/ 524 weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	25
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	55
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20

The way the exam covers the content of the qualification is laid out in the table below:

**Assessment type:** Multiple choice, usually delivered online\*

**Assessment conditions:** Invigilated examination conditions

**Grading:** X/P/M/D

024/ 524	Duration: 2 hours		
Unit	Unit Title	Number of marks	%
201	Maintain animal health and welfare	11	22
202	Animal feeding and accommodation	11	22
203	Animal behaviour and handling	8	16
229	Working in the animal care industry	9	18
n/a	Integration across the units	11	20
<b>Total</b>		<b>60</b>	<b>100</b>

\*These exams are sat under invigilated examination conditions, as defined by the JCQ:  
<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

Entry for exams can be made through the City & Guilds Walled Garden.

**Assessment type:** Multiple-choice exam, delivered online \*

**Assessment conditions:** Invigilated examination conditions

**Grading:** X/P

<b>Health and Safety for land-based industries – theory exam (200)</b>		<b>Duration: 1 hour</b>			
<b>Unit</b>	<b>Learning outcome</b>	<b>Number of marks</b>		<b>%</b>	
Health and Safety for land-based industries (230)	1. Understand the impact legislation has on land-based industries	8		31	
	2. Understand risk assessment requirements for land-based industries	4		17	
	3. Know safe working practices when working in land-based industries	13		51	
<b>Total</b>		<b>25</b>		<b>100</b>	

\*These exams are sat under invigilated examination conditions, as defined by the JCQ:  
<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

Entry for exams can be made through the City & Guilds Walled Garden.

## 6 Moderation and standardisation of assessment

City & Guilds' externally set synoptic assignments for technical qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation.

Moderation is the process where external quality assurers are standardised to a national standard in order to review centre marking of internally marked assessments. These quality assurers are referred to as 'moderators'. Moderators will review a representative sample of 'candidate work' across the mark range from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with City & Guilds' standard.

Where moderation shows that the centre is applying the marking criteria within a reasonable range of mark tolerance, centre marks for the whole cohort will be accepted. Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment (up or down) will be made to the marks of the whole cohort, retaining the centre's rank ordering. Due to the nature of the assessment and the marking grid across Assessment Objectives (AOs), it is not expected that the tutors mark and the moderators mark will match exactly.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances, a complete remark of the candidate work may be necessary.

Optional unit assessments are also subject to external quality assurance through a verification process. This involves external quality assurers scrutinising IQA records; sampling candidates' work across a range of units and also sampling across the mark/grade range. Centres are then provided with feedback and actions to ensure that results are valid and reliable.

For more detailed information, on the external quality assurance process for synoptic assignments and additional unit and optional unit assessments please refer to 'Quality Assurance Guide for Centres: Technical Qualifications and the EPQ available to download on the City & Guilds website.

It is vital that centres familiarise themselves with this process, and how it impacts on their delivery plan within the academic year.

### **Supervision and authentication of internally assessed work**

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.

City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.



### **Internal standardisation**

For internally marked work<sup>4</sup> the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked and/or graded to the same standard. It is the Internal Quality Assurer's (IQA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

### **Internal appeal**

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, ie the synoptic assignment and any optional unit assignments. This must take place before the submission of marks or grades for external quality assurance. The internal process must include candidates being informed of the marks (or grades) the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

### **Post-quality assurance procedures**

Once the external quality assurance processes have been completed, feedback is provided to the centre on the standard of the internal assessment, highlighting areas of good practice, and potential areas for improvement. This will inform future centre assessment, and standardisation activities, as well as external quality assurance and risk management activity.

### **Centres retaining evidence**

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.

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<sup>4</sup> For any internally assessed optional unit assignments, the same process must be followed where assessors must standardise their interpretation of the assessment and grading criteria.

## 7 Grading

### Awarding individual assessments

Individual assessments will be graded, by City & Guilds, as pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts. Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (eg archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the Merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the Merit grade for the qualification overall.

### Grade descriptors

#### To achieve a pass, a candidate will be able to

- Demonstrate the knowledge and understanding required to work in the occupational area, its principles, practices and legislation.
- Describe some of the main factors impacting on the occupation to show good understanding of how work tasks are shaped by the broader social, environmental and business environment it operates within.
- Use the technical industry specific terminology used in the industry accurately.
- Demonstrate the application of relevant theory and understanding to solve non-routine problems.
- Interpret a brief for complex work related tasks, identifying the key aspects, and showing a secure understanding of the application of concepts to specific work related tasks.
- Carry out planning which shows an ability to identify and analyse the relevant information in the brief and use knowledge and understanding from across the qualification (including complex technical information) to interpret what a fit for purpose outcome would be and develop a plausible plan to achieve it.
- Achieve an outcome which successfully meets the key requirements of the brief.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out tasks and procedures, and having some confidence in attempting the more complex tasks.

#### To achieve a distinction, a candidate will be able to

- Demonstrate the excellent knowledge and understanding required to work to a high level in the occupational area, its principles, practices and legislation.
- Analyse the impact of different factors on the occupation to show deep understanding of how work tasks are shaped by the broader social, environmental, and business environment it operates within.
- Demonstrate the application of relevant theory and understanding to provide efficient and effective solutions to complex and non-routine problems.
- Analyse the brief in detail, showing confident understanding of concepts and themes from across the qualification content, bringing these together to develop a clear and stretching plan that would credibly achieve an outcome that is highly fit for purpose.

- Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it completely meets or exceeds the expectations of the brief to a high standard.
- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

### Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The **City & Guilds Level 2 Technical Certificate in Animal Care** will be reported on a four grade scale: Pass, Merit, Distinction, Distinction\*.

All assessments **must** be achieved at a minimum of Pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade Pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

The approximate pass grade boundary for the synoptic assignment(s) in this qualification are:

Synoptic Assignment	Pass Mark (%)
021	40

Please note that each synoptic assignment is subject to an awarding process before final grade boundaries are confirmed.

The health and safety assessment 200 must be passed to achieve the qualification. This assessment is graded pass/fail.

The contribution of assessments towards the overall qualification grade is as follows:

Assessment method	Grade scale	% contribution
Synoptic Assignment (021)	X/P/M/D	60%
Exam (024/524)	X/P/M/D	40%

Both synoptic assignments and exams are awarded (see 'Awarding individual assessments', at the start of Section 7, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table below. A range of points between the Pass, Merit and Distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high Pass in an assessment will receive between 8 and 10 points, a candidate that achieves a low to middle Merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment.

Pass	Merit	Distinction
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Assignment: 60%	6	12	18
Exam: 40%	6	12	18

The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

<b>Qualification Grade</b>	<b>Points</b>
Distinction*	20.5
Distinction	17
Merit	11
Pass	6

Candidates achieving Distinction\* will be the highest achieving of the Distinction candidates.

## 8 Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external moderation (synoptic assessments)
- City & Guilds external verification (optional assessments).

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to *Section 2: Centre requirements* in this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

### External quality assurance

City & Guilds will undertake external moderation and verification activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to

- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make arrangements to receive, check and keep assessment material secure at all times,
- maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and
- keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

### Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for synoptic assignments.

For further details on enquiries and appeals process and for the application forms, please visit the **centre document library** on the City & Guilds website at [www.cityandguilds.com](http://www.cityandguilds.com).

### Re-sits and shelf-life of assessment results

For the synoptic theory exam and synoptic assignment, candidates who have failed an assessment or wish to re-take it in an attempt to improve their grade, can re-sit assessments **once only**. The best result will count towards the final qualification. See guidance on individual assessment types and re-sit conditions in Section 5.

### Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

### Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (eg disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*.

### Access arrangements

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge

without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the *JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds* for more information. Both are available on the **City & Guilds website**.

### **Special consideration**

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information, please consult the current version of the JCQ document, *A guide to the special consideration process*. This document is available on the **City & Guilds website**.



<b>Level:</b>	2
<b>GLH:</b>	60

### **What is this unit about?**

The purpose of this unit is for learners to have 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.

On 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, procedures to deal with these problems, and to 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.

This unit must be taught alongside **all** technical units within the qualification ensuring learners gain an appreciation of its importance and so that they are equipped with knowledge and understanding to protect themselves and others when working in the industry.

### **Learning outcomes**

In this unit, learners will be able to

1. Monitor and maintain the health of animals
2. Recognise how to promote and maintain the welfare of animals
3. Identify signs and symptoms of common diseases and disorders, their prevention and treatment
4. Understand the practices and principles of animal first aid

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

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 recognising and minimising stress.

Learners must cover a minimum of two out of three of:

- Large animals (horses, ponies (and donkeys if appropriate), other large mammals (eg goat, camelids, donkey, pig or other available)
- Exotics (Fish, birds, exotic reptile, amphibians or exotic mammals)
- Small domestic mammals (rabbits, guinea pigs, rodents, cats and dogs)

## Learning outcome:

1. Monitor and maintain the health of animals

## Topics

- 1.1 Signs of health in animals, incorporating routine health checks
- 1.2 Routine preventative applications and treatments for animals

Learners will be required to recognise signs of health in animals from those selected in the range identified above. This will involve carrying out routine health checks and treatments (both preventative and treating).

### Topic 1.1

Signs of health in animals and carry out routine health checks.

Signs of health:

- Behaviour
- Movement and gait
- Appearance of eyes, ears, nose, mouth/ teeth, mucous membranes
- Appearance of coat, limbs/feet, faeces, urine
- Weight/ condition
- Food and water intake

Normal parameters for temperature, pulse and respiration for a **minimum of two** species from the range:

- Temperature: procedure for assisting with taking, including the use of digital and mercury thermometers
- Pulse rate: procedure for assisting with taking pulse
- Respiration rate: procedure for assisting with taking

Frequency of monitoring signs of health.

Frequency of the following regimes (appropriate to the species selected):

- Feeding
- Water
- Exercise
- Grooming

Cleaning of accommodation including fixtures and fittings, partial and total clean:

- Disinfection
- Equipment checks and maintenance
- Maintain tidiness of yard/establishment
- Water changes
- pH
- Humidity
- Appropriate lighting
- Temperature

Recording methods:

- The importance of accurately recording the findings of a health check.

### **Topic 1.2**

Identification and treatment, as appropriate to species, of internal and external parasites:

- Topical treatments (sprays, spot-on)
- Oral treatments (tablets)

Routine care and procedures appropriate for species:

- Foot care
- Mouth / dental care (care of beaks if appropriate)
- Ear care
- Species or breed specific needs
- Grooming and skin/ scale care
- Eyes
- Weighing

### **Learning outcome:**

2. Recognise how to promote and maintain the welfare of animals

### **Topics**

2.1 Current animal welfare legislation and how these relate to health and husbandry

2.2 Care and husbandry requirements in relation to the five welfare needs

### **Topic 2.1**

The following is a guided list of the legislation that applies in the Animal Care sector. For purposes of assessment, there is no requirement for detail; however learners should be able to summarise the aims and purpose of the legislation, linking to other learning outcomes within this unit.

Centres should be up to date with current legislation, policies and codes of practice used in the taught content and be aware that these change frequently.

### Legislation

- Animal Welfare Act 2006 and Animal Health and Welfare Act (Scotland) (2006)
- The Animal Welfare (Licensing of Activities Involving Animals) (England) Regulations 2018
- Welfare of Animals (Transport) (England) Order 2006
- Dangerous Dogs Act (1991)
- The Veterinary Surgeons Act 1966
- The Welfare of Farmed Animals Regulations 2007

Other legislation appropriate to selected species.

### Topic 2.2

Relationship of husbandry requirements to the welfare needs of the animals:

- Need for a suitable diet
- Need for a suitable environment
- Need to be able to exhibit normal behaviour patterns
- Need to be housed with, or apart, from other animals
- Need to be protected from pain, suffering, injury and disease

### Learning outcome:

3. Identify signs and symptoms of common diseases and disorders, their prevention and treatment

### Topics

- 3.1 Signs and symptoms of common diseases, their prevention and treatments
- 3.2 Common disorders, their signs and treatments

In this outcome, learners will need to differentiate between and describe different diseases and disorders, relative to species selected. Learners will need to have an awareness of the causes of infection, signs and symptoms, treatment and prevention. A range of treatment and husbandry techniques can be investigated for a number of given diseases. Common disorders in animals can be highlighted through practices such as intensive farming to pet care and influencing factors such as limitations in space, money or knowledge.

### Topic 3.1:

At least **one disease from each category** to be covered for a **minimum of two species** from the range (the cause, signs, treatment and prevention).

Common diseases:

- **Viral:** (parvo, cat flu, myxomatosis, equine influenza, equine herpes virus, herpes virus, avian flu)
- **Bacterial:** (strangles, leptospirosis, salmonella, kennel cough, tetanus, white spot)

- **Fungal:** ringworm, thrush)
- **Parasitic** (mites, ticks, lice, fleas, gill flukes, fly strike)

Illness caused by pathogenic organisms which develop clinical and physical signs identifiable for disease recognition and prevention.

### Topic 3.2:

Common physical and behavioural disorders caused by influencing factors, to include signs, treatment and prevention of the disorders for a **minimum of two** species from the range:

Factors:

- Lack of appropriate stimulation
- Exercise
- Socialisation or companionship
- Poor handling
- Inadequate diet (diabetes, obesity, gut stasis)
- Inappropriate accommodation
- Separation/ social

Medical disorders:

- Metabolic Bone Disease
- Cushing's syndrome
- Epilepsy
- Arthritis

Behavioural disorders:

- Stress and anxiety
- Feather plucking
- Obesity
- Pica
- Over grooming

### Learning outcome:

4. Understand the practices and principles of animal first aid

### Topics

- 4.1 The contents of an animal first aid box
- 4.2 The main principles of animal first aid
- 4.3 Assist in first aid procedures for common animal injuries and ailments

As there is an emphasis placed upon animal welfare and the duty of care towards animals, this outcome should be delivered through simulated scenarios to assist the learner's ability to relate their theoretical understanding to practical application.

### Topic 4.1

Contents, as appropriate for species:

- Selection of bandages and cotton wool
- Sterile dressing materials
- Adhesive tape
- Tweezers
- Gloves
- Scissors
- Hand sanitizer
- Eye wash
- Antiseptic solution
- Poultice
- Contact details for the local veterinary practice
- Carrier bag
- Foil blanket
- Topical treatment for bites and stings

#### **Topic 4.2**

The main principles of animal first aid:

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

#### **Topic 4.3**

Assisting in the assessment of the animals overall needs/conditions requiring first aid:

- Recognition of limitations of responsibility and when to call for help
- Legal restrictions when administering first aid under the Veterinary Surgeons Act (1966)
- Methods to maintain human health and safety
- Maintenance of the airway and monitor breathing
- Treatment for bleeding, including cleaning wounds
- Monitor pulse/circulation
- Temperature regulation in relation to shock
- Transportation/ moving of the injured animal– to include transportation method and equipment (as appropriate to species selected)
- Report to vet and or local authority if necessary
- Response of the animal, records of the injury, reporting to the vet / owner

Common first aid injuries and ailments as appropriate to species:

- Shock
- Wounds/ bleeding (eye, ear, limbs, paw, scales, skin)
- Hoof injuries (abscess)
- Colic
- Hypothermia
- Hyperthermia
- Convulsions
- Choking
- Poisoning
- Burns and scalds
- Bites and stings

## Guidance for delivery

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.

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.

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 practices 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.

## Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Animal Care sectors that may be able to help with the currency of legislation, policies and codes of practice used in the taught content.

## Suggested learning resources

### Books

The complete book of pets & pet care: the essential family reference guide to pet breeds and pet care. Hermes House, 2005	Alderton. D
Exotic pets Hermes House, 2004.	Alderton. D
Practical Pet care handbook London: Lorenz Books.	
The Ultimate encyclopaedia of small pets and pet care. London: Southwater.	Alderton. D
The ultimate encyclopaedia of small pets and pet care. Ultimate Editions, 2005	Alderton. D
The Complete book of pets and pet care: the essential family reference guide to pet breeds and pet care. London: Hermes House, 2006.	Alderton. D et al
Bantams: breed and management International poultry library. Midhurst: Beech, 2005	Batty, J.
J. 2000. Practical poultry keeping. Northbrook Publishing 11 ed.	Batty, J.
Mice: everything about care, nutrition, diseases, behaviour and breeding. Woodbury, N.Y.: Barron's Publishing. 1984	Beilfeld, H
The Dog owner's veterinary handbook. Marlborough: The Crowood Press. 1994	Bower, J and Youngs D.
P. 2005. The Dog: its behaviour nutrition and health. Oxford: Blackwell 2 <sup>nd</sup> Edition. 2005.	Casel, P
2002. Rats: everything about purchase, care, nutrition, handling and behaviour. 2002 A complete pet owner's manual. Hauppauge New York: Barron's Educational Series Revised ed.	Daly, CH
Veterinary notes for horse owners. London: Ebury Press. 2002 18 Edition	Hayes MH and Knightbridger R



Gerbils A complete pet owner's manual. Hauppauge N.Y.; Leicester: Barron's Educational. 1999	Kotter, E.
Veterinary notes for cat owners. LONDON: Stanley Paul. 1994.	Turner, T and Turner, J.
Veterinary notes for dog owners. LONDON: Stanley Paul. 1990	Turner, T.
BSAVA Manual of exotic pets. Gloucester: British Small Animal Veterinary Association. 2002	Meredith A and Redrobe, S.
The Oxford companion to animal behaviour. Oxford University Press. 1987.	Mc Farland, D
Practical veterinary nursing. BSAVA, 3 ed. 1994	Simpson, G
Keeping reptiles and amphibians. Neptune N J: T F H Publications. 1993.	Krottlinher, J.
Veterinary Nursing. Oxford: Butterworth-Heinemann 2003. 3 ed	Land D R and Cooper B.

## Websites

The Society of Practising Veterinary Surgeons	<a href="http://www.spvs.org.uk">http://www.spvs.org.uk</a>
The Royal College of Veterinary Surgeons	<a href="http://www.rcvs.org.uk">http://www.rcvs.org.uk</a>
The Royal Veterinary College	<a href="http://www.rvc.ac.uk">http://www.rvc.ac.uk</a>
Survivals rivals	<a href="http://survivalrivals.org/the-x-bacteria/animation">http://survivalrivals.org/the-x-bacteria/animation</a>
Clearly explained	<a href="http://clearlyexplained.com/culture/health/infections/viruses/anim.html">http://clearlyexplained.com/culture/health/infections/viruses/anim.html</a>
NHS Science	<a href="http://nhscience.lonestar.edu/biol/animation.htm">http://nhscience.lonestar.edu/biol/animation.htm</a>

<b>Level:</b>	2
<b>GLH:</b>	60

### **What is this unit about?**

The purpose of this unit is for learners to have the skills and knowledge to feed animals and maintain their accommodation.

Upon completion of this unit, the learner will be able to demonstrate appropriate feeding and watering techniques and prepare accommodation using the correct equipment. Learners will also be aware of the 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.

The learner will also know how animal accommodation should be designed and constructed so that it meets the welfare needs of the animals. The learner will be able to prepare, clean and maintain animal housing including safety checks and basic maintenance tasks.

### **Learning outcomes**

In this unit, learners will be able to

1. Prepare equipment, food and water for animals
2. Feed and monitor animals
3. Clean and prepare animal accommodation
4. Maintain animal accommodation

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

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 recognising and minimising stress.

Learners must convert a minimum of two out of three of:

- Large animals (horses, ponies (and donkeys if appropriate), other large mammals (eg goat, camelids, donkey, pig or other available)
- Exotics (Fish, birds, exotic reptile, amphibians or exotic mammals)
- Small domestic mammals (rabbits, guinea pigs, rodents, cats and dogs)

## Learning outcome:

1. Prepare equipment, food and water for animals

## Topics

1:1 Prepare food and water for animals

1:2 Prepare equipment to feed and water animals

This outcome requires learners to select and prepare equipment, amounts and types of food for animals. The learner should be able to select equipment and food from a variety provided. The different types and amounts needs to be related to the selected species from range above. Learners will carry out the preparation for feeding and watering for a **minimum of two** animals (from the range).

### Topic 1:1

Different types of food available to selected species:

- Fresh (forage, meat)
- Dried (concentrates, complete foods, preserved forages: hay, haylage and silage)
- Tinned (meat or fish)
- Frozen

The quality of the feed and determine appropriate amount:

- Quality of feed, shelf life/ longevity/ best before food dates
- Nutrient requirements (protein, fats, carbohydrates, minerals and vitamins and trace elements)
- Dietary requirements of animals (size, weight age, activity levels, and parturition), amount for each animal to prevent malnutrition or obesity
- Number of feeds and frequency of feeding.
- Correct storage

### Topic 1.2

Selecting and preparing equipment to feed and water animals:

- Utensils
- Bowls
- Troughs
- Automatic feeders
- Hay nets
- Buckets
- Automatic water containers and bottles

When selecting, taking into account:

- Species requirements
- Design
- Construction materials
- Cleaning requirements
- Hygiene and disinfection
- Storage

### Learning outcome:

2. Feed and monitor animals

### Topics

- 2.1 Plan diets for animals
- 2.2 Provide food and water to animals
- 2.3 The importance of monitoring, recording and reporting on food and water intake

This outcome requires learners to monitor the feeding and watering of animals and maintain records. Learners will be introduced to different animal life stages and their specific nutritional needs.

#### Topic 2.1

Planning diets for animals for maintenance and according to life stage and specific nutritional needs.

Differences in diet from normal adult diet for:

- Pregnant animals
- Lactating animals
- Geriatric animals
- Ill/ injured animals
- Animals in recovery from illness/operation
- Young animals
- Change in activity/ purpose/ use of animal (working/non-working, competition)

#### Topic 2:2

Providing food and water to animals (appropriate to species selected):

- Feeding times

- Preparation of animal ration/meal
- Food for training/ treats, enrichment
- Supplements and other dietary essentials (cuttlefish, grit)
- 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
- Correct monitoring and disposal of waste feed (incorporating good practice of disposal methods)

### **Topic 2.3**

How to monitor and record animals' food and water intake.

Monitoring:

- Food and water intake and timescales
- Intake of supplements (vitamins, minerals, oils)

Recording:

- Type of information to be recorded (amount given and left and feeding behaviour)
- Frequency of records
- Display or storage of records

Reporting appropriately on any problems which are likely to occur if an inadequate or inappropriate diet has been provided.

Symptoms of inadequate or inappropriate nutrition:

- Stress
- Hair/fur/ feather loss
- Obesity
- Disease or illness
- Low immunity
- Malnutrition
- Death
- Problems with breeding or pregnancy and change in temperament
- Swimming abnormalities
- Pica / coprophagia

## Learning outcome:

### 3. Clean and prepare animal accommodation

#### Topics

- 3:1 Types of animal housing
- 3.2 Prepare animal housing
- 3.3 Clean animal housing

This outcome requires the learner to prepare and clean animal accommodation for a minimum of two species from the range.

#### Topic 3:1

Construction and designs of different animal housing types:

- Materials – wood, glass, metal and plastic
- Structure and design – moveable 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 (veterinary, domestic, collection, retail), suitability for the animals and cost
- Environmental factors – wind direction, humidity, ventilation, temperature and light, neighbours and pollution (odours, waste seepage and noise)
- Welfare factors – species specific requirements, conforms to the five welfare needs
- Fixtures and fittings (bedding and substrate, hides, beds or boxes, ladders, ramps and levels, enrichment items, lighting and heating, natural furnishings)

#### Topic 3.2

Preparing suitable housing, fixtures and substrate materials for selected species to minimise stress and promote animal welfare to meet:

- Species specific requirements
- Purpose
- Lifestyle
- Life stage
- Number of animals.

Identification and selection of different types of substrate relevant to the species taking into account its properties

Types:

- Paper
- Straw
- Hay
- Cardboard
- Peat
- Shavings
- Synthetic bedding
- Blankets
- Rubber matting
- Gravel
- Sand

- Soil
- Vermiculite

Properties:

- Insulation
- Absorption
- Hypoallergenic
- Odour control
- Durability
- Bio-degradable
- Non-slip

Uses:

- Planting
- Enrichment
- Simulates natural environment

### Topic 3.3

Preparation and cleaning routines of animal accommodation of the selected species and dispose of waste in accordance to legislation and industry good practice standards.

Centres should be up to date with legislation, policies and codes of practice used in the taught content.

Preparation of cleaning:

- Use of Personal Protective Equipment (PPE)
- Selection of cleaning equipment (mechanised and non-mechanised)
- Use of a holding tank/ cage/ stable/ stall/ pen,
- Correct dilution of cleaning agents and disinfectants

Cleaning routines and frequencies:

- Full and spot cleaning
- Water changes
- Disinfection

Factors influencing changes to cleaning routines and frequency of cleaning:

- Prior to and after birthing
- Early lactation after surgery
- Gravely ill
- Contagious illness
- Zoonotic illness

The need for safe cleaning to include safe working practices and legislation:

- Health and Safety at Work Act (1974)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (2013) (RIDDOR)
- Control of Substances Hazardous to Health Regulations (2002) (COSHH) and centre risk assessments
- Animal Welfare Act 2006

Safe disposal of waste:

- Hazardous and non-hazardous waste
- Good environmental practices: composting, recycling
- Preventing cross contamination

### Learning outcome:

4. Maintain animal accommodation

### Topics

4:1 Safety and security checks on animal housing

4.2 Maintain animal housing

This learning outcome requires learners to assess the housing for safety and security and therefore maintain animal housing.

As there is an emphasis placed upon animal welfare and the duty of care towards animals, this outcome should be delivered through simulated scenarios to assist the learner's ability to relate their theoretical understanding to practical application.

#### Topic 4:1

Safety and security checks and the reasons for them:

- To ensure the safety of the animal(s), self and others
- Prevent escape or unwanted breeding.

Regular checks need to be carried out for faulty and damaged accommodation and/or fixtures and fittings and faulty equipment needs to be reported appropriately.

#### Topic 4:2

Recognition and reporting of basic animal housing maintenance and the basic tools needed for maintenance, spare equipment (screws, nails, wire mesh, light bulbs, fixtures and fittings).

Basic maintenance activities:

- Replacement or repair of damaged security and locks
- Damaged wooden structures
- Protruding nails
- Cracked glass
- Broken/ bent wire
- Blown light or heat bulb
- Replacement of filter pads
- Breakage of loose fixtures and fittings.



## Guidance for delivery

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 be 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.

The learner will be able to prepare, clean and maintain animal housing for a range of animals. Learners will need to be taught an understanding of 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. Emphasis should be on 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.

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 and a range of species which reflects current industry practice.

## Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centres has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Animal Care sectors that may be able to help with of the currency of legislation, policies and codes of practice used in the taught content.

## Suggested learning resources

### Books

<i>Waltham book of Companion Animal Nutrition</i> Butterworth-Heinemann, 2 <sup>nd</sup> Edition. 1997.	Markwell and Hurley.
<i>Basic Animal Nutrition and Feeding 5<sup>th</sup> Edition.</i> John Wiley & Sons. 2005.	Pond WG, Pond KR, Schoknecht P, and Church D.
<i>Small Animal Nutrition.</i> Butterworth-Heinemann, 2001	Agar S.
<i>Companion Animal Nutrition: A Manual for Veterinary Nurses and Technicians.</i> Butterworth-Heinemann. 2008.	Ackerman N.
<i>Small Animal Care and Management.</i> Delmar Learning. 1995. ISBN: 0-827-34557-7.	Dean Warren.
<i>Doglopaedia: The Complete Guide to Dog Care.</i> Ringpress Books Limited. 2000. ISBN: 1-860-54074-0.	Evans JM and White K.
<i>Catlopaedia: The Complete Guide to Cat Care.</i> Ringpress Books Limited. 1997. ISBN: 1-860-54018-X.	Evans JM and White K..
<i>Rabbitlopaedia: The Complete Guide to Rabbit Care.</i> Ringpress Books Limited. 2000. ISBN: 1-860-54182-8.	Brown M.
<i>Guinea Piglopaedia: The Complete Guide to Guinea Pig Care.</i> Internet Publishing. 2003. ISBN: 1-860-54251-4.	Elward M.
<i>Hamsterlopaedia: The Complete Guide to Hamster Care.</i> Ringpress Books Limited. ISBN: 1-860-54246-8.	Logsdail C.
<i>Veterinary notes for horse owners 18<sup>TH</sup> ed.</i> Ebury Press. 2002.	Hayes MH and Knightbridge R.
<i>Traditional Horse Husbandry: A Practical Guide to Horse Keeping.</i>	Gay C and Davis K.

Lyons Press. 2003.

*Horse Husbandry (Library of Stable Management)*.  
Kingdom Books. 1999.

Hallion M and Langrish J.

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

### Websites

Rabbit and Guinea Pig Welfare

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

Food Standards Agency

[www.food.gov.uk](http://www.food.gov.uk)

Department for Environment, Food and Rural Affairs

[www.defra.gov.uk](http://www.defra.gov.uk)

Welsh Assembly Government

[www.wales.gov.uk](http://www.wales.gov.uk)

Scottish Executive Environment and Rural Affairs  
Department

[www.scotland.gov.uk](http://www.scotland.gov.uk)

Department of Agriculture and Rural Affairs (Northern  
Ireland)

[www.daera-ni.gov.uk](http://www.daera-ni.gov.uk)

Office of Public Sector Information (OPSI)

<http://www.opsi.gov.uk>

<b>Level:</b>	2
<b>GLH:</b>	60

**What is this unit about?**

The purpose of this unit is for learners to have a basic understanding of typical and atypical 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**

In this unit, learners will be able to

1. Recognise typical and atypical behaviour
2. Monitor and record behaviour in animals
3. Handle and restrain animals safely

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

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 recognising and minimising stress.

Learners must cover a minimum of two out of three of:

- Large animals (horses, ponies (and donkeys if appropriate), other large mammals (eg goat, camelids, donkey, pig or other available)
- Exotics (Fish, birds, exotic reptile, amphibians or exotic mammals)
- Small domestic mammals (rabbits, guinea pigs, rodents, cats and dogs)

### Learning outcome:

1. Recognise the difference between typical and atypical behaviour

### Topics

- 1:1 Behaviour in animals
- 1:2 How age, gender, environment and stress can influence behaviour
- 1:3 Interspecific and intraspecific communication

This outcome ensures the learner can recognise the difference between typical and atypical behaviours for the selected animals from the range. This would include a variety of behaviours, such as sleeping, eating, breeding, aggression, fear and stereotypic behaviour. This outcome can be directly linked to Outcome 2 when the learners can monitor the animals for a range of behaviours.

#### Topic 1:1

Observation of selected species to identify typical behaviours:

- Eating and drinking
- Movement
- Sleeping patterns
- Visual and auditory intraspecific communication
- Social behaviour
- Dominance
- Submission

Recognition of atypical behaviours and their cause:

- Fear
- Aggression
- Stress related behaviours (stereotypes)

#### Topic 1:2

How age differences can influence behaviour:

- Eating patterns
- Sleeping patterns

- Social interactions
- Activity levels
- Movement

How gender differences can influence behaviour:

- Territorial behaviour
- Mating and pregnancy
- Social structure
- Parturition/ egg laying
- Lactation/ feeding of young
- Parental investment of care

How environmental factors can influence behaviour:

- Size and design of accommodation
- Lack of appropriate enrichment activities and mental stimulation
- Lack of companionship
- Lack of exercise

### **Topic 1:3**

Distinguishing between the terms interspecific and intraspecific communication.

Signs of communication including human interaction, relevant to the selected species from the range:

- Body postures (ears, eyes, tail, head position, mouth, facial expressions)
- Movement
- Vocalization
- Body position within enclosure
- Body position in relation to human

Examples specific to selected species from the range to show signs of relaxation/contentment, fear, aggression and stress.

## Learning outcome:

2. Monitor and record behaviour in animals

## Topics

- 2:1 Carry out behaviour observations  
2:2 Record and report on behaviour observations

In this outcome, the learner will be able to monitor animal behaviour in a range of animals. The recording of monitored sessions will increase the learner's awareness of the needs for accurate record keeping.

### Topic 2:1

Prior to carrying out observations, learners should have an understanding of the reasons for and methods of observing behaviour:

- The effect of obtrusive and unobtrusive position of observer (observing in person versus video camera, use of hides)
- Duration and frequency of observation
- Ethograms
- Sampling methods
- Observation of individuals and groups

### Topic 2:2

Recording and reporting on observations:

- What to record (animal identified, date, time, duration of observation, behaviours seen)
- Format of recording behaviour
- Record all findings legibly in animal records/centre records
- Written reports on records
- Oral reports, (to whom findings should be reported): supervisor, employer, person in charge

## Learning outcome:

3. Handle and restrain animals safely

## Topics

- 3:1 Assess and approach animals
- 3:2 Use correct handling and equipment and techniques for animals
- 3:3 Situations that would require handling with extreme care

In this outcome, the learner will be able to handle and restrain a range of animals safely 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.

### Topic 3:1

Assess animals prior to approaching.

Correct approach methods:

- Approach animals: calmly, confidently, speaking to the animal in a reassuring manner
- Adopting appropriate body posture and body language
- Use smooth movements, confident and calm manner, use voice in a reassuring way

### Topic 3:2

When handling animals, selecting the appropriate Personal Protective Equipment (PPE):

- Gloves and gauntlets
- Eye protection
- Face masks
- Protective clothing ( long sleeves, long trousers, sturdy closed shoes)
- No loose clothing or jewellery

Selecting the equipment appropriate for the species:

- Collars and leads
- Crush cages/bags
- Muzzles for cats and dogs
- Graspers and nooses
- Towels and blankets
- Head collar and harnesses

The handling technique needs to be appropriate for selected scenarios:

- Exercising: correct physical handling relevant for the animal being exercised, correct fitting of equipment, correct use of equipment
- Health check: correct handling relevant for the animal being health checked, uses of containers and cages, keep animal visible to person health checking

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



### Topic 3.3

Situations that would require handling of animals with extreme care or alternative equipment, the limitations of own experience and skills and when to seek help from more experienced colleagues.

Scenarios:

- Newly arrived at rehab or veterinary centre
- 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

### Guidance for delivery

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.

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.

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.

### Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Animal Care sectors that may be able to help with of the currency of legislation, policies and codes of practice used in the taught content.

## Suggested learning resources

### Books

- A Dictionary of Animal Behaviour*. Oxford University Press. 2006 McFarland D.
- An introduction to animal behaviour*. Cambridge University Press. 1998 Manning A and Stamp D.
- Animal Life: The Definite Visual Guide to Animals and Their Behaviour*. Dorling Kindersley. 2008 Uhlenbroek C.
- Restraint and Handling of Wild and Domestic Animals 3<sup>rd</sup> Edition*. Wiley Blackwell. 2008. Fowler M.
- Rabbitlopaedia: The Complete Guide to Rabbit Care*. Ringpress Books Limited. ISBN: 1-860-54182-8. Brown M.
- Guinea Piglopaedia: The Complete Guide to Guinea Pig Care*. Internet Publishing. 2003. ISBN: 1-860-54251-4. Elward, M.

### Websites

- The Animal Behaviour Society [www.animalbehavior.org](http://www.animalbehavior.org)
- The Association for the Study of Animal Behaviour [www.asab.nottingham.ac.uk](http://www.asab.nottingham.ac.uk)
- Companion Animal Behaviour Therapy Study Group [www.cabtsg.org](http://www.cabtsg.org)

<b>Level:</b>	2
<b>GLH:</b>	30

### **What is this unit about?**

The animal care industry is diverse and provides a wide range of career opportunities. It is important for those working in the industry to understand how it is organised and the professional standards required for those working in it.

The aim of this unit is to provide the learner with knowledge of the industry structure and the types of organisations that operate within it. Learners will understand their roles and responsibilities in supporting a business to achieve its commercial objectives.

As part of the unit requirements, learners must complete 150 hours of work experience within the industry. This requirement is subject to external quality assurance through sampling of learner evidence, which must be provided by centres upon request by City & Guilds.

### **Learning outcomes**

In this unit, learners will be able to

1. Know the structure of the animal care industry
2. Know employment rights and responsibilities
3. Understand the organisation of business

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

1. Know the structure of the animal care industry

### Topics

1.1: Job roles

1.2: Industry associations

1.3: Industry events

#### Topic 1:1

Duties of different roles in the animal care industry:

- Animal care assistant
- Trainee animal care worker
- Trainee pet store assistant
- Trainee kennel or cattery worker

#### Topic1:2

Industry associations and what they do:

- Pet Industry Federation (PIF)
- Royal Society for the Prevention of Cruelty to Animals (RSPCA)
- Blue Cross
- Guide Dogs for the Blind
- British and Irish Association of Zoos and Aquariums (BIAZA)
- British Veterinary Association (BVA)
- Royal College of Veterinary Surgeons (RCVS)
- Department of Environment, Food and Rural Affairs (Defra)
- The Kennel Club
- Cats Protection
- People's Dispensary for Sick Animals (PDSA)
- British Veterinary Nursing Association (BVNA)

#### Topic 1:3

Purpose, activities involved and key dates for industry events:

- Pet and Aquatic Trade Show (PATS)
- Crufts
- British Dog Grooming Championship
- K9 Expo
- The British Pet Show
- The London Vet Show
- BSAVA Congress

### Learning outcome:

2. Know employment rights and responsibilities

## Topics

2.1: Employment rights

2.2: Employee responsibilities

### Topic 2:1

Employment rights of employees:

- Safe working environment
- Training
- Rest periods
- Holidays
- Minimum wage
- Living wage
- Contract of payment

### Topic 2:2

Responsibilities of employees:

- Punctuality
- Safety of others
- Maintain the working environment

## Learning outcome:

3. Understand the organisation of business

## Topics

3.1: Business structures

3.2: Organisational policies

3.3: Promotion of the organisation

### Topic 3:1

Types of business:

- Sole trader
- Limited company
- Partnership
- Franchise
- Chain

### Topic 3:2

Content of different types of policies:

- Health and safety
- Complaints
- Dress code
- Use of social media
- Attendance

- Store presentation
- Professional standards

### Topic 3.3

Suitability of types of promotion:

- Displays
- Posters
- Leaflets
- Websites
- Social media
- Events

Implications of social media:

- Use of personal social media
- Negative social media comments
- e-safety

## Guidance for delivery

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 animal care industry, 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.

Learners must complete 150 hours work experience. 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. This requirement is subject to external quality assurance through sampling of learner evidence, which must be provided by centres upon request by City & Guilds.

Provided it meets the requirements detailed in the Qualification Handbook and the Employer Involvement Centre Guidance, this work experience can also count as the meaningful employer involvement component that all learners are also required to undertake.

In these instances, centres must record work experience activities on the Employer Involvement Planner and Tracker and retain records confirming each learner's attendance at these placements. These must be made available to City & Guilds if required, as part of our standard quality assurance monitoring.

## Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Animal Care sectors that may be able to help with the currency of legislation, policies and codes of practice used in the taught content.

## Suggested learning resources

### Websites

Pet Industry Federation (PIF)	<a href="http://www.petcare.org.uk">www.petcare.org.uk</a>
Royal Society of the Prevention of Cruelty to Animals (RSPCA)	<a href="http://www.rspca.org.uk">www.rspca.org.uk</a>
British Veterinary Nursing Association (BVNA)	<a href="http://www.bvna.org.uk">www.bvna.org.uk</a>
Royal College of Veterinary Surgeons (RCVS)	<a href="http://www.rcvs.org.uk">www.rcvs.org.uk</a>
British and Irish Association of Zoos and Aquariums (BIAZA)	<a href="http://www.biaza.org.uk">www.biaza.org.uk</a>
Guide Dogs for the Blind	<a href="http://www.guidedogs.org.uk">www.guidedogs.org.uk</a>
Blue Cross	<a href="http://www.bluecross.org.uk">www.bluecross.org.uk</a>
The Kennel Club	<a href="http://www.thekennelclub.org.uk">www.thekennelclub.org.uk</a>
The Cats Protection League	<a href="http://www.cats.org.uk">www.cats.org.uk</a>
The Health and Safety Executive (HSE)	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Crufts	<a href="http://www.crufts.org.uk">www.crufts.org.uk</a>
Pet and Aquatic Trade Show PATS	<a href="http://www.patshow.co.uk">www.patshow.co.uk</a>

<b>Level:</b>	2
<b>GLH:</b>	30

### What is this unit about?

The purpose of this unit is for learners to understand the principles and importance of health and safety within land-based settings. This unit covers health and safety legislation which provides the requirements upon which policies and procedures within the industry are based.

Working in land-based roles is exciting and varied but operating in these environments can be dangerous and present potential risks and hazards. As part of this unit learners will look at the legislation that is in place to maintain safety, the requirements for risk assessment and how these impact on working practices.

This unit also introduces learners to the basic requirements of fire prevention, safe manual handling and basic first aid.

Learners should consider the following questions as a starting point to this unit:

- What is the difference between a hazard and a risk?
- What legislation covers health and safety when working in land-based environments?
- How should heavy materials or equipment be moved safely?
- What different types of fire prevention equipment are there?

This unit must be taught alongside **all** technical units within the qualification ensuring learners gain an appreciation of its importance and so that they are equipped with knowledge and understanding to protect themselves and others when working in the industry.

### Learning outcomes

In this unit, learners will:

1. Understand the impact legislation has on land-based industries
2. Understand risk assessment requirements for land-based industries
3. Understand safe working practices when working in land-based industries



## Learning outcome:

1. Understand the impact legislation has on land-based industries

## Topics

1.1 Legislation relevant to land-based industries

1.2 Employer and employee responsibilities

### Topic 1.1

The following legislation applies in the land-based sector. For purposes of assessment, there is no requirement for detail, but learners must appreciate that there is legislation and where each applies.

Legislation:

- Health and Safety at Work Act etc (HASAW) (1974)
- Provision and Use of Work Equipment Regulations (PUWER) (1998)
- Reporting of Injuries Diseases and Dangerous Occurrences Regulations (RIDDOR) (2013)
- Control of Substances Hazardous to Health (COSHH) Regulations (2002)
- Management of Health and Safety at Work Regulations (1999)
- Personal Protective Equipment Regulations (PPE) (1992)
- Regulatory Reform (Fire Safety) Order (2005)
- Environmental Protection Act (1990)

NB - Health and safety relating to specific tasks/practices will be covered within the relevant specific unit.

### Topic 1.2

Employer responsibilities under health and safety regulations:

- Providing healthy work environment – washing facilities, toilets, ventilation, heating and lighting, no smoking policy, first aid
- Providing safe work environment - signage, PPE, fire safety, risk assessments, safe equipment
- Training
- Reporting

Employee responsibilities when health and safety legislation:

- Responsibility for own personal health and safety
- Co-operation with employer
- Not interfering with or misusing equipment/provisions (e.g. alarms, signage) provided for health, safety and welfare
- Lines of reporting for:
  - Accidents
  - Faults
  - Damage
- Following instructions and safe working practice – using PPE where provided
- Helping others and sharing good practice

### Learning outcome:

2. Understand risk assessment requirements for land-based industries

### Topics

2.1 Risk assessment terminology

2.2 Hazards, risks and control measures

#### Topic 2.1

Definitions of risk assessment terminology:

- Generic risk assessment
- Site specific
- Task specific
- Emergency action plan
- Method statement
- Hazard
- Risk
- Persons at risk (yourself, colleagues, general public)
- Control measures

#### Topic 2.2

The five step process for risk assessments:

- Identifying hazards
- Deciding who might be harmed and how
- Evaluating risks, deciding on precautions
- Recording finding and implementing
- Reviewing as required

### Learning outcome:

3. Understanding safe working practices when working in land-based industries

### Topics

3.1 Manual handling principles

3.2 Basic first aid procedures

3.3 Fire safety principles

#### Topic 3.1

Principles of and techniques for manual handling, and consequences of not following:

- Legislative requirement
- Safe lifting techniques
- Use of mechanical aids
- Potential implications of poor manual handling (back injury, dropped and damaged goods/equipment)
- That it is covered by manual handling risk assessment

#### Topic 3.2

First aid situations:

- Wounds/severe bleeding
- Burns
- Shock
- Unconsciousness
- Falls from height

Response to first aid situations:

- Procedures to be taken
- How and when to call for assistance
- Reporting requirements
- Own limitations when responding to first aid emergency

### **Topic 3.3**

Principles of fire safety, procedures to follow, and fire safety equipment and their uses:

- Procedures for raising the alarm
- Evacuations and drills
- Types and uses of fire safety equipment:
  - Smoke detectors
  - Fire alarms
  - Fire extinguishers – water, dry powder, foam, Carbon dioxide
  - Fire blankets
  - Fire hoses
- Own limitations when responding to potential fire emergency

## Guidance for delivery

This unit links closely with all other units and provides the basis of knowledge required to work safely on all tasks in the range of land-based environments. Tutors should guide learners to develop their understanding of principles of health and safety required for working within the industry as learners will need to understand how these are essential for employment within the sector.

This is a knowledge only unit and although the majority of content could be delivered in a classroom environment, it is important that learners can relate this knowledge and understanding to real life working tasks and environments. Reference to this unit should be made when teaching the other practical units that make up this qualification.

It is expected that a range of delivery methods will be used including presentations, classroom discussions and individual study.

Topic 1.1 relates to legislation - there is no requirement for a detailed understanding at this level, but learners must appreciate where there is legislation, what they are and where each applies. Tutors should ensure that they keep up to date with changes and amendments to legislations covered by this unit and include delivery of locally relevant policy and standards where relevant.

## Suggested learning resources

### Websites

Health and Safety Executive (HSE)

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

<b>Level:</b>	2
<b>GLH:</b>	30

**What is this unit about?**

The purpose of this unit is for learners to have a basic knowledge of patient care within a veterinary nursing facility, for example this could incorporate a wildlife hospital, rehabilitation centre or veterinary practice. The learner will also gain knowledge regarding veterinary practice procedures and client care.

To maintain industry links this unit should ideally be taught by a Qualified Veterinary Nurse.

This unit has close links to the following units:

- Unit 201: Maintain animal health and welfare
- Unit 202: Animal feeding and accommodation

**Learning outcomes**

In this unit, learners will be able to

1. Observe an in-patient
2. Know how to provide basic care to an in-patient
3. Know veterinary practice client care

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

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 recognising and minimising stress.

As this unit will likely be taught and delivered through simulated exercises, it is suggested that learners cover dogs and cats, in addition to one other of the following groups of animals

- Rabbits
- Guinea pigs and other rodents
- Exotics
- Birds
- Large mammals (eg goat, camelids, donkey, pig or other available large mammal)

### Learning outcome:

1. Observe an in-patient

### Topics

- 1:1 Recognise visual signs of health in an in-patient
- 1:2 Normal parameters for temperature, pulse and respiration in animals
- 1:3 Monitor and record an in-patients behaviour, body posture and movement

In this outcome, learners will be required to identify visual signs of health for in-patients from the selected range. 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.

#### Topic 1:1

The signs of health in the selected species inpatient:

- Behaviour
- Body posture
- Movement and gait
- Appearance of eyes, ears, nose, mouth / teeth, mucous membranes
- Appearance of skin, fur, feathers, scales
- Limbs, feet, fins, tail
- Faeces and urine

#### Topic 1:2

The normal parameters for the selected species for:

- Temperature
- Pulse rate
- Respiration rate

The procedures for:

- Taking and reading temperature with the use of digital and mercury thermometers
- Taking and recording pulse rate using the femoral and digital artery

- Taking and recording respiration rate

### Topic 1:3

The different written records used in a veterinary environment to include the use of veterinary hospital charts and nursing care plans.

When monitoring learners need to observe signs of health and this should not involve handling the animal. Monitoring of normal parameters such as pulse should involve minimal handling using correct techniques.

### Learning outcome:

2. Know how to provide basic care to an in-patient

### Topics

- 2:1 Veterinary equipment for an in-patient
- 2:2 Provision of routine care for an in-patient
- 2:3 Guidelines for basic routine medication

In this outcome, learners need to understand the requirements for safe and effective administration of medications and be able to follow guidelines for giving flea and worming treatment to a range of animals. Simulation can be used to assess learners' knowledge.

When providing basic care, learners must follow health, safety and hygiene procedures. The following is a guided list of the legislation that applies in the Veterinary Care sector. For purposes of assessment, there is no requirement for detail; however learners should be able link to other learning outcomes within this unit.

Centres should be up to date with legislation, policies and codes of practice used in the taught content.

#### Legislation and Codes of Practice:

- Animal Welfare Act 2006 and Animal Health and Welfare act (Scotland) (2006)
- Health and Safety at Work etc Act 1974
- Welfare of Animals (Transport) Order 2006
- Control of Substances Hazardous to Health Regulations (2002) (COSHH)
- The Welfare of Animals at Market Order 1993
- The Veterinary Surgeons Act 1966
- The Welfare of Farmed Animals 2000 (as amended 2003)
- The Welfare of Animals Regulations 1999 (slaughter or killing)
- Trade Descriptions Act (1968)
- Equality Act (2010)
- Data Protection Act (1998)

Other legislation appropriate to their selected species.

### Topic 2:1

Recognition of veterinary equipment and the main use:

- Stethoscope

- Auroscope
- Otoscope
- Thermometer
- Nail clippers
- Scissors and clippers for grooming
- Needles and syringes
- Restraint equipment

How to maintain and clean veterinary equipment using appropriate procedures and commonly used apparatus.

### **Topic 2:2**

The importance of correct foods and feeding methods

- Using appropriate feeding and watering equipment for the selected species
- The appropriate type of diet for the species
- The appropriate presentation and frequency of feeding
- Diets and quantities for hospitalised patients
- Appropriate record keeping

The importance of appropriate accommodation cleaning:

- Correct use of cleaning agents (type and dilution) and cleaning equipment, PPE
- Safe removal and confinement of in-patient whilst accommodation is being cleaned
- Methods of waste disposal (clinical and non-clinical waste, soiled bedding and substrates, body fluids, cadavers, cleaning materials and medicines)

### **Topic 2:3**

How to administrate commonly used medications:

- Oral
- Subcutaneous injection (in line with legislation and codes of practice)
- Topical

Recognition of the dosage and frequency of application.

Appropriate record keeping



### Learning outcome:

3. Know veterinary practice client care

### Topics

- 3:1 Legal and ethical responsibilities of practice staff towards clients and their pets
- 3:2 Role of veterinary organisations
- 3:3 Record keeping

In this outcome, learners are required to focus on the responsibilities of practice staff towards clients and pets.

#### Topic 3:1

When delivering this topic, reference should be made to the legislation list identified in Topic 2.1. focussing on:

- Client confidentiality
- Dealing with distressed clients
- Emergency procedures
- Explaining euthanasia
- Health and safety of clients and their pets.

#### Topic 3:2

The role of professional bodies in the veterinary sector:

- British Veterinary Association (BVA)
- British Veterinary Nursing Association (BVNA)
- Royal College of Veterinary Surgeons (RCVS)
- British Small Animal Veterinary Association, (BSAVA)

#### Topic 3:3

Record keeping within a veterinary practice:

- Types of records to be kept (animal, client, financial)
- Importance and need for accuracy
- Methods of data storage
- Duration for which the records should be kept.

### Guidance for delivery

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.

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.

### Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centres has links, and with employers used for work experience placements. The learners should also be encouraged to gain relevant work experience within a veterinary environment.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Animal Care sectors that may be able to help with of the currency of legislation, policies and codes of practice used in the taught content.

### Suggested learning resources

#### Books

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

**Journals**

Practice Nurse  
Veterinary Nursing  
Veterinary Record  
Veterinary Times

**Websites**

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

<b>Level:</b>	2
<b>GLH:</b>	30

**What is this unit about?**

The purpose of this unit is for learners to develop knowledge and understanding of the role of domestication on animal 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**

In this unit, learners will be able to

1. Know the history of animal domestication and breed development
2. Identify common breeds of animal species and their associated breed societies
3. Groom mammals

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

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 recognising and minimising stress.

This unit should cover **two** or more of the following groups of animals to ensure full coverage of the topics included (however, for grooming, learners ideally should focus on mammals). Simulated scenarios can be used:

- Large animals (Horses, ponies (and donkeys if appropriate), other large mammals (eg goat, camelids, donkey, pig or other available)
- Exotics (Fish, birds, exotic reptile, amphibians or exotic mammals)
- Small domestic mammals (rabbits, guinea pigs, rodents, cats and dogs)

### Learning outcome:

1. Know the history of animal domestication and breed development

### Topics

- 1:1 The history of animal domestication  
1:2 Human influence on breed development

In this outcome, learners will need to outline the domestication and breed development of a range of animal species, including Darwinian Theory and its main points but there is no requirement for detail. 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.

#### Topic 1:1

The reasons for domestication:

- Food
- Work
- Clothing
- Protection
- Transportation
- Pleasure
- Companionship
- Showing and competition

Overview of the history of domestication, timelines, specific features of why certain animals have been domesticated and why some animals are not domesticated.

#### Topic 1:2

The processes involved in breed development:

- Definition of a breed

- Comparison of pure bred and cross breed
- Selective breeding

The main reasons behind breed development:

- Food
- Work
- Clothing
- Protection
- Transportation
- Pleasure (showing, competition)
- Companionship
- Fashion
- Temperament
- Sport

Consequences and ethical issues arising as a result of breed development:

- Reproductive issues (fertility, dystocia, reduction in the gene pool)
- Genetic deformities (Manx cat, broilers brachycephalic breeds)
- Behavioural issues (breeding for aggression)
- Social implications (unwanted breeds/ pets)

### Learning outcome:

2. Identify common breeds of animal species and their associated breed societies

### Topics

- 2:1 Common breeds and standards of animal species  
 2:2 Role of animal breed societies

This outcome mainly focuses on breed societies for cats and dogs; however resources permitting centres may choose to incorporate other species. Learners are required to cover a minimum of two animal species. 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.

#### Topic 2:1

Common breeds and their standards (size, coat colour and type, physical features, temperament, life expectancy, suitability as a pet) for example:

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
- Ragdol
- Munchkin

Other animal species:

- Rabbits (Angora, British Giant, Netherland Dwarf)
- Guinea pigs (Abyssinian, Rex)
- Rodents (Fancy Mouse, Dumbo rat, Degu, Siberian Hamster)
- Livestock – Rare breed society
- Snakes
- Fish
- Birds

### Topic 2:2

Learners should have an awareness of the roles of breed societies eg Kennel Club, 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

### Learning outcome:

3. Groom mammals

### Topics

- 3:1 Reasons for grooming animals
- 3:2 Prepare mammals for grooming
- 3:3 Groom a mammal

In this outcome, learners will be required to describe the grooming requirements of a range of commonly found breeds of animals. The learner will also be required to prepare and groom animals to meet a given objective. 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.

When handling and restraining the animal for grooming, it is expected that learners will be applying their knowledge from **Unit 203 Animal behaviour and handling**.

**Topic 3:1**

Common reasons for grooming animals:

- Improving/ maintaining condition of skin and coat
- Monitoring animal for health
- Hygiene
- General cleanliness
- Aesthetic (for showing)
- Bonding

Considerations of the frequency of grooming, grooming and trimming requirements, coat types.

**Topic 3:2**

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

**Topic 3:3**

- Types of grooming equipment, appropriate to species:
- Brush
- Comb
- Towel
- Dryer (hand, cabinet)
- Foot care equipment (nail clippers, hoof picks)

Grooming techniques:

- 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
- Correct method for nail trimming and foot care

Reporting procedures in the event of atypical signs.



## Guidance for delivery

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.

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.

## Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Animal Care sectors that may be able to help with of the currency of legislation, policies and codes of practice used in the taught content.

## Suggested learning resources

### Books

- |   |                                      |
|---|--------------------------------------|
| <i>A Dictionary of Zoology 3<sup>rd</sup> edition.</i><br>OUP.<br>ISBN: 978-01999233410.                              | Allaby M. 2009.                      |
| <i>The Origin of Species.</i><br>Wordsworth Classics of the World Literature. 1998.<br>ISBN: 978-1853267802           | Darwin C.                            |
| <i>The Animal Creation- A Popular Introduction to Zoology.</i><br>ISBN: 978-1432676841.                               | Rymer-Jones T. 2007.                 |
| <i>Guinea Piglopaedia: A complete guide to Guinea Pig Care.</i><br>Interpet Publishing 2003.<br>ISBN: 978-1860542510. | Ruelokke E and Ruelokke M.           |
| <i>Hamsterlopaedia: A complete guide to Hamster Care.</i><br>Ringpress Publishing. 2003.<br>ISBN: 978- 1860542466.    | Logsdail C, Logsdail P and Hovers K. |
| <i>Catlopaedia: The Complete Guide to Cat Care.</i><br>Ringpress Books. 2006.<br>ISBN: 978- 978-1860540189.           | Evans J and White K.                 |

*Doglopaedia: The Complete Guide to Dog Care.* Evans J and White K.  
Ringpress Books. 1998.  
ISBN: 978-1860540745.

Pinney C. 2005. *Guide to Home Pet Grooming 2<sup>nd</sup> edition.* Barron's Education.  
ISBN: 978-0764128479.

*Encyclopaedia of the Dog.* Dorling Kindersley. 2007. Fogle B.  
ISBN: 978-1405321471.

*How to Look After Your Small Pets.* Alderton D.  
ISBN: 1844765218.

*Ultimate Guide to Cat Breeds.* Somerville L.  
ISBN: 978-0785822646.

### **Websites**

All About Pets	<a href="http://www.allaboutpets.org.uk">www.allaboutpets.org.uk</a>
Royal Society for the Prevention of cruelty to Animals	<a href="http://www.rspca.org.uk">www.rspca.org.uk</a>
Peoples Dispensary for Sick Animals	<a href="http://www.pdsa.org.uk">www.pdsa.org.uk</a>
Cats Protection	<a href="http://www.cats.org.uk">www.cats.org.uk</a>
The Kennel Club	<a href="http://www.thekennelclub.org.uk">www.thekennelclub.org.uk</a>
The Blue Cross	<a href="http://www.bluecross.org.uk">www.bluecross.org.uk</a>
The Supreme Show of the Governing Council of the Cat Fancy	<a href="http://www.supremecatshow.org">www.supremecatshow.org</a>
Crufts	<a href="http://www.crufts.org.uk">www.crufts.org.uk</a>
The Governing Council of the Cat Fancy	<a href="http://www.gccfcats.org">www.gccfcats.org</a>
The Dogs Trust	<a href="http://www.dogstrust.org.uk">www.dogstrust.org.uk</a>

<b>Level:</b>	2
<b>GLH:</b>	60

### What is this unit about?

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 animal's body works. Learners will know the structure and function of the systems associated with support, including muscles, tendons and ligaments. Learners will gain an understanding of the principles of the structure and function of the respiratory, cardiovascular and digestive systems.

### Learning outcomes

In this unit, learners will be able to

1. Determine the classification of living things
2. Know the functions of the main animal cell organelles and tissue types
3. Know the structure and functions of the main mammalian biological systems
4. Know the main function of sensory organs in animals

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

1. Determine the classification of living things

### Topics

- 1.1: The kingdoms
- 1.2: Characteristics of Animalia kingdom

In this outcome it is expected that the learner will be able to identify common animals based on the characteristics of classification. This can be mammalian or other species which are common within the animal care industry. They are not expected to know the differences between species or sub species within a class, but simply identify the class to which they belong.

#### Topic 1.1

Main kingdoms:

- Animalia
- Planta
- Protocista
- Monera
- Fungi

The plant kingdom should be used to provide a comparison to aid classification. Features or specific details about plant classification are not necessary at this level.

#### Topic 1.2

The characteristics of the main classes of animals:

- Fish
- Amphibia – Amphibians
- Reptilia – Reptiles
- Aves – Birds
- Mammalia – Mammals
- Invertebrates

**Learning outcome:**

2. Know the functions of the main animal cell organelles and main tissues types

**Topics**

- 2.1: Cell components
- 2.2: The functions of cell organelles
- 2.3: Tissues

**Topic 2.1 and 2.2**

Cell components and the functions of organelles:

- Nucleus
- Mitochondria
- Plasma
- Cell membrane
- Smooth endoplasmic reticulum
- Rough endoplasmic reticulum
- Ribosomes
- Lysosomes

**Topic 2.3**

Different tissue types and the main function of the main tissue types:

- Epithelial tissue: protection (skin)
- Connective tissue: supportive (bone)
- Nervous tissue: connects parts of the body and aids co-ordination by carrying electrical impulses
- Muscle tissue: coordinated contraction to help body parts to move

**Learning outcome:**

3. Know the structure and functions of the main mammalian biological systems

**Topic**

- 3.1: The structure and function of the main mammalian biological systems

**Topic 3.1**

Structure, associated organs and the function of the main body systems in a named species.

Respiratory System:

- Structure – lungs, trachea, bronchi, bronchioles, alveoli.
- Function – inhalation / exhalation, gaseous exchange

Circulatory System:

- Structure and function of system – heart, arteries, veins.
- Function - Transport of blood, oxygen and nutrients around the body

Reproductive System:

Structure and function of the male and female mammalian reproductive systems.

- Male (penis, testes, sperm duct) – production of sperm

- Female (ovaries, oviduct, uterus, vagina) – production of ova and gestation

#### Digestive System:

- Location, structure and function of monogastric system – Oesophagus, stomach (or four chambers if ruminant species), liver, pancreas, small intestine, large intestine.

#### Skeletal System:

The mammalian axial and appendicular skeleton and the main bones that make up both.

##### Axial:

- Skull
- Vertebrae including axis and atlas
- Ribcage

##### Appendicular:

- Scapula
- Humerus
- Radius
- Ulna
- Carpels
- Pelvis
- Femur
- Tarsals
- Phalanges

#### The functions of the skeleton:

- Locomotion
- Protection of organs
- To support the body.

#### Main structural features of different types of joint:

- Fixed
- Ball and socket
- Hinged
- Pivot

#### **Learning outcome:**

4. Know the main function of sensory organs in animals

#### **Topics**

##### 4.1: The sensory organs in animals

#### **Topic 4.1**

The sensory organs, main function and their stimuli

- Eyes – sight, light
- Ears – hearing, sound waves
- Nose – smell, chemicals/ scent particles

- Mouth – taste, chemical
- Skin – touch and temperature, pressure, texture, hot/ cold

## Guidance for delivery

This unit is designed to provide the learner with the foundation knowledge on animal biology, which they can use in their employment or further studies in the animal care industry.

Even though it is expected that the majority of this unit content will be delivered via lectures, learners would benefit from having practical elements incorporated into the delivery to aid understanding.

It is anticipated that the knowledge within this unit links to other units where opportunities exist such as health and welfare, feeding and accommodation, and behaviour and handling within a practical context.

## Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placements.

## Suggested learning resources

### Books

<i>Animal Biology and Care 2<sup>nd</sup> Edition.</i> Blackwell Publishing Ltd. 2006. ISBN-13: 978-1-4051-3795-9.	Dallas SE.
<i>Biology at a Glance.</i> Manson Publishing Ltd. 2003. ISBN: 1-84076-031-1.	Dodds J.
<i>GCSE Biology Revision Guide.</i> Coordination Group Publications Ltd. 2007.	Parsons R.
<i>Biology for Life for GCSE.</i> Nelson Thornes Ltd. 2000.	Roberts MBV.

## Unit 208

## British wildlife species, habitats and rehabilitation

<b>Level:</b>	2
<b>GLH:</b>	30

### What is this unit about?

The purpose of this unit is for learners 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

In this unit, learners will be able to

1. Identify indigenous species and their habitat
2. Recognise human intervention in wildlife matters
3. Know the process of wildlife rehabilitation.



## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learners should cover a range of British wildlife species to include reptiles, amphibians, birds, mammals, invertebrates and fish.

### Learning outcome:

1. Identify indigenous species and their habitat

### Topics

- 1:1 Indigenous British wildlife species in specified habitats  
1:2 Signs of wildlife within habitats

In this outcome, learners will be required to show knowledge of British wildlife species and 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.

#### Topic 1:1

Wildlife species and their related natural habitats.

British wildlife species

- Reptiles (adder, common lizard, sand lizard)
- Amphibians (great crested newt, natterjack toad)
- Birds (corncrake, red kite)
- Mammals (greater horseshoe bat, brown hare, red squirrel)
- Invertebrates (stag beetle, white admiral, Tansy beetle)
- Fish (brown trout, spiny seahorse)

Habitats

- Woodlands
- Freshwater
- Estuary and coastal
- Hedgerows and verges
- Marshes
- Grasslands
- Heathlands and uplands

#### Topic 1:2

Signs of animal presence in natural habitats:

- Tracks, runs and marks
- Faeces/ latrines
- Shelters (nests, sets, drays, burrows)
- Feathers and fur
- Evidence of feeding
- Scent

## Learning outcome:

2. Recognise human intervention in wildlife matters

## Topics

2:1 Threats to British wildlife

2:2 Human intervention and minimising the threats to endangered British wildlife species

In this outcome, learners will be required to know human intervention in wildlife matters. 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. This outcome should emphasise the importance of sustainable development.

### Topic 2:1

Factors that pose a threat to species and natural wildlife habitats:

- Habitat fragmentation
- Human encroachment
- Climate change
- Pollution
- Introduced/ alien species
- Competition
- Disease
- Road Traffic Accidents (RTAs)
- Hunting
- Illegal trade
- Habitat destruction

### Topic 2:2

Legislation and education required to minimise the threats to endangered British wildlife species.

The following is a guided list of the legislation that applies to rehabilitation, nature reserves and legislative protection for British Wildlife. For purposes of assessment, there is no requirement for detail; however learners should be able to summarise the aims and purpose of the legislation, linking to other learning outcomes within this unit.

Centres should be up to date with legislation, policies and codes of practice used in the taught content:

- European Directives (alien species)
- 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)

UK designations:

- Site of Special Scientific Interest (SSSI)
- Area of Outstanding Natural Beauty (AONB)

- National Parks
- Marine Conservation Zones
- Marine Nature Reserves

**Learning outcome:**

3. Know the process of wildlife rehabilitation

**Topics**

- 3:1 Process of initial assessment of wildlife casualties
- 3:2 Process of wildlife rehabilitation
- 3.3 Ethics of rehabilitating wildlife
- 3.4 Release and monitoring of rehabilitated wildlife

**Topic 3:1**

The risks associated with the approach and treatment of wildlife casualties, the initial assessment of the casualty and their levels of involvement (assess the situation prior to intervention and seek specialist personnel):

- Indication of casualty:
  - Physical signs (bleeding, loss of fur/feathers, limping, vomiting, heavy breathing, behaviour)

**Topic 3:2**

The processes carried out at wildlife rehabilitation centres:

- Accommodation requirements: intensive care, hospitalisation, recovery, rehabilitation
- Husbandry: feeding, monitoring, hygiene, routine health care

**Topic 3:3**

Reasons for and against rehabilitating wildlife

**Topic 3.4**

Before releasing animals back into their natural habitat:

- Suitability of animal for release
- Site of release
- Impact of release (on animals, humans and environment)

How the identification of animals following release (tattooing, micro-chips, tracking devices) is used to monitor animals post release.

## Guidance for delivery

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.

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 learners 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.

## Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centres has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Animal Care sectors that may be able to help with of the currency of legislation, policies and codes of practice used in the taught content.

## Suggested learning resources

### Books

- |  |   |
|--|---|
| <i>Wild Mammals in Captivity: Principles and Techniques.</i><br>University Chicago Press. 1996.<br>ISBN: 0-226-44002-8.                          | Kleinman DG, Allen ME, Thompson KV, Lumpkin S and Harris H. |
| <i>Urban Environments and Wildlife Law in Britain: A Manual for Sustainable Development.</i><br>Blackwell Science. 2002.<br>ISBN: 0-632-05743-2. | Rees P.   |
| <i>Practical Wildlife Care.</i><br>Blackwell Publishing. 2005.<br>ISBN: 1-405-12749-X.   | Stocker L.  |
| <i>The New Handbook of British Mammals.</i> Elsevier<br>Science and Technology. 2002.<br>ISBN: 0-856-61133-6.                                    | Harris S.   |

<i>Care for the Wild: First Aid for All Wild Creatures</i> University of Wisconsin Press. 1991. ISBN: 0-299-13184-X.	Jordan W and Hughes J.
<i>Mammals of Britain and Europe.</i> HarperCollins Publishers. 1993. ISBN: 0-002-19779-0.	McDonald D and Barrett P.
<i>BSAVA Manual of Wildlife Casualties.</i> Blackwell Publishers. 2003. ISBN: 0-905-21463-3.	Mullineaux E, Best D and Cooper J.
<i>Birds of Britain and Europe, 5th Edition.</i> Harper Collins Publishers. 2004. ISBN: 0-007-19234-7.	Peterson R, Mountfort G and Hollom P.
<i>Animal Rescue.</i> Ashford, Buchan and Enright. 1989. ISBN: 1-852-53196-7.	Porter V.
<i>Wildlife Ecology, Conservation, and Management.</i> Blackwell Publishing Professional. 2006. ISBN: 1-405-10737-5.	Sinclair A, Fryxell J and Caughley G.

### **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**

British Wildlife Rehabilitation Council	<a href="http://www.bwrc.org.uk">www.bwrc.org.uk</a>
Department for Environment, Food and Rural Affairs	<a href="http://www.defra.gov.uk">www.defra.gov.uk</a>
Field Studies	<a href="http://www.field-studies-council.org">www.field-studies-council.org</a>
International Wildlife Rehabilitation Council	<a href="http://www.iwrc-online.org">www.iwrc-online.org</a>

The Royal Society for the Prevention of Cruelty to Animals	<a href="http://www.rspca.org.uk">www.rspca.org.uk</a>
Wildlife Information Network	<a href="http://www.wildlifeinformation.org">www.wildlifeinformation.org</a>
Welsh Assembly Government	<a href="http://www.wales.gov.uk">www.wales.gov.uk</a>
Scottish Executive Environment and Rural Affairs Department	<a href="http://www.scotland.gov.uk">www.scotland.gov.uk</a>
Department of Agriculture and Rural Affairs (Northern Ireland)	<a href="http://www.daera-ni.gov.uk">www.daera-ni.gov.uk</a>

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<b>Level:</b>	2
<b>GLH:</b>	30

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**What is this unit about?**

The purpose of this unit is for learners to develop knowledge and practical skills in the husbandry and management of exotic animals kept in captivity. The unit allows the learner to explore sourcing and transporting of exotic animals, to incorporate the ethics around the trade; preparing and maintaining appropriate accommodation for animals in the range, as well, as their nutrition, health, welfare and behavioural requirements. The unit is designed so the learner is able to continue their study of the topic at a higher level in the future.

**Learning outcomes**

In this unit, learners will be able to

1. Know how to source and apply relevant legislation to exotic animals
2. Prepare and maintain appropriate accommodation for exotic animals
3. Feed exotic animals
4. Monitor the health, behaviour and welfare of exotic animals

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

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 recognising and minimising stress.

Learners should cover a **minimum of two** species from the following range:

- Invertebrates
- Amphibians
- Reptiles
- Birds
- Mammals that are non-native to the UK.

## Learning outcome:

1. Know how to source, transport and apply relevant legislation to exotic animals

## Topics

- 1:1 Legal and ethical sources for obtaining exotic animal species
- 1:2 Legal and industry standards for transportation of exotic animal species
- 1:3 The impact of invasive species on the natural habitat

In this outcome, learners will be able to identify sources from which to obtain exotic species to ensure that keeping of captive populations does not impact on the status of the population in the native environment. Learners will also be aware of the potential paperwork associated with transportation and the legislation (eg Dangerous Wildlife Act (1974)). Lastly learners will be encouraged to consider the declining native population and impact of invasive species. The use of case studies would be particularly effective when demonstrating pertinent points.

### Topic 1.1

Legal and ethical sources:

- Captive bred (pet shops and retail outlets, registered breeders)
- Wild caught
- The illegal trade

The merits of the different sources.

### Topic 1.2

The legal requirements for keeping exotic animals. The following is a guided list of the legislation that applies in the Exotic animal sector. For purposes of assessment, there is no requirement for detail; however learners should have an awareness of and be able to link to other learning outcomes within this unit.

Centres should be up to date with legislation, policies and codes of practice used in the taught content.



- Animal Welfare Act (2006)
- The Animal Welfare (Licensing of Activities Involving Animals) (England) Regulations 2018
- Dangerous Wild Animals Act (1976)
- CITES incorporating COTES (1997)

### Topic 1.3

The impact on natural habitat of alien species and effects on animal welfare as a result of abandonment.

### Learning outcome:

2. Prepare and maintain appropriate accommodation for exotic animals

### Topics

- 2:1 Prepare accommodation for exotic animal species  
 2:2 Routine cleaning and hygiene procedures

In this outcome, learners will be able to prepare and maintain accommodation which contains suitable substrates and environmental conditions. Relevant aspects of maintenance and hygiene are spot/full cleaning, waste disposal, glass cleaning, substrate replacement and repair. Learners will select appropriate equipment for the restraint of animal (including PPE).

### Topic 2:1

Prepare and maintain accommodation that is of suitable size, dimension and meets the animals' environmental requirements.

The range of accommodation:

- Vivariums
- Terrariums
- Aquariums/ tanks
- Aviaries
- Enclosures
- Cages

When establishing accommodation, the following needs to be taken into account:

- Appropriate climate and awareness of records to be kept (light, humidity, temperature and ventilation),
- Location of accommodation; noise, vibration, passage of human traffic, proximity to utilities (electricity, water)

### Topic 2:2

Prepare and carry out cleaning routines of exotic animal accommodation of the selected species and dispose of waste in accordance to legislation and industry good practice standards to include checking fixtures and fittings specific to selected species.

Centres should be up to date with legislation, policies and codes of practice used in the taught content.

Preparation of cleaning:

- Use of Personal Protective Equipment (PPE)
- Selection of cleaning equipment (mechanised and non-mechanised)
- Use of a holding (vivarium/tank/ cage/ pen)

Cleaning routines:

- Full and spot cleaning
- Water changes
- Monitor the conditions within accommodation

**Learning outcome:**

3. Feed exotic animals

**Topics**

- 3:1 Specialist nutritional requirements of exotic animals
- 3:2 Feeding of exotic animals

In this outcome, learners will know the principles that underpin the nutritional requirements for their selected species. This will involve the constituents of feeds (water, protein, carbohydrates, fat, fibre, minerals and vitamins), and how these are provided for the selected species. Learners will also be able to describe how nutritional requirements will be effected by life stages (pregnancy, lactation, growth) and health status. This should be carried out by feeding duties either for the centres animals or during a visit to an animal care establishment.

**Topic 3:1**

Specialist feeding requirements, amounts and considerations:

- Individual or group feeding
- Diet sheets
- Appropriate supplementation for exotic species
- Water presentation
- Gut loading
- Live and whole food items
- Ethics of feeding live food

**Topic 3:2**

Feed selected exotic animal species using appropriate techniques and equipment.

**Learning outcome:**

4. Monitor the health, behaviour and welfare of exotic animals

**Topics**

- 4.1 Signs of health and behaviour in exotic animals

## 4.2 Handling and restraining techniques for exotic animals

In this outcome, learners will understand the signs of health and behaviour. Learners will select appropriate equipment and PPE to demonstrate effective restraint and handling for their selected exotic species. The five animal needs should be discussed with reference to The Animal Welfare Act 2006. The use of visual observations would support learners in achieving this.

### Topic 4:1

Signs of health and behaviour of selected species:

- Movement (ground, air, water, subterranean)
- Posture
- Feeding
- Respiration
- Display/ courtship
- Moulting
- Temperature
- Position in enclosure
- Condition of skin, fur, scales, feathers

### Topic 4:2

When handling exotic species, appropriate Personal Protective Equipment (PPE):

- Gloves and gauntlets
- Eye protection
- Face masks
- Protective clothing (long sleeves, long trousers, sturdy closed shoes)
- No loose clothing or jewellery

Equipment appropriate for the species selected:

- Collars and leads
- Crush cages/bags
- Graspers and nooses
- Towels and blankets
- Tubing
- Padded tongs
- Nets
- Boxes
- Snake hooks

When handling and restraining exotic species, it is expected that learners will be applying their knowledge from **Unit 203 Animal behaviour and handling**.

Exotic animal safety considerations such as avoidance of bites, stings, toxic secretions, allergens, abrasions from scales and claws and lashing from tails.

## Guidance for delivery

During the delivery of the unit learners should have access to non-native animals from the range. It is expected to incorporate a mixture of lectures and visits to exotic animal care establishments such as retail outlets and 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.

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.

## Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Animal Care sectors that may be able to help with of the currency of legislation, policies and codes of practice used in the taught content.

## Suggest learning resources

### Books

- |   |   |
|---|---|
| <i>New Encyclopedia of Reptiles and Amphibians.</i><br>Oxford University Press. 2002.<br>ISBN: 0-1985-2507-9.               | Adler K and Halliday T.                 |
| <i>The Ultimate Encyclopedia of Small Pets and Pet Care.</i><br>Anness Publishing Ltd. 2002.<br>ISBN: 1-84309-484-3.        | Alderton D.                             |
| <i>Life in Cold Blood.</i><br>BBC Books. 2007.<br>ISBN: 0-563-539224.   | Attenborough D.                         |
| <i>The Life of Birds.</i><br>BBC Books. 1998.<br>ISBN: 0-563-38792-0.   | Attenborough D.                         |
| <i>Reptiles, Amphibians, and Invertebrates, an Identification and Care Guide.</i><br>Barrons. 2001.<br>ISBN: 0-7641-1650-9. | Bartlett P, Bartlett R, and Griswold B. |

- Encyclopedia of Reptiles, Amphibians and Fishes.* Cogger H.  
Fog City Press. 2004.  
ISBN: 1-877019-60-7.
- BSAVA Manual of Reptiles 2<sup>nd</sup> Edition.* Girling SJ and Raiti P.  
BSAVA. 2004.  
ISBN: 0-905214-75-7.
- BSAVA Manual of Exotic Pets 4<sup>th</sup> Edition.* BSAVA. 2002. Meredith A and Redrobe S.  
ISBN: 0-9052-1447-1.
- Complete Encyclopaedia of Cage and Aviary Birds.* Verhoef E.  
Rebo Ltd. 2006.
- The Health and Welfare of Captive Reptiles.* Chapman Warwick C, Frye F and Murphy J.  
and Hall. 1995.  
ISBN: 0-4125-5080-6.

## Websites

- South Wales Reptile and Exotic Animal Group [www.southwalesreptiles.org.uk](http://www.southwalesreptiles.org.uk)  
Exotic animal Network [www.exoticanimal.net](http://www.exoticanimal.net)  
Proteus Reptile Trust [www.proteus.uk.net](http://www.proteus.uk.net)

## Unit 210

## Caring for zoo animals

<b>Level:</b>	2
<b>GLH:</b>	30

### What is this unit about?

The purpose of this unit is for learners to recognise the importance of nutrition, health, accommodation design and maintenance in the welfare and wellbeing 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.

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 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.

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).

### Learning outcomes

In this unit, learners will be able to

1. Identify the characteristics of zoo animal species
2. Identify the housing requirements and enclosure design for zoo animal species
3. Know the feeding requirements for zoo animal species
4. Identify the signs of health and behaviour in zoo animal species

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learners should cover a minimum of two zoo species across the range:

- Invertebrates
- Fish
- Amphibians
- Reptiles
- Birds
- Primates
- Carnivorous mammals (lions, tigers, bears)
- Aquatic mammals (otters, sea lions)
- Ungulates (zebra, giraffe)
- Pachyderms – elephants
- Small mammals, monotremes and marsupials (koala, meerkats)

### Learning outcome:

1. Identify the characteristics of zoo animal species

### Topics

- 1:1 Characteristics and features of zoo animal species  
1:2 Differences between endothermic and exothermic species

In this outcome, learners will be required to identify and describe features of a range of zoo animal species. Learners will also be able to apply this knowledge to differentiate between endo and exothermic species and summarise key data on life cycles and life span.

#### Topic 1:1

The characteristics and features of animals from selected species:

- Appearance
- Average size (for males and females)
- Natural habitat (country/ location, environment conditions)
- Solitary or social group animal and average size of group
- Latin name
- Names for male/ female/ juveniles (as appropriate)
- Expected life span
- Age of sexual maturity
- Gestation/ incubation periods

This is not an exhaustive list, other characteristics and features as appropriate to the selected species.

#### Topic 1:2

The difference between endothermic and ectothermic species.

### Learning outcome:

2. Identify the housing requirements and enclosure design for zoo animal species

## Topics

2:1 Enclosure design and requirements for zoo animal species

2:2 Routine maintenance, hygiene procedures and equipment for zoo animal species in captivity

In this outcome, learners will cover accommodation and housing for selected species to be 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.

### Topic 2:1

The features of enclosures for the selected species:

- Indoor and outdoor areas
- Suitable substrates
- Animal's environmental requirements
- Feeding areas
- Off show areas
- Access
- Security for animals and keepers
- Barriers: fences, moats, netting, glass or acrylic, illusion barriers

Enrichment features for selected species:

- Food related enrichment
- Activity related enrichment
- Enrichment to encourage natural behaviours

### Topic 2:2

Maintenance and hygiene procedures (cleaning, addition of substrates and disposal of waste material) and securing animals during maintenance as required, for the selected species:

- Daily
- Weekly
- Monthly maintenance routines of enclosures



**Learning outcome:**

3. Know feeding requirements for zoo animal species

**Topics**

- 3:1 Diets for carnivorous, omnivorous and herbivorous zoo animal species  
3:2 Roles of supplements in diets of zoo animal species

**Topic 3:1**

The diets appropriate for carnivorous, omnivorous and herbivorous zoo animal species:

- Use of meat from vertebrates and invertebrates
- Plant vegetation as components of diets for carnivores, omnivores and herbivores
- Account for the impact of seasonality on availability
- Presentation of food
- Frequency of feeding

**Topic 3:2**

The different types of supplements used in zoos to correct nutrient imbalances and deficiencies for the selected species:

- Vitamin and mineral supplements
- How different types are administered

**Learning outcome:**

4. Identify the signs of health and behaviour in zoo animal species

**Topics**

- 4:1 Physical and behavioural features of zoo animal species indicative to good health  
4:2 Zoonotic and notifiable diseases in zoos

**Topic 4:1**

Signs of health in selected species:

- Fur/ scales/ feathers/ skin
- Eyes
- Ears
- Nose
- Mouth/ beak
- Mucous membranes
- Genitalia

Behavioural traits of health in selected species:

- Physical movement and locomotion
- Appetite
- Thirst
- Faecal and urinary output
- Signs of grooming
- Social behaviour

**Topic 4:2**

Definition the terms zoonoses and notifiable diseases and their impact on animal welfare and bio security of animal collections.

### Guidance for delivery

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).

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.

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.

### Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Animal Care sectors that may be able to help with of the currency of legislation, policies and codes of practice used in the taught content.

### Suggested learning resources

#### Books

*Zoo Animals: Behaviour, Management and Welfare.*      Hossey G, Melfie V and Pankhurst S.  
OUP. 2009.  
ISBN: 978-0-19-923306-9.

*Wild Mammals in Captivity: Principles and Techniques.*      Kleiman D.  
Chicago University Press. 1997.

*Textbook of Wild and Zoo Animals: Care and Management.*

Dheeran JV.

IBD. 2004.

2005. *Practical Wildlife Care.*

Wiley Blackwell. Stocker L.

ISBN-10: 1-4051-2749-X

ISBN-13: 978-1-4051-2749-3.

*Exotics and Wildlife: A Manual of Veterinary Nursing Care.* Godsen C.

Butterworth Heinmann. 2004.

ISBN: 0-7506-54155.

## **Websites**

British and Irish Association of Zoos and Aquariums

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

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<b>Level:</b>	2
<b>GLH:</b>	30

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**What is this unit about?**

The purpose of this unit is for learners to understand the principles of care of ornamental aquatics and how these can be applied in practice.

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.

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.

**Learning outcomes**

In this unit, learners will be able to

1. Recognise the main features of the aquatics industry in the United Kingdom
2. Plan and contribute to the setup of a safe, viable aquarium system
3. Plan and set up a safe, viable ornamental pond
4. Maintain the health of an aquarium's flora and fauna

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

1. Recognise the main features of the aquatics industry in the United Kingdom

### Topics

1:1 Common aquatic species kept in the United Kingdom

1:2 Ethical issues caused by the importation of fish into the United Kingdom

#### Topic 1:1

Common aquatic species kept in the United Kingdom:

Cold water:

- Goldfish
- Koi carp

Tropical:

- Tetras, rasboras and danios
- Cichlids
- Anabantids
- Livebearers
- Catfish

Marine:

- Soft corals
- Tangs
- Damselfish
- Butterflyfish
- Angelfish
- Marine invertebrates

#### Topic 1:2

The ethical issues caused by the importation of fish species for the pet industry:

- 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

**Learning outcome:**

2. Plan and contribute to the setup of a safe, viable aquarium system

**Topics**

- 2:1 Plan an aquarium to maintain a species  
2:2 Contribute to the setting up a safe, viable aquarium system

In this outcome, 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. Learners are not required to individually set up aquaria, but to contribute to the setting up of an aquarium.

**Topic 2:1**

Plan the setup of an aquarium. The type of aquarium can be either tropical/ freshwater, temperate freshwater, tropical or marine:

- Identification of correct equipment
- Light
- Filter
- Heater/ thermostat
- Substrate
- Salinity
- Furnishings of aquarium
- Stocking density
- Aquatic species to be kept in aquarium

**Topic 2:2**

Contribute to the setting up of an aquarium, considering and following:

- Health and Safety at Work etc Act 1974 and risk assessments
- Need for and maintenance of personal hygiene

**Learning outcome:**

3. Plan and set up a safe, viable ornamental pond

**Topic**

- 3:1 Plan an ornamental pond

**Topic 3:1**

Plan the setup of an ornamental pond:

- Pre-formed pond/ pond liners
- Clay
- Aquatic species ( koi, goldfish)
- Planting
- Equipment: (filters, aerators, drains)
- Fountains
- Waterfalls
- Ornaments
- Stocking density

- Selection of suitable stock

**Learning outcome:**

4. Maintain the health of an aquarium's flora and fauna

**Topics**

- 4:1 Water quality tests on aquariums
- 4:2 Maintenance schedule for an aquarium
- 4:3 Health check regimes for aquarium flora and fauna

This outcome 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.

**Topic 4:1**

Water quality tests that are carried out on aquariums:

- Ammonia
- Nitrite
- Nitrate
- pH
- Oxygen
- Phosphate
- Temperature
- Carbonate hardness
- General hardness
- Salinity

**Topic 4: 2**

Maintenance schedule for an aquarium:

- Frequency of tests
- Recording of results
- Interpretation of results (readings are too high/ too low/ normal)
- Water change
- Filter maintenance
- Glass cleaning
- Gravel cleaning
- Reporting problems

**Topic 4:3**

Health check regimes for mature aquariums:

- Common problems of flora and fauna
- Symptoms of disease
- Causes of disease
- Strategies for prevention
- 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
- Butterfly fish
- Angelfish
- Marine invertebrates.

### **Guidance for delivery**

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.

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.



## Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Animal Care sectors that may be able to help with of the currency of legislation, policies and codes of practice used in the taught content.

## Suggested learning resources

### Books

- |  |   |
|--|---|
| <i>The Interpret Manual of Fish Health.</i><br>Interpet Publishing. 2001<br>ISBN: 1-842-8606-74                      | Andrews C, Excell A, and Carrington N.    |
| <i>The Atlas of Garden Ponds.</i><br>TFH Publications. 1992.<br>ISBN: 0-866-22343-6                                  | Axelrod HR, Benoist AS and Kelsey Wood DT |
| <i>Water Quality for Freshwater Fish.</i><br>Taylor and Francis. 1993.<br>ISBN: 2-881-24922-1                        | Howells G.                                |
| <i>The Marine Aquarium Handbook: Beginner to Breeder.</i><br>Green Turtle Publications. 1992.<br>ISBN: 0-939-96001-7 | Moe M.                                    |

### Websites

- |  |  |
|--|--|
| Department for Environment, Food and Rural Affairs             | <a href="http://www.defra.gov.uk">www.defra.gov.uk</a>                           |
| Welsh Assembly Government                                      | <a href="http://www.wales.gov.uk">www.wales.gov.uk</a>                           |
| Scottish Executive Environment and Rural Affairs Department    | <a href="http://www.scotland.gov.uk">www.scotland.gov.uk</a>                     |
| Department of Agriculture and Rural Affairs (Northern Ireland) | <a href="http://www.daera-ni.gov.uk">www.daera-ni.gov.uk</a>                     |
| Ornamental Aquatic Trade Association                           | <a href="http://www.ornamentalfish.org">www.ornamentalfish.org</a>               |
| Environment Agency   | <a href="http://www.environment-agency.gov.uk">www.environment-agency.gov.uk</a> |

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<b>Level:</b>	2
<b>GLH:</b>	30

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### **What is this unit about?**

The purpose of this unit is for learners to have an understanding of the principles of kennels and catteries 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 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**

In this unit, learners will be able to

1. Know the purpose of kennels and catteries
2. Carry out daily cleaning and husbandry routines in a kennel or cattery
3. Know kennel and cattery administrative procedures
4. Know how to respond to problems and emergencies in kennels and catteries.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

1. Know the purpose of kennels and catteries

### Topics

- 1.1: Purposes of kennels and catteries
- 1.2: Ancillary services that could be provided by kennels and catteries

In this outcome learners will need to know the purpose of a kennel and cattery.

#### Topic 1.1

The purpose of a kennel and cattery:

- Boarding – short term or long term
- Rescue and rehabilitation
- Animal health
- Kennels for sport activities (working dogs)

#### Topic 1.2:

The ancillary services that kennels and catteries can provide:

- Grooming parlours/ services
- Pet cemeteries or crematoriums
- Alternative therapies for animals
- Animal photography
- Animal pharmacy
- Pet sitting
- Dog walking
- Training

## Learning outcome:

2. Carry out daily cleaning and husbandry routines in a kennel or cattery

## Topics

- 2.1: Cleaning different areas of the work environment
- 2.2: Husbandry and exercise routines for animals kept in animal establishments
- 2.2: Methods of waste disposal in animal establishments that minimise environmental damage

In this outcome learners will need 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.

### Topic 2.1:

Cleaning of the areas in the work environment in a kennel and cattery:

- Animal accommodation
- Public areas
- Food preparation areas

Cleaning:

- Routine and non-routine
- Cleaning for inspection
- Cleaning to a high standard for public perception

The requirements of the kennel or cattery for animal security and safety and show how these are met.

### Topic 2.2:

The husbandry and exercise routines for animals being kept in kennels and catteries:

- Cleaning
- Feeding
- Health checking
- Ways of providing exercise to meet individual requirements e.g. walking, giving space to exercise freely providing enrichment, mental stimulation
- Record keeping

### Topic 2.3:

The methods of waste disposal:

- Organic and inorganic waste
- Special waste
- Clinical waste
- Litter

The importance of minimising environmental damage in a kennel or cattery environment:

- 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

### Learning outcome:

3. Know kennel and cattery administrative procedures

### Topics

- 3.1: Licensing requirements for kennel and catteries
- 3.2: Record keeping requirements in kennel and catteries and the importance of keeping records
- 3.3: Current legislation and Codes of Practice relating to kennels and catteries

In this outcome learners will need 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.

#### Topic 3.1:

The licensing requirements for kennels and catteries:

- 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

#### Topic 3.2:

The types of records that need to be kept by a kennel or cattery:

- 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

#### Topic 3.3:

Current legislation and Codes of Practice:

- Animal welfare

- Health and Safety in animal establishments
- Environmental issues.

Centres should be up to date with legislation, policies and Codes of Practice used in the taught content.

The following is a comprehensive list of the legislation that applies in the animal care sector. For purposes of assessment, there is no requirement for detail, but learners must appreciate that there is legislation and where each applies.

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 (2013) (RIDDOR)
- Animal by-products Legislation (2002)
- Environmental Protection Act 1990 (as amended 1995)
- The Animal Welfare (Licensing of Activities Involving Animals) (England) Regulations 2018
- Breeding and Sale of Dogs (Welfare) Act 1999
- Animal Boarding Establishments Act 1963

### Learning outcome:

4. Know how to respond to problems and emergencies in kennels and catteries

### Topics

- 4.1: Actions to be taken on encountering animal problems
- 4.2: Procedures to follow in emergency and accident situations

In this outcome learners will need to know how to respond in an emergency. This could be delivered formally, as well as through 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.

#### Topic 4.1:

Animal problems:

- Illness
- Injury
- Death
- Fights
- Escape
- Attack
- Unwanted breeding

#### Topic 4.2:

- Fire evacuation and policies for dealing with the animals
- Breakout and reporting of disease/ illness

### Guidance for delivery

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.

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.

### Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

### Suggested learning resources

#### Books

Run Your Own Boarding Kennels: The Complete Guide to Kennel and Cattery Management (4<sup>th</sup> Edition) Cavill, D

Published by Kogan Page, 2008

ISBN: 978-0-7494-5330-5

Cattery Design: The Essential Guide to Creating Your Perfect Cattery Key, D

Published by David Key Kennel and Cattery Design, 2006

ISBN: 0-9538002-1-0

FAB Boarding Cattery Manual

Bessant, C

Published by Feline Advisory Bureau, 2002

ISBN: 978-0-9533-9421-0

### **Magazines/Journals**

Kennel and Cattery Management magazine

Your Dog magazine

Your Cat magazine

### **Websites**

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



<b>Level:</b>	2
<b>GLH:</b>	30

### **What is this unit about?**

The purpose of this unit is for learners to have 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**

In this unit, learners will be able to

1. Handle horses
2. Carry out stable management routines
3. Demonstrate care routines for horses
4. Identify the feeding requirements of horses.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

1. Handle horses

### Topic

- 1.1: Basic equipment required to handle horses

In this outcome learners will need to demonstrate the correct equipment required to handle horses. The learner is encouraged to handle horses in different situations. The learner will then be asked to demonstrate how to maintain the equipment used for handling.

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).

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

#### Topic 1.1:

Basic equipment:

- Head collar
- Lead rope
- Stable rugs
- Turnout rugs

Maintenance of equipment:

- Cleaning leather
- Reasons for cleaning (routine cleaning, animal safety reasons)
- Health and safety reasons
- Storage of equipment

### Learning outcome:

2. Carry out stable management routines

### Topics

- 2.1: Preparing and maintaining accommodation for stable and field kept horses
- 2.2: Maintaining yard environments

In this outcome learners will need to carry out activities relating to stable management routines and yard maintenance. The learner will need to be able to maintain the following areas: feed storage area, stables, fields and muck heap. It is anticipated that the majority of this unit will be delivered practically.

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

**Topic 2.1:**

Accommodation:

- Stable, field shelter
- Mucking out, skipping out, deep litter
- Range of bedding used (straw, shavings, pellets, shredded paper, rubber matting)
- Equipment required (wheelbarrow, fork, shovel, broom), picking droppings from the field (manual/mechanical as appropriate)

**Topic 2.2:**

Clean and maintain yard environments:

- Feed room
- Stables
- Field
- Muck heap

Reasons for maintaining yard environments:

- Presentation
- Health and safety
- Cleanliness

**Learning outcome:**

3. Demonstrate care routines for horses

**Topics**

3.1: Carrying out full health checks on horses

3.2: Basic horse grooming

In this outcome learners will need 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.

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

**Topic 3.1:**

Full health check on horses to include body condition and hoof condition

Health checks:

- Ears
- Eyes
- Mouth
- Mucous membranes
- Body condition
- Coat condition
- Hoof condition

- Ano-genital area
- Behaviour (aggressive, solitary, social)

### **Topic 3.2:**

Routine grooming activities.

Components of a grooming kit and its uses:

- Dandy brush
- Body brush
- Plastic curry comb
- Rubber curry comb
- Metal curry comb
- Sponges
- Hoof pick

### **Learning outcome:**

4. Identify the feeding requirements of horses

### **Topic**

4.1: Methods of feeding and watering horses in stables and fields

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

### **Topic 4.1:**

Methods of feeding and watering:

- Feed mangers
- Automatic feeders/water
- Buckets
- Hay nets
- Hay balls
- Field mangers
- Troughs

The different methods of feeding and watering equines in stable and fields, and the maintenance of equipment.

## Guidance for delivery

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).

Learners will cover basic horse handling skills, stable duties, feeding and care routines.

It is important that learners are given clear instructions on the importance of health and safety when working around horses. An understanding of animal behaviour is important as horses are large and can sometimes be unpredictable. Correct handling techniques are important, particularly in terms of approaching, catching and leading horses. Also it is important to know how horses might behave differently in the stable compared to the field.

Activities should be supervised and, at Level 2, it is likely that learners will be doing tasks under direction and/or assisting.

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.

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.

## Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

## Suggested learning resources

### Books

The BHS Complete Manual of Horse and Stable Management  
Published by Kennleworth Press Ltd, 2008  
ISBN: 978-1905693184  
Auty, I & Batty-Smith, J

Horse and Stable Management  
Published by Wiley-Blackwell, 2003  
ISBN: 978-1405100076  
Houghton Brown, J

### Magazines/Journals

Horse and Hound  
Horse and Rider  
Horse Magazine

**Websites**

British Horse Society

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

## Unit 226

## Presentation and service for retailing in the land-based sector

<b>Level:</b>	2
<b>GLH:</b>	30

### What is this unit about?

The purpose of this unit is for learners to 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

In this unit, learners will be able to

1. Identify products and services provided by land-based retail outlets
2. Prepare and display products for sale
3. Demonstrate appropriate customer care skills.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

1. Identify products and services provided by land-based retail outlets

### Topics

- 1.1: Products and services in land-based retail outlets
- 1.2: Factors influencing choice of products and services for land-based retail outlets
- 1.3: Stocking requirements of products being sold in land-based retail outlets

In this outcome learners will need 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.

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

#### Topic 1.1:

Products:

- Animal feedstuffs
- Accommodation, fixtures and fittings
- Restraint equipment
- Medications and supplements
- Livestock
- Novelty items / seasonal goods

Services appropriate to the business:

- Collection/ delivery services
- Personal shopper services

#### Topic 1.1:

Factors influencing consumer choice:

- Cost
- Price
- Quality
- Prominence/ location of product in the outlet
- Proximity to other products
- Offers
- Discounts

#### Topic 1.3:



#### 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

#### Learning outcome:

2. Prepare and display products for sale

#### Topics

- 2.1: Preparing and displaying products for sale
- 2.2: Maintaining displays in land-based retail outlets

In this outcome learners will need 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.

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

#### Topic 2.1:

##### 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 (in order of size and grouped accordingly)
- Stock rotation

#### Topic 2.2:

##### Maintain:

- Checking stock for damage
- Checking sell by dates
- Product placement
- Regular cleaning of shelves and display units

## Learning outcome:

3. Demonstrate appropriate customer care skills

## Topics

- 3.1: Performing customer care related activities
- 3.2: Importance of customer care in land-based retail outlets

In this outcome learners will need 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.

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

Customer care related activities:

- Processing payments
- Dealing with customers
- Customer satisfaction

Processing payments:

- Using electronic tills
- Manual working out of items
- Using card machines
- Receiving cash payments

Customer satisfaction:

- Quality of service provided
- Quality of goods supplied
- Dealing with customer enquiries in store and over the telephone
- Replacing damaged stock

### Topic 3.1:

Customer care:

- Open and closed body language
- Speaking clearly
- Language
- Staff presentation
- Dealing with complaints and difficult customers

### Topic 3.2:

Reasons for the importance of customer care in an outlet/ retail environment.

## Guidance for delivery

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.

Learners will need to know about the products and services which are offered by a chosen land-based outlet. 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.

The learners are 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.

The unit also has a focus on customer care and the learners are required to demonstrate customer care practices. 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.

This unit content could be linked to other units, such as 'Working in the animal care industry'.

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.

## Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

## Suggested learning resources

### Books

The Retail Florist Business (5<sup>th</sup> Edition)

Pfahl, P.B. & Behe, B.K.

Published by Illinois: Interstate Printers and Publisher, 1994

ISBN: 0813429670

Skills in the Land-based Sector

Published by Business Strategies Limited, 1999

Careers in the Land-based Sector  
Published by Warwickshire Careers Service, 1996

**Websites**

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

**DVDs**

Signposts for Health and Safety (2008) HSE

<b>Level:</b>	2
<b>GLH:</b>	30

### **What is this unit about?**

The purpose of this unit is for learners to have 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**

In this unit, learners will be able to

1. Identify relevant legislation and Codes of Practice within the environmental and land-based sector
2. Recognise common business operations
3. Carry out basic administrative tasks

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

1. Identify relevant legislation and Codes of Practice within the environmental and land-based sector

### Topic

- 1.1: Key requirements of current employment law on the environmental and land-based sector

In this outcome learners will examine the 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.

#### Topic 1.1:

Employment law:

- The main relevant current legislation relating to employment
  - Health and Safety at Work etc Act 1974
  - Control of Substances Hazardous to Health Regulations (2002) (COSHH)
  - Working Time Regulations 1998 (as amended 2002)
  - Equality Act 2010
  - Employment Act 2002
  - National Minimum Wage Act 1998

### Learning outcome:

2. Recognise common business operations

### Topics

- 2.1: Use of IT software in everyday business operations
- 2.2: Purpose and operation of common business tasks

In this outcome learners will need to 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.

### **Topic 2.1:**

IT software:

- Word processor (letters, notices)
- Spreadsheets (records, timesheets)
- Database (records), graphics (advertisements, posters)
- e-mails

### **Topic 2.2:**

Business task areas:

- Marketing
- Administrative tasks

Business tasks:

Teaching does not need to cover all of the tasks identified, but a selection of tasks relating to contexts being taught should be explored in detail.

- 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 (production, customers)
  - Check stock levels and complete stock control records
  - Communicate using written and electronic media
  - Importance of security and confidentiality of business records

### **Learning outcome:**

3. Carry out basic administrative tasks

### **Topics**

- 3.1: Methods of preparing, presenting, sorting and retrieving information

### 3.2: Basic accounting and administrative tasks appropriate to business

In this outcome closely links with the previous outcome; it 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.

#### **Topic 3.1:**

Preparing, presenting, sorting and retrieving information:

- Use of IT and paper filing systems
- Completion of simple business records
- Preparation of business documents (e.g. letters, advertisements)

#### **Topic 3.2:**

Accounting and administrative tasks:

- Completion of orders
- Invoices
- Conduct stock check
- Complete stock records

### **Guidance for delivery**

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.

The unit covers knowledge on 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.

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.

The unit gives learners the opportunity to understand and engage in business operations and tasks. 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.

## Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

## Suggested learning resources

### Books

BTEC First Business (2<sup>nd</sup> Edition) Carysforth, C & Neild, M  
Published by Oxford: Butterworth Heinemann, 2006

BTEC First Business Canwell, D & Sutherland, J  
Published by Cheltenham: Nelson Thornes, 2006

### Websites

Department for Environment, Food and Rural Affairs [www.defra.gov.uk](http://www.defra.gov.uk)

Welsh Assembly Government [www.wales.gov.uk](http://www.wales.gov.uk)

Scottish Executive Environment and Rural Affairs  
Department [www.scotland.gov.uk](http://www.scotland.gov.uk)

Department of Agriculture and Rural Affairs (Northern  
Ireland) [www.daera-ni.gov.uk](http://www.daera-ni.gov.uk)

Business Education Websites [www.bized.ac.uk](http://www.bized.ac.uk)

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

Department for Trade and Industry [www.dti.gov.uk](http://www.dti.gov.uk)

Environment Agency [www.environment-agency.gov.uk](http://www.environment-agency.gov.uk)  
Royal Society for the Prevention of Cruelty to Animals [www.rspca.org.uk](http://www.rspca.org.uk)

British Veterinary Association [www.bva.co.uk](http://www.bva.co.uk)

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

<b>Level:</b>	2
<b>GLH:</b>	30

### **What is this unit about?**

The purpose of this unit is for learners to have 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 irregular behaviour in farm livestock will be investigated.

### **Learning outcomes**

In this unit, learners will be able to

1. Handle, restrain and move farm livestock
2. Prepare and maintain accommodation for farm livestock
3. Prepare and administer feed and water supplies for farm livestock
4. Recognise signs of ill health and irregular behaviour in farm livestock.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learners must cover a **minimum of two farm animals** (cattle, sheep, pigs, poultry or other farmed animal)

### Learning outcome:

1. Handle, restrain and move farm livestock

### Topics

- 1.1 Carrying out animal checks prior to handling farm livestock
- 1.2 Safe restraint, handling and movement of farm livestock

#### Topic 1.1:

Basic visual checks of farm livestock prior to handling:

- Signs of ill health
- Atypical behaviour
- Temperament of animals

#### Topic 1.2:

Restraint, handling and movement:

- Reasons for handling
- Restraint and movement of farm livestock such as moving from one field to another
- Bringing indoors
- Turning out into field
- Health checks
- Administering treatments and preventative care.

The importance of moving large animals without handling and in all cases the avoidance of stress

Restraint, handling and movement Equipment:

- Risk assessments
- Personal Protective Equipment (PPE): overalls, boots and gloves
- Handling equipment: head collars, ropes and halters, races, crush, pig boards
- Choice of equipment according to situation

## Learning outcome:

2. Prepare and maintain accommodation for farm livestock

## Topics

- 2.1 Accommodation requirements of common farm livestock
- 2.2 Assist in preparing and maintaining accommodation for the reception of farm livestock

### Topic 2.1:

Accommodation requirements for selected species:

- Indoor requirements (ventilation, insulation, flooring, drainage, temperature, space allowance, fixtures and fittings)
- Outdoor requirements (shelters, boundaries and hedges, safety and security)
- 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

### Topic 2.2:

Assist in the preparation and maintenance of accommodation for selected species:

- Selection of appropriate equipment and Personal Protective Equipment (PPE) – safe use of shovels, forks, wheelbarrows and hoses
- Bedding materials: straw, shavings, or other suitable material
- Fixtures and fittings: water troughs/dispensers and feeders
- Checking for damaged/faulty equipment and report to the appropriate person

Maintaining accommodation:

- 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

### Learning outcome:

3. Prepare and administer feed and water supplies for farm livestock

### Topics

- 3.1 Type, quantity and quality of feed required by common farm livestock
- 3.2 Assisting with preparing and administering feed and water for farm livestock

#### Topic 3.1:

The different types of food available for selected species:

- Feed type: dry/wet, concentrates, crops, silage, hay, supplements
- Quality of feed: best before dates, storage and stock rotation, insect and rodent infestations and mould

#### Topic 3.2:

Assist with the preparing of feed and water for selected species:

- Prepare according to instructions
- Check water is available is clean and fresh
- 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 irregularities

### Learning outcome:

4. Recognise signs of ill health and atypical behaviour in farm livestock

### Topics

- 4.1 Health checks on common farm livestock and signs of ill health
- 4.2 Reporting on the behaviour of farm livestock

#### Topic 4.1:

Health checks:

Routine and know who to report to in emergencies.

Signs of ill health:

- Visual signs:
  - Condition of coat/feathers, eyes, ears, skin, mucous membranes
  - Water intake
  - Faeces and urine output
  - Lameness and limb movement
  - Coughing and choking
  - Discharges and body condition scoring
- Physical signs:
  - Recognition of signs of temperature and respiration changes

## Topic 4.2:

Behaviour:

- Normal and atypical: appearance, posture, movement, social interaction
- Reasons for reporting changes in behaviour, procedures for reporting changes in behaviour

### Guidance for delivery

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.

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.

### Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the sectors may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

### Suggested learning resources

#### Books

The Complete Book of Raising Livestock and Poultry  
Published by Pan Books, 1988  
ISBN: 0-906-34831-5

Thear, K & Fraser, A

Practical Cattle Farming  
Published by Crowood Press, 2007

Bazeley, K

ISBN: 9-781-86126-975-1

Practical Sheep Keeping  
Published by Crowood Press, 2006  
ISBN: 1-861-26163-2

Cardell, K

The Sheep Book: A Handbook for the Modern Shepherd  
Published by Ohio Press, 2001  
ISBN: 9-780-80401-032-0

Parker, R

Practical Pig Keeping  
Published by Crowood Press, 2001  
ISBN: 9-781-86126-388-9

Smith, P

Getting Started with Beef and Dairy Cattle  
Published by Storey Publishing, 2005  
ISBN: 1-580-17596-1

Smith Thomas, H

### **Websites**

Department for Environment, Food and Rural Affairs

[www.defra.gov.uk](http://www.defra.gov.uk)

Welsh Assembly Government

[www.wales.gov.uk](http://www.wales.gov.uk)

Scottish Executive Environment and Rural Affairs  
Department

[www.scotland.gov.uk](http://www.scotland.gov.uk)

Department of Agriculture and Rural Affairs (Northern  
Ireland)

[www.daera-ni.gov.uk](http://www.daera-ni.gov.uk)

## Appendix 1 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).

### City & Guilds Centre Manual

This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. Specifically, the document includes sections on:

- the centre and qualification approval process
- assessment, internal quality assurance and examination roles at the centre
- registration and certification of candidates
- non-compliance and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

### Our Quality Assurance Requirements

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

The **centre homepage** section of the City & Guilds website also contains useful information on

**Walled Garden:** how to register and certificate candidates on line

**Events:** dates and information on the latest Centre events

**Online assessment:** how to register for e-assessments.



## Useful contacts

### UK learners

General qualification information

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

### International learners

General qualification information

E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

### Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)

### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)

### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)

### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: [business@cityandguilds.com](mailto:business@cityandguilds.com)

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## About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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