

Specification

Edexcel NVQ/competence-
based qualifications

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

For first registration July 2011

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Qualification titles covered by this specification

This specification gives you the information you need to offer the Edexcel Level 2 Award, Certificate and Diploma in Work-based Animal Care (QCF):

Qualification title	Qualification Number (QN)	Accreditation start date
Edexcel Level 2 Award in Work-based Animal Care (QCF)	600/2239/5	16/06/11
Edexcel Level 2 Certificate in Work-based Animal Care (QCF)	600/2135/4	27/05/11
Edexcel Level 2 Diploma in Work-based Animal Care (QCF)	600/2169/x	01/06/11

These qualifications have been accredited within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

The QCF qualification title and unit reference numbers will appear on learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

Key features of the Edexcel Level 2 Award, Certificate and Diploma in Work-based Animal Care (QCF)

These qualifications:

- are nationally recognised
- are based on the Animal Care National Occupational Standards (NOS), which are owned by Lantra SSC.

The Edexcel Level 2 Diploma in Work-based Animal Care (QCF) has been approved as a component for the Animal Care Apprenticeship framework.

What is the purpose of these qualifications?

These qualifications are appropriate for employees in the animal care sector. They are designed to assess occupational competence in the workplace where learners are required to demonstrate skills and knowledge to a level required in animal care industries.

Who are these qualifications for?

These qualifications are for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure the health and welfare of animals used in demonstration of occupational competence and not subject animals to stress or overuse
- ensure equality of opportunity for all wishing to access the qualification(s).

What are the benefits of these qualifications to the learner and employer?

These qualifications allow learners to demonstrate competence against the NOS based on the needs of the animal care sector as defined by Lantra SSC. The qualifications contribute to the development of skilled labour in the sector.

What are the potential job roles for those working towards these qualifications?

- Animal care assistant
- Kennel/cattery assistant
- Wildlife assistant
- Animal collection assistant

What progression opportunities are available to learners who achieve these qualifications?

Learners can progress across the level and size of the animal care competence and knowledge qualifications and into other occupational areas such as livestock, fish and game and/or equine husbandry.

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 2 Award in Work-based Animal Care (QCF)?

To achieve the Edexcel Level 2 Award in Work-based Animal Care (QCF), learners must achieve a minimum of 10 credits from the units available.

Individual units can be found in the *Units* section.

Optional unit group 1 – learners must choose a minimum of 7 credits from this group.

Unit reference number	Unit title	Credit	Level
H/502/1507	Promote and maintain the health and well-being of animals	4	2
Y/502/1505	Deliver basic treatments to animals	5	2
R/502/1521	Select and prepare accommodation for animals	3	2
Y/502/1522	Maintain animal accommodation	3	2
Y/502/1536	Control and restrain animals	2	2
K/502/1539	Moving animals between locations	2	2
T/502/1561	Maintain the cleanliness and bio-security of the animal care working environment	5	2
D/502/1473	Provide feed and water to animals	3	2
L/502/1467	Prepare feed for animals	2	2
K/502/1556	Provide controlled exercise opportunities for animals	4	2
A/502/1559	Provide opportunities for animals to have freedom to exercise	4	2
M/502/1655	Train animals through basic training programmes	5	2
T/502/1611	Contribute to the evaluation and implementation of basic animal training programmes	3	2
L/502/1694	Prepare and groom animals	4	2
K/502/1704	Dry dogs and prepare their coat for styling	3	3
F/502/1644	Handle animals to enable them to work effectively	6	2
K/502/1492	Load and unload animals for transportation	3	2
A/502/1691	Prepare and groom dogs prior to bathing	4	2

Unit reference number	Unit title	Credit	Level
D/502/1697	Bathe and clean dogs	3	2
F/502/1594	Care for animals after they have worked	4	2

Optional unit group 2 – learners who choose this group must achieve both units.

Unit reference number	Unit title	Credit	Level
Y/600/0468	Principles of the movement and handling of farm animals	2	1
L/600/0466	Assist with the movement and handling of farm animals	1	1

What is the qualification structure for the Edexcel Level 2 Certificate in Work-based Animal Care (QCF)?

To achieve the Edexcel Level 2 Certificate in Work-based Animal Care (QCF), learners must achieve a minimum of 21 credits, consisting of 9 mandatory credits and 12 optional credits from **one** optional unit group.

Individual units can be found in the *Units* section.

Mandatory units

Unit reference number	Unit title	Credit	Level
R/501/0874	Make sure your own actions reduce risks to health and safety	5	2
H/502/1507	Promote and maintain the health and well-being of animals	4	2

Optional unit group 1 (Animal care and welfare)

Unit reference number	Unit title	Credit	Level
F/502/1689	Maintain and develop personal performance	2	2
T/502/1690	Establish and maintain effective working relationships with others	2	2
Y/502/1505	Deliver basic treatments to animals	5	2
R/502/1521	Select and prepare accommodation for animals	3	2
Y/502/1522	Maintain animal accommodation	3	2
Y/502/1536	Control and restrain animals	2	2
K/502/1539	Moving animals between locations	2	2
T/502/1561	Maintain the cleanliness and bio-security of the animal care working environment	5	2
D/502/1473	Provide feed and water to animals	3	2
L/502/1467	Prepare feed for animals	2	2
K/502/1556	Provide controlled exercise opportunities for animals	4	2
A/502/1559	Provide opportunities for animals to have freedom to exercise	4	2

Unit reference number	Unit title	Credit	Level
M/502/1655	Train animals through basic training programmes	5	2
T/502/1611	Contribute to the evaluation and implementation of basic animal training programmes	3	2
A/502/1609	Welcome, receive and care for visitors to sites	3	2
M/502/1610	Carry out reception duties	2	2
Y/502/1018	Handle payments from clients	2	2
L/502/1694	Prepare and groom animals	4	2
K/502/1704	Dry dogs and prepare their coat for styling	3	3
Y/502/1195	Communicate information within the workplace	2	3
D/502/1196	Maintain and store records within the workplace	2	3
F/502/1644	Handle animals to enable them to work effectively	6	2
F/502/1594	Care for animals after they have worked	4	2
K/502/1492	Load and unload animals for transportation	3	2
H/500/5209	Keep stock at required levels in a retail environment	3	1
M/500/5701	Process customer orders for goods in a retail environment	3	2
T/500/5215	Provide information and advice to customers in a retail environment	5	2
R/500/9773	Process payments for purchases in a retail environment	5	2
Y/600/0468	Principles of the movement and handling of farm animals*	2	1
L/600/0466	Assist with the movement and handling of farm animals*	1	1

Units marked * can only be chosen in combination with each other.

Optional unit group 2 (Zoos/wildlife establishments)

Unit reference number	Unit title	Credit	Level
F/502/1689	Maintain and develop personal performance	2	2
T/502/1690	Establish and maintain effective working relationships with others	2	2
Y/502/1505	Deliver basic treatments to animals	5	2
R/502/1521	Select and prepare accommodation for animals	3	2
Y/502/1522	Maintain animal accommodation	3	2
Y/502/1536	Control and restrain animals	2	2
K/502/1539	Moving animals between locations	2	2
T/502/1561	Maintain the cleanliness and bio-security of the animal care working environment	5	2
D/502/1473	Provide feed and water to animals	3	2
L/502/1467	Prepare feed for animals	2	2
K/502/1556	Provide controlled exercise opportunities for animals	4	2
A/502/1559	Provide opportunities for animals to have freedom to exercise	4	2
M/502/1655	Train animals through basic training programmes	5	2
T/502/1611	Contribute to the evaluation and implementation of basic animal training programmes	3	2
A/502/1609	Welcome, receive and care for visitors to sites	3	2
M/502/1610	Carry out reception duties	2	2
Y/502/1018	Handle payments from clients	2	2
L/502/1694	Prepare and groom animals	4	2
Y/502/1195	Communicate information within the workplace	2	3
D/502/1196	Maintain and store records within the workplace	2	3
K/502/1492	Load and unload animals for transportation	3	2
M/500/5701	Process customer orders for goods in a retail environment	3	2

Optional unit group 3 (Dog grooming)

Unit reference number	Unit title	Credit	Level
F/502/1689	Maintain and develop personal performance	2	2
T/502/1690	Establish and maintain effective working relationships with others	2	2
Y/502/1505	Deliver basic treatments to animals	5	2
R/502/1521	Select and prepare accommodation for animals	3	2
Y/502/1522	Maintain animal accommodation	3	2
Y/502/1536	Control and restrain animals	2	2
K/502/1539	Moving animals between locations	2	2
T/502/1561	Maintain the cleanliness and bio-security of the animal care working environment	5	2
D/502/1473	Provide feed and water to animals	3	2
L/502/1467	Prepare feed for animals	2	2
K/502/1556	Provide controlled exercise opportunities for animals	4	2
A/502/1559	Provide opportunities for animals to have freedom to exercise	4	2
A/502/1609	Welcome, receive and care for visitors to sites	3	2
M/502/1610	Carry out reception duties	2	2
Y/502/1018	Handle payments from clients	2	2
L/502/1694	Prepare and groom animals	4	2
K/502/1704	Dry dogs and prepare their coat for styling	3	3
Y/502/1195	Communicate information within the workplace	2	3
D/502/1196	Maintain and store records within the workplace	2	3
K/502/1492	Load and unload animals for transportation	3	2
H/500/5209	Keep stock at required levels in a retail environment	3	1
T/500/5215	Provide information and advice to customers in a retail environment	5	2

Unit reference number	Unit title	Credit	Level
A/502/1691	Prepare and groom dogs prior to bathing	4	2
D/502/1697	Bathe and clean dogs	3	2

Optional unit group 4 (Pet care and retail)

Unit reference number	Unit title	Credit	Level
F/502/1689	Maintain and develop personal performance	2	2
T/502/1690	Establish and maintain effective working relationships with others	2	2
Y/502/1505	Deliver basic treatments to animals	5	2
R/502/1521	Select and prepare accommodation for animals	3	2
Y/502/1522	Maintain animal accommodation	3	2
Y/502/1536	Control and restrain animals	2	2
K/502/1539	Moving animals between locations	2	2
T/502/1561	Maintain the cleanliness and bio-security of the animal care working environment	5	2
D/502/1473	Provide feed and water to animals	3	2
L/502/1467	Prepare feed for animals	2	2
K/502/1556	Provide controlled exercise opportunities for animals	4	2
A/502/1559	Provide opportunities for animals to have freedom to exercise	4	2
A/502/1609	Welcome, receive and care for visitors to sites	3	2
M/502/1610	Carry out reception duties	2	2
Y/502/1018	Handle payments from clients	2	2
L/502/1694	Prepare and groom animals	4	2
Y/502/1195	Communicate information within the workplace	2	3
D/502/1196	Maintain and store records within the workplace	2	3
K/502/1492	Load and unload animals for transportation	3	2

Unit reference number	Unit title	Credit	Level
H/500/5209	Keep stock at required levels in a retail environment	3	1
M/500/5701	Process customer orders for goods in a retail environment	3	2
T/500/5215	Provide information and advice to customers in a retail environment	5	2
R/500/9773	Process payments for purchases in a retail environment	5	2

Optional unit group 5 (Animal training)

Unit reference number	Unit title	Credit	Level
F/502/1689	Maintain and develop personal performance	2	2
T/502/1690	Establish and maintain effective working relationships with others	2	2
Y/502/1505	Deliver basic treatments to animals	5	2
R/502/1521	Select and prepare accommodation for animals	3	2
Y/502/1522	Maintain animal accommodation	3	2
Y/502/1536	Control and restrain animals	2	2
K/502/1539	Moving animals between locations	2	2
T/502/1561	Maintain the cleanliness and bio-security of the animal care working environment	5	2
D/502/1473	Provide feed and water to animals	3	2
L/502/1467	Prepare feed for animals	2	2
K/502/1556	Provide controlled exercise opportunities for animals	4	2
A/502/1559	Provide opportunities for animals to have freedom to exercise	4	2
M/502/1655	Train animals through basic training programmes	5	2
T/502/1611	Contribute to the evaluation and implementation of basic animal training programmes	3	2
L/502/1694	Prepare and groom animals	4	2

Unit reference number	Unit title	Credit	Level
Y/502/1195	Communicate information within the workplace	2	3
D/502/1196	Maintain and store records within the workplace	2	3
F/502/1644	Handle animals to enable them to work effectively	6	2
F/502/1594	Care for animals after they have worked	4	2
K/502/1492	Load and unload animals for transportation	3	2
T/500/5215	Provide information and advice to customers in a retail environment	5	2

Optional unit group 6 (Service dog handling)

Unit reference number	Unit title	Credit	Level
F/502/1689	Maintain and develop personal performance	2	2
T/502/1690	Establish and maintain effective working relationships with others	2	2
Y/502/1505	Deliver basic treatments to animals	5	2
R/502/1521	Select and prepare accommodation for animals	3	2
Y/502/1522	Maintain animal accommodation	3	2
Y/502/1536	Control and restrain animals	2	2
K/502/1539	Moving animals between locations	2	2
D/502/1473	Provide feed and water to animals	3	2
L/502/1467	Prepare feed for animals	2	2
T/502/1611	Contribute to the evaluation and implementation of basic animal training programmes	3	2
A/601/5982	Operate radio communications equipment	2	2
F/601/9189	Control security incidents	3	2
Y/602/1921	Control a general purpose dog under operational conditions	4	2

Unit reference number	Unit title	Credit	Level
F/601/4106	Prepare for and carry out searches using a dog	3	3
T/601/4104	Maintain and develop the performance of dogs	4	3
L/602/1916	Carry out continuation training with a security dog	4	3

What is the qualification structure for the Edexcel Level 2 Diploma in Work-based Animal Care (QCF)?

To achieve the Level 2 Diploma in Work-based Animal Care (QCF), learners must achieve a minimum of 44 credits, consisting of 28 mandatory credits and optional credits from **one** optional unit group (ie Animal care and welfare OR Zoos/wildlife establishments^a OR Dog grooming^b OR Pet care and retail OR Animal training^c OR Service dog handling^d; and subject to optional unit group requirements).

^a Zoos/wildlife establishments has a minimum mandatory and optional credit total of 47

^b Dog grooming has a minimum mandatory and optional credit total of 48

^c Animal training has a minimum mandatory and optional credit total of 66

^d Service dog handling has a minimum mandatory and optional credit total of 50.

Individual units can be found in the *Units* section.

Mandatory units

Unit reference number	Unit title	Credit	Level
F/502/1689	Maintain and develop personal performance	2	2
T/502/1690	Establish and maintain effective working relationships with others	2	2
H/502/1507	Promote and maintain the health and well-being of animals	4	2
Y/502/1505	Deliver basic treatments to animals	5	2
R/502/1521	Select and prepare accommodation for animals	3	2
Y/502/1522	Maintain animal accommodation	3	2
Y/502/1536	Control and restrain animals	2	2
K/502/1539	Moving animals between locations	2	2
R/501/0874	Make sure your own actions reduce risks to health and safety	5	2

Optional unit group 1 (Animal care and welfare) – learners must achieve a minimum of 5 credits from this group and remaining 11 credits from optional unit groups 1 or 2 that together provide for a minimum of 16 optional credits.

Unit reference number	Unit title	Credit	Level
T/502/1561	Maintain the cleanliness and bio-security of the animal care working environment	5	2
D/502/1473	Provide feed and water to animals	3	2
L/502/1467	Prepare feed for animals	2	2

Optional unit group 2 (Animal care and welfare)

Unit reference number	Unit title	Credit	Level
K/502/1556	Provide controlled exercise opportunities for animals	4	2
A/502/1559	Provide opportunities for animals to have freedom to exercise	4	2
M/502/1655	Train animals through basic training programmes	5	2
T/502/1611	Contribute to the evaluation and implementation of basic animal training programmes	3	2
A/502/1609	Welcome, receive and care for visitors to sites	3	2
M/502/1610	Carry out reception duties	2	2
Y/502/1018	Handle payments from clients	2	2
L/502/1694	Prepare and groom animals	4	2
K/502/1704	Dry dogs and prepare their coat for styling	3	3
Y/502/1195	Communicate information within the workplace	2	3
D/502/1196	Maintain and store records within the workplace	2	3
F/502/1644	Handle animals to enable them to work effectively	6	2
F/502/1594	Care for animals after they have worked	4	2
K/502/1492	Load and unload animals for transportation	3	2

Unit reference number	Unit title	Credit	Level
A/500/5569	Receive goods and materials into storage in a retail environment	4	2
K/500/5700	Keep stock on sale at required levels in a retail environment	3	2
M/500/5701	Process customer orders for goods in a retail environment	3	2
T/500/5215	Provide information and advice to customers in a retail environment	5	2
R/500/9773	Process payments for purchases in a retail environment	5	2

Optional unit group 3 (Zoos/wildlife establishments) – learners must achieve a minimum of 5 credits from this group and remaining 14 credits from optional unit groups 3 or 4 that together provide for a minimum of 19 optional credits.

Unit reference number	Unit title	Credit	Level
T/502/1561	Maintain the cleanliness and bio-security of the animal care working environment	5	2
D/502/1473	Provide feed and water to animals	3	2
L/502/1467	Prepare feed for animals	2	2

Optional unit group 4 (Zoos/wildlife establishments)

Unit reference number	Unit title	Credit	Level
K/502/1556	Provide controlled exercise opportunities for animals	4	2
A/502/1559	Provide opportunities for animals to have freedom to exercise	4	2
M/502/1655	Train animals through basic training programmes	5	2
T/502/1611	Contribute to the evaluation and implementation of basic animal training programmes	3	2
A/502/1609	Welcome, receive and care for visitors to sites	3	2
M/502/1610	Carry out reception duties	2	2
Y/502/1018	Handle payments from clients	2	2
L/502/1694	Prepare and groom animals	4	2
Y/502/1195	Communicate information within the workplace	2	3
D/502/1196	Maintain and store records within the workplace	2	3
K/502/1492	Load and unload animals for transportation	3	2
A/500/5569	Receive goods and materials into storage in a retail environment	4	2
T/500/5215	Provide information and advice to customers in a retail environment	5	2

Optional unit group 5 (Dog grooming) – learners must achieve 7 credits from this group and remaining credits from Optional unit groups 6 or 7.

Unit reference number	Unit title	Credit	Level
A/502/1691	Prepare and groom dogs prior to bathing	4	2
D/502/1697	Bathe and clean dogs	3	2

Optional unit group 6 (Dog grooming) – learners must achieve a minimum of 5 credits from this group and 8 remaining credits from optional unit groups 6 or 7 that together provide for a minimum of 20 optional credits.

Unit reference number	Unit title	Credit	Level
T/502/1561	Maintain the cleanliness and bio-security of the animal care working environment	5	2
D/502/1473	Provide feed and water to animals	3	2
L/502/1467	Prepare feed for animals	2	2

Optional unit group 7 (Dog grooming)

Unit reference number	Unit title	Credit	Level
K/502/1556	Provide controlled exercise opportunities for animals	4	2
A/502/1559	Provide opportunities for animals to have freedom to exercise	4	2
A/502/1609	Welcome, receive and care for visitors to sites	3	2
M/502/1610	Carry out reception duties	2	2
Y/502/1018	Handle payments from clients	2	2
L/502/1694	Prepare and groom animals	4	2
K/502/1704	Dry dogs and prepare their coat for styling	3	3
Y/502/1195	Communicate information within the workplace	2	3
D/502/1196	Maintain and store records within the workplace	2	3
K/502/1492	Load and unload animals for transportation	3	2
A/500/5569	Receive goods and materials into storage in a retail environment	4	2
K/500/5700	Keep stock on sale at required levels in a retail environment	3	2
T/500/5215	Provide information and advice to customers in a retail environment	5	2

Optional unit group 8 (Pet care and retail) – learners must achieve a minimum of 5 credits from this group, 3 credits from optional unit group 9 and remaining 8 credits from optional unit groups 8, 9 and/or 10 that together provide for a minimum of 16 optional credits.

Unit reference number	Unit title	Credit	Level
T/502/1561	Maintain the cleanliness and bio-security of the animal care working environment	5	2
D/502/1473	Provide feed and water to animals	3	2
L/502/1467	Prepare feed for animals	2	2

Optional unit group 9 (Pet care and retail) – learners must achieve a minimum of 3 credits from this group.

Unit reference number	Unit title	Credit	Level
A/500/5569	Receive goods and materials into storage in a retail environment	4	2
K/500/5700	Keep stock on sale at required levels in a retail environment	3	2

Optional unit group 10 (Pet care and retail)

Unit reference number	Unit title	Credit	Level
K/502/1556	Provide controlled exercise opportunities for animals	4	2
A/502/1559	Provide opportunities for animals to have freedom to exercise	4	2
A/502/1609	Welcome, receive and care for visitors to sites	3	2
M/502/1610	Carry out reception duties	2	2
Y/502/1018	Handle payments from clients	2	2
L/502/1694	Prepare and groom animals	4	2
Y/502/1195	Communicate information within the workplace	2	3
D/502/1196	Maintain and store records within the workplace	2	3

Unit reference number	Unit title	Credit	Level
K/502/1492	Load and unload animals for transportation	3	2
M/500/5701	Process customer orders for goods in a retail environment	3	2
T/500/5215	Provide information and advice to customers in a retail environment	5	2
R/500/9773	Process payments for purchases in a retail environment	5	2

Optional unit group 11 (Animal training) – learners must achieve 18 credits from this group, a minimum of 5 credits from optional unit group 12, and 15 remaining credits from optional unit groups 12 and/or 13 that provide for a total of 38 optional credits.

Unit reference number	Unit title	Credit	Level
M/502/1655	Train animals through basic training programmes	5	2
T/502/1611	Contribute to the evaluation and implementation of basic animal training programmes	3	2
F/502/1644	Handle animals to enable them to work effectively	6	2
F/502/1594	Care for animals after they have worked	4	2

Optional unit group 12 (Animal training) – learners must achieve a minimum of 5 credits from this group and remaining credits from optional unit groups 12 and 13.

Unit reference number	Unit title	Credit	Level
T/502/1561	Maintain the cleanliness and bio-security of the animal care working environment	5	2
D/502/1473	Provide feed and water to animals	3	2
L/502/1467	Prepare feed for animals	2	2

Optional unit group 13 (Animal training)

Unit reference number	Unit title	Credit	Level
K/502/1556	Provide controlled exercise opportunities for animals	4	2
A/502/1559	Provide opportunities for animals to have freedom to exercise	4	2
L/502/1694	Prepare and groom animals	4	2
Y/502/1195	Communicate information within the workplace	2	3
D/502/1196	Maintain and store records within the workplace	2	3
K/502/1492	Load and unload animals for transportation	3	2
T/500/5215	Provide information and advice to customers in a retail environment	5	2

Optional unit group 14 (Service dog handling) – learners must achieve all 9 credits from this group and 13 remaining credits from optional unit group 15 that provide for a total of 22 optional credits.

Unit reference number	Unit title	Credit	Level
A/601/5982	Operate radio communications equipment	2	2
F/601/9189	Control security incidents	3	2
Y/602/1921	Control a general purpose dog under operational conditions	4	2

Optional unit group 15 (Service dog handling)

Unit reference number	Unit title	Credit	Level
T/502/1611	Contribute to the evaluation and implementation of basic animal training programmes	3	2
D/502/1473	Provide feed and water to animals	3	2
L/502/1467	Prepare feed for animals	2	2
F/601/4106	Prepare for and carry out searches using a dog	3	3

Unit reference number	Unit title	Credit	Level
T/601/4104	Maintain and develop the performance of dogs	4	3
L/602/1916	Carry out continuation training with a security dog	4	3

How are the qualifications graded and assessed?

The overall grade for each qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment requirements/strategy

Any assessment strategy for units in these qualifications are indicated within relevant units.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website: www.edexcel.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required?

Each qualification is designed to support learners working in the animal care sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit code:					This is the unit owner's reference number for the specified unit.
QCF level:					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
Unit summary:					This provides a summary of the purpose of the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: **Maintain and develop personal performance**

Unit code: F/502/1689

QCF level: Level 2

Credit value: 2

Guided learning hours: 15

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills to be able to agree and develop their own personal performance with an appropriate person.

The learner will maintain and develop personal performance with regard to:

- (i) working to targets and completing specific tasks
- (ii) quality of work.

Relationship to National Occupational Standards: O29NCU5.1.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Maintain personal performance	1.1 Identify current competence and areas for development using relevant techniques and processes 1.2 Carry out work in accordance with responsibilities and organisational requirements			
2 Develop personal performance	2.1 Agree personal performance and targets with an appropriate person 2.2 Review performance and progress regularly and use the outcome to plan future development activities 2.3 Seek advice from an appropriate person if clarification is required concerning specific tasks 2.4 Seek constructive feedback and advice from others and use it to help maintain and improve performance			
3 Know how to develop personal performance	3.1 State own limits of responsibility in relation to specific tasks and activities 3.2 State who to obtain advice from in relation to specific tasks and activities 3.3 List the correct procedures for obtaining advice 3.4 State the risks involved in not obtaining advice where specific tasks and activities are unclear			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.5 Describe how to determine and agree development needs and personal targets			
	3.6 State why personal performance should be reviewed			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 2: Establish and maintain effective working relationships with others

Unit code: T/502/1690

QCF level: Level 2

Credit value: 2

Guided learning hours: 15

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to work effectively with others under minimal direction through clear communication and co-operation

The learner will establish and maintain effective working relationships with the colleagues, supervisors and managers, persons external to the team, department or organisation.

Relationship to National Occupational Standards: O239NCU 5.2.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Maintain working relationships with others	1.1 Identify opportunities to improve working practices with the appropriate person 1.2 Carry out activities requiring co-operation with others in accordance with required 1.3 Communicate with others in a way which promotes effective working relationships 1.4 Keep others informed about work plans or activities which affect them 1.5 Seek assistance from others without causing undue disruption to normal work activities 1.6 Respond in a timely and positive way when others ask for help or information			
2 Understand why good working practices are important	2.1 State why good working relationships are important 2.2 Suggest ways in which good working relationships can be maintained 2.3 State the methods of dealing with disagreements within the workplace 2.4 Describe own level of responsibility in relation to dealing with disagreements 2.5 State why effective communication is important			

Learner name:	_____	Date:	_____
Learner signature:	_____	Date:	_____
Assessor signature:	_____	Date:	_____
Internal verifier signature:	_____	Date:	_____
(if sampled)			

Unit 3: Promote and maintain the health and well-being of animals

Unit code: H/502/1507

QCF level: Level 2

Credit value: 4

Guided learning hours: 30

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to promote and maintain the health and welfare of animals. This covers identification of abnormal signs, monitoring the animals and carrying out procedures to promote the health and welfare.

Relationship to National Occupational Standards: 029NCU32.1 and CU34.1.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to promote and maintain the health and welfare of animals	1.1 Treat animals in a way which consistent with relevant legislation, minimises any likelihood of stress and injury, and maintains their health and welfare 1.2 Provide animals with sufficient and effective opportunities to move, and maintain physical functioning 1.3 Monitor and report the animals' physical condition and behaviour at suitable intervals to include the following: (i) appearance (ii) posture and movement (iii) behaviour (iv) bodily functioning (v) social interaction 1.4 Identify, record and report five abnormal signs that might indicate the following: (i) disease (ii) disability (iii) disorders (iv) pest infestation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	(v) trauma (vi) stress 1.5 Carry out two of the following procedures to promote animal's health and welfare correctly and at a suitable time for the animals concerned: (i) preventative care (ii) environmental adjustment (iii) changing feed or water provision 1.6 Record and report animals' reaction to specific procedures 1.7 Seek assistance immediately for any animals health or welfare emergency and initiate action as appropriate to the situation			
2 Be able to work safely	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements 2.2 Dispose of waste safely and correctly			
3 Be able to maintain accurate records	3.1 Provide clear and accurate information for recording purposes			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to promote and maintain the health and welfare of animals	4.1 Identify the purpose for which the animals are being kept 4.2 Describe how to promote the health and general welfare of animals and minimise any stress or injury for at least two species of animals 4.3 Describe why animals need exercise and how the type and amount varies at different stages in an animal's life 4.4 Provide examples of how two different species of animals maintain their own physical condition and appearance 4.5 Describe all the visual signs which indicate the following potential problems with an animal's health and welfare: (i) disease (ii) disability (iii) disorders (iv) pest infestation (v) trauma (vi) stress 4.6 Describe two types of preventative care used to maintain the health and welfare of animals 4.7 State how the environment may be adjusted to maintain two species of animals' health and welfare			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.8 State the importance of providing an adequate supply of feed and water			
5 Know relevant health and safety legislation and environmental good practice	5.1 Outline the current health and safety, animal welfare legislation, codes of practice and any additional requirements			
	5.2 Describe how environmental damage can be minimised			
	5.3 Describe the correct methods for disposing of waste			
6 Know how to maintain accurate records	6.1 Identify the types of records required and explain the importance of accurate record keeping			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 4: **Deliver basic treatments to animals**

Unit reference number: Y/502/1505

QCF level: Level 2

Credit value: 5

Guided learning hours: 38

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to deliver basic treatments to animals.

The word 'treatments' is used in its broadest sense to include: cleaning and hygiene procedure, basic health care treatments and other routine procedures.

Relationship to National Occupational Standards: O29NCU34.2.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to deliver basic treatments to animals	1.1 Use the correct technique to give the specified treatment at the correct time. Treatments to include: (i) cleaning and hygiene procedures (ii) basic healthcare treatments (iii) routine procedures 1.2 Immediately seek assistance when it is not possible to carry out the treatment 1.3 Ensure records of the treatment are accurate, legible and complete and comply with any legislative requirements 1.4 Observe animals after treatments and immediately report any unusual signs			
2 Be able to provide prescribed medication	2.1 Provide the following current and uncontaminated prescribed medication only for the intended animal: (i) preventative (ii) prescriptive 2.2 Use and store drugs, medications and equipment in accordance with veterinary instructions and organisational policy			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to work safely and minimise environmental damage	3.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements 3.2 Dispose of waste safely and correctly			
4 Know how to deliver basic treatments to animals	4.1 Describe the equipment to select for each treatment 4.2 Describe how to administer prescribed basic health care treatments 4.3 State the importance of keeping to instructions for basic health care treatments 4.4 Describe the potential consequences of not keeping to instructions and procedures for carrying out treatments 4.5 Describe how to use restraint techniques 4.6 State the reasons and legislative requirements for 'withdrawal periods' for animals 4.7 Outline the reasons for personal hygiene and safety precautions (e.g. communicable diseases between animals and humans) 4.8 Describe the changes in the condition of the animal which may occur after the treatment 4.9 State why it is necessary to monitor the behaviour of animals after treatment and report unusual signs 4.10 Identify the types of records required and explain the importance of accurate record keeping			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to provide prescribed medication to animals	5.1 State the significance of expiry dates on drugs and medications 5.2 Describe the possible sources of contamination to medication and how to identify damage			
6 Know relevant health and safety and animal welfare legislation	6.1 Outline the current health and safety legislation, animal welfare, codes of practice and any additional requirements 6.2 Describe the correct methods for disposing of waste.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 5: Select and prepare accommodation for animals

Unit code: R/502/1521

QCF level: Level 2

Credit value: 3

Guided learning hours: 23

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to establish accommodation for animals. This involves selecting and preparing the accommodation ready for use by animals, setting up suitable environmental conditions and introducing the animals to the accommodation.

The learner will be fully aware of the importance of relevant health, safety and animal welfare in connection with this work.

Relationship to National Occupational Standards: O29NCU37.1.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to select and prepare accommodation for animals	1.1 Select accommodation according to specified requirements 1.2 Select, prepare and maintain the necessary equipment and materials for use 1.3 Prepare accommodation in a safe, secure and clean state which maintains animal health and welfare 1.4 Identify the suitable environmental conditions for the animals and adapt where possible 1.5 Identify potential hazards and take the appropriate action to remove them 1.6 Introduce animals to the accommodation in a way which maintains their health and welfare			
2 Be able to monitor the suitability of accommodation	2.1 Assess the animals' response to the accommodation 2.2 Monitor, record and/or report animals' responses to the accommodation as required 2.3 Monitor and review suitability of accommodation 2.4 Recommend or modify, as appropriate changes to the accommodation			
3 Be able to work safely and maintain animal health and welfare	3.1 Work in a way which maintains health and safety, health and welfare of animals and is consistent with current legislation, codes of practice and any additional requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know the animals accommodation needs	4.1 Describe the different animal accommodation needs in respect to: (i) ventilation (ii) light (iii) structure and fittings (iv) temperature (v) noise (vi) siting 4.2 State the different animals accommodation needs in relation to animal health and welfare covering: (i) the suitability of the animal concerned (ii) allowing the necessary freedom of movement (iii) minimising animal stress (iv) the intended purpose and length of stay in the accommodation (v) enrichment 4.3 Describe how accommodation needs could change through the animal's life			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to select and prepare accommodation for animals	5.1 Describe the accommodation needs of animals and the factors which should be taken into account covering: (i) ventilation (ii) light (iii) structure and fittings (iv) temperature (v) noise (vi) siting 5.2 Describe the materials, fittings and environmental conditions which animals need within their accommodation to maintain their health and welfare 5.3 Describe how to promote and maintain the health and welfare for two animals with different physical and behavioural needs 5.4 Identify two significant potential hazards to the animal which may occur in accommodation and how these can be minimised			
6 Know how to introduce animals to their accommodation promoting health and welfare	6.1 Describe methods of introducing animals to the accommodation in a way which minimises their stress and optimises their acceptance (two animals with different physical and behavioural needs)			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Know relevant health and safety legislation	7.1 Outline the current health and safety legislation, animal health and welfare and codes of practice and any additional requirements			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 6:	Maintain animal accommodation
Unit code:	Y/502/1522
QCF level:	Level 2
Credit value:	3
Guided learning hours:	23

Unit summary

The aim of this unit is to provide the learner the knowledge and skills required to maintain animal accommodation. This involves maintaining environmental conditions, carrying out cleaning, and replacing any ancillary materials.

Relationship to National Occupational Standards: O29NCU37.2.

Assessment requirements/evidence requirements

Assessment to be based on 2 animals with different physical and behavioural needs.

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain animal accommodation	1.1 Assess the condition of the animal and accommodation before maintaining covering: (i) the suitability of accommodation to the animal concerned (ii) allowing the necessary freedom of movement (iii) minimising animal stress 1.2 Wear the appropriate protective clothing during cleaning and maintaining 1.3 Carry out cleaning routines according to the animal accommodation and specification 1.4 Replace any necessary materials and fittings correctly when cleaning is complete 1.5 Monitor and maintain environmental conditions to promote the health and welfare of animals: (i) ventilation (ii) light (iii) structure (iv) temperature (v) noise 1.6 Maintain the safety and security of the animals during cleaning operations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.7 Report any difficulties to the relevant person if necessary 1.8 Provide clear and accurate information for recording purposes			
2	2.1 Work in a way which maintains health and safety and is consistent with animal welfare legislation, codes of practice and any additional requirements 2.2 Carry out work in a manner which minimises environmental damage 2.3 Dispose of waste safely and correctly			
3	3.1 Know why it is important to maintain animal accommodation 3.2 Describe why it is important to maintain animal accommodation and the implications of failing to do so 3.3 Describe the relationship between maintaining animal accommodation and promoting animal health and welfare 3.4 State how other factors would influence the maintenance of accommodation for animals (health, age and behaviour) 3.5 Describe signs within an animal's accommodation that give an indication of its health and welfare			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to maintain animal accommodation	4.1 Describe the environmental conditions which promote the health and welfare of animals 4.2 Identify the reasons for monitoring environmental conditions and reporting variations 4.3 Outline cleaning routines appropriate to: (i) the animal species concerned and (ii) the accommodation in which they are being kept and (iii) reasons for being housed 4.4 Describe cleaning methods and materials appropriate to (i) the animal species concerned and (ii) the accommodation in which they are being kept and (iii) reasons for being housed 4.5 Describe how to recognise signs of stress and abnormal behaviour in animals before, during and after maintaining accommodation and what actions should be taken			
5 Know how to maintain materials and fittings	5.1 State how to maintain materials and fittings to ensure the health and welfare of animals using accommodation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know relevant health and safety and animal welfare legislation and environmental good practice	6.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements 6.2 Describe how environmental damage can be minimised 6.3 Describe the correct methods for disposing of organic and inorganic waste			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 7: Control and restrain animals

Unit code: Y/502/1536

QCF level: Level 2

Credit value: 2

Guided learning hours: 15

Unit summary

The aim and purpose of this unit is to provide the learner with the knowledge and skills to restrain animals. The learner will be able to assess the risks involved, identify appropriate methods of restraints and use them effectively and safely.

Relationship to National Occupational Standards: O29NCU45.1, LP8.2.

Assessment requirements/evidence requirements

Learners will be required to handle the following animals:

- (i) animals they have handled before and whose behaviour and temperament are known
- (ii) animals they have not handled before, but which have been assessed as suitable for them to handle.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to restrain animals	1.1 Select and use a suitable method of restraint which minimises distress and injury to the animal, taking into account the following factors (i) the behaviour and temperament of the animal (ii) the health and well being of the animal 1.2 Approach the animal in a manner which is likely to minimise stress 1.3 Maintain the restraint of the animal securely and safely in a manner which minimises stress 1.4 Modify methods of restraint in response to the reactions of the animal as necessary			
2 Be able to select, use and maintain relevant equipment	2.1 Select appropriate equipment for this area of work 2.2 Use equipment according to relevant legislation and manufacturer's instructions 2.3 Prepare, maintain and store equipment in a safe and effective working condition			
3 Be able to work safely	3.1 Work in a way which maintains animal welfare and health and safety and is consistent with current legislation, codes of practice and any additional requirements 3.2 Wear the appropriate protective clothing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to restrain animals	4.1 State the risks to self, others and animal in restraining animals 4.2 List and describe the different methods for restraining animals 4.3 Describe the possible indicators of stress and alarm in the animals when being restrained and the ways this can be minimised 4.4 Describe how to approach animals to minimise stress and when assistance may be required to approach and/or restrain the animal and the consequences of not doing so 4.5 Describe the limits of responsibility in restraining animals and how to gain assistance and to whom these should be reported 4.6 Describe when it may be necessary to modify the methods of restraint for the animal 4.7 Describe animal behaviour that will indicate the animals state of temperament			
5 Know relevant health and safety legislation	5.1 Outline the current health and safety legislation, animal health and welfare, codes of practice and any additional requirements 5.2 Describe the Personal Protective Equipment that should be used when controlling and restraining animals			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know the types of equipment required and how to maintain them	6.1 Describe the equipment which will be required for the activity 6.2 Describe the methods of maintaining the range of equipment			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 8:	Moving animals between locations
Unit code:	K/502/1539
QCF level:	Level 2
Credit value:	2
Guided learning hours:	15

Unit summary

The aim and purpose of this unit is to provide the learner with the skills, knowledge and move animals between locations. The learner will move animals in a manner that is appropriate, minimises stress and is safe. It also covers checking the new location is safe, secure and suitable.

Relationship to National Occupational Standards: O29NCU45.2, LP8.1.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to move animals between locations	1.1 Select the animal to be moved, and approach it in a manner which is likely to minimise stress 1.2 Prepare the route for the movement of animals 1.3 Check that the new location is safe, secure and suitable for the animal's requirements 1.4 Move the animal to its new location in an appropriate way and pace whilst maintaining the well being of the animal or other animals in the vicinity 1.5 Establish the animal in the new location consistent with instructions 1.6 Provide clear and accurate information for recording purposes			
2 Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2 Wear appropriate protective clothing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to move animals between locations	3.1 Describe the reasons for moving animals 3.2 Describe how to identify the animals to be moved 3.3 Describe how the animal's health status and behaviour may affect the movement process 3.4 Describe the importance of approaching animals in a manner which minimises stress 3.5 Describe the risks inherent in moving animals and how they can be minimised 3.6 Describe how to assess the safety, security and suitability of the new location 3.7 Describe how to select appropriate methods for moving animals based on the following (i) their health (ii) environmental conditions 3.8 Describe how to establish animals once they have been moved 3.9 Describe how to identify problems and to whom they should be reported			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know relevant health and safety legislation and environmental good practice	4.1 Outline the current health and safety legislation, animal health and welfare, codes of practice and any additional requirements relating to animal welfare legislation			
5 Know how to maintain accurate records	5.1 Identify the types of records required and state the importance of accurate record keeping			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 9: **Make sure your own actions reduce risks to health and safety**

Unit code: R/501/0874

QCF level: 2

Credit value: 5

Guided learning hours: 38

Unit summary

This unit is about health and safety responsibilities for everyone in the workplace. It describes the competences required to make sure that:

- Employees own actions do not create any health and safety hazards
- Employees do not ignore significant risks in their workplace, and
- Employees take sensible action to put things right, including: reporting situations which pose a danger to people in the workplace and seeking advice.

Fundamental to this unit is an understanding of the terms 'hazard', 'risk' and 'control'.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify the hazards and evaluate the risks in your workplace	1.1 Identify which workplace instructions are relevant to their job 1.2 Identify those working practices in their job which could harm them or others 1.3 Identify those aspects of their workplace which could harm them or others 1.4 Check which of the potentially harmful working practices and aspects of their workplace present the highest risks to them and others 1.5 Deal with hazards in accordance with workplace instructions and legal requirements 1.6 Correctly name and locate the people responsible for health and safety in their workplace 1.7 Report to the people responsible for health and safety in their workplace those hazards which present the highest risk			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Reduce the risks to health and safety in your workplace	2.1 Carry out your work in accordance with their level of competence, workplace instructions, suppliers' or manufacturers' instructions and legal requirements 2.2 Control those health and safety risks within their capability and job responsibilities 2.3 Pass on suggestions for reducing risks to health and safety to the responsible people 2.4 Make sure their behaviour does not endanger the health and safety of them or others in their workplace 2.5 Follow the workplace instructions and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products 2.6 Report any differences between workplace instructions and suppliers' or manufacturers' instructions 2.7 Make sure that their personal presentation and behaviour at work: - Protects the health and safety of them and others - Meets any legal responsibilities, and - Is in accordance with workplace instructions 2.8 Make sure they follow environmentally-friendly working practices			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know and understand how to make sure your own actions reduce risks to health and safety	3.1 Demonstrate they know and understand what 'hazards' and 'risks' are 3.2 Demonstrate they know and understand their responsibilities and legal duties for health and safety in the workplace 3.3 Demonstrate they know and understand their responsibilities for health and safety as required by the law covering their job role 3.4 Demonstrate they know and understand the hazards which exist in their workplace and the safe working practices which they must follow 3.5 Demonstrate they know and understand the particular health and safety hazards which may be present in their own job and the precautions they must take 3.6 Demonstrate they know and understand the importance of remaining alert to the presence of hazards in the whole workplace 3.7 Demonstrate they know and understand the importance of dealing with, or promptly reporting, risks 3.8 Demonstrate they know and understand the responsibilities for health and safety in their job description 3.9 Demonstrate they know and understand the safe working practices for their own job			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.10 Demonstrate they know and understand the responsible people they should report health and safety matters to 3.11 Demonstrate they know and understand where and when to get additional health and safety assistance 3.12 Demonstrate they know and understand their scope and responsibility for controlling risks 3.13 Demonstrate they know and understand workplace instructions for managing risks which they are unable to deal with 3.14 Demonstrate they know and understand suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which they must follow 3.15 Demonstrate they know and understand the importance of personal presentation in maintaining health and safety in their workplace 3.16 Demonstrate they know and understand the importance of personal behaviour in maintaining the health and safety of them and others 3.17 Demonstrate they know and understand the risks to the environment which may be present in their workplace and/or in their own job			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 10: **Maintain the cleanliness and bio-security of the animal care working environment**

Unit code: T/502/1561

QCF level: 2

Credit value: 5

Guided learning hours: 38

Unit summary

The aim of this unit is to provide the learner with the ability to demonstrate the knowledge and skills required to undertake routine cleaning within the workplace and equipment and materials that are used within the course of normal work.

Cleaning is a key factor in ensuring the health and safety of people and animals within the workplace and promoting the organisation's image to customers.

This unit does not refer to the maintenance of equipment or machinery undertaken by specialist contractors.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to clean and maintain the work environment	1.1 Carry out the cleaning of equipment in accordance with manufacturers' instructions 1.2 Select and use protective clothing, tools, equipment and cleaning materials in accordance with manufacturers'/employers' instructions 1.3 Clean at least 5 of the following areas in the working environment: - floors and walls - work tables/benches - washing and drying areas - public areas - animal accommodation - staff facilities 1.4 Complete appropriate maintenance checks to identify wear and tear and accurately report to the appropriate person as soon as possible 1.5 Leave working areas in an appropriate state for the work to be undertaken 1.6 Store materials and equipment safely and correctly after use 1.7 Ensure that animal welfare, safety and security is maintained at all times during and after cleaning of the work environment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.8 Provide clear and accurate information for recording purposes			
2 Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements			
	2.2 Carry out work in a manner which minimises environmental damage			
	2.3 Dispose of waste safely and correctly			
3 Know how to clean the work environment	3.1 State what the potential hazards are when cleaning each area of the following work environments: – floors and walls – work tables/benches – washing and drying areas – public areas – animal accommodation – staff facilities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.2 Assess the risks and state how they can be minimised with respect to the: - animal(s) - work environment - equipment - cleaning materials - others 3.3 Describe the selection and use of cleaning materials in different areas of the work environment and explain the need to ensure their correct dilution and the possible affects of not doing so covering: - particular fabrics - surfaces - equipment 3.4 Describe why cleaning should minimise disruption to other staff and to animals 3.5 Explain the contribution that good cleaning practices have on customer relations, the image of the organisation and health and bio-security			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to clean and maintain equipment in the work environment	4.1 Describe which materials, equipment and cleaning methods should be used for cleaning manual and electrical equipment and what protective clothing should be worn 4.2 State why cleaning agents should be correctly diluted and the possible effects of not doing this 4.3 Explain when sterilisation can be used, the reasons for doing and the potential risks if this is not done correctly 4.4 State the frequency with which different items of equipment should be cleaned and maintained 4.5 Describe how to recognise potentially hazardous equipment and the potential effects of not reporting 4.6 Explain the reasons of maintaining and storing cleaning materials and equipment safely and correctly 4.7 State why it is important to keep accurate records 4.8 Describe how cleaning, maintenance and storage of work equipment contributes to bio-security measures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know relevant health and safety legislation and environmental good practice	5.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements 5.2 Describe how environmental damage can be minimised 5.3 Describe the correct methods for disposing of waste. 5.4 Describe the selection and use of Personal Protective Equipment for cleaning the work environment			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 11: Provide controlled exercise opportunities for animals

Unit code: K/502/1556

QCF level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills to provide controlled opportunities for animals to exercise. It is not designed to cover exercise which applies to animals that are trained for competitive purposes.

This unit is designed to be applicable to working with all species of animals that need to exercise.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment to be based on two animals with differing/contrasting exercise requirements and needs for control.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to assess opportunities for controlled exercise	1.1 Assess the animals suitability for exercise and their requirements 1.2 Assess that the exercise areas are as safe as possible for the animal and the controlled exercise			
2 Be able to use equipment properly and safely	2.1 Select, prepare and check appropriate equipment for exercise 2.2 Fit equipment properly for the animal and the exercise 2.3 Clean equipment after use			
3 Be able to provide controlled exercise opportunities for animals	3.1 Prepare the animals for exercise in a manner which allows them to exercise safely and to benefit from the exercise 3.2 Provide exercise opportunities which meet the requirements of the animal and its environment. 3.3 Follow the correct procedures for the animal concerned to maintain health, safety and welfare of the animal: (i) prior to exercise (ii) during exercise (iii) after exercise			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to work safely and minimise environmental damage	4.1 Provide clear and accurate information for recording purposes 4.2 Work in a way which maintains health and safety and is consistent with relevant legislation animal welfare, codes of practice and any additional requirements 4.3 Maintain personal hygiene before, during and after the exercise opportunity 4.4 Maintain bio-security measures to protect yourself, others and other animals			
5 Be able to communicate with colleagues and others	5.1 Communicate with colleagues and/or others regarding the exercise requirements and opportunities for the animal			
6 Know how to provide controlled exercise opportunities to animals	6.1 Explain the animals' needs for controlled exercise and the reasons for this and the optimum time for exercise 6.2 Explain the requirements and benefits of controlled exercise for different animals 6.3 State how the need for exercise differs between different animals and the context in which the animal is kept according to: (i) type (ii) time (iii) intensity (iv) stage of life			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.4 Describe the reasons for providing animals with different exercise patterns and how these differ at different life stages			
	6.5 State why insufficient or excessive exercise is harmful to animals			
	6.6 Explain why some animals should not be exercised			
	7.1 Give examples of different equipment that would be used for different exercise opportunities			
	7.2 State why it is important to ensure the correct equipment is used			
	7.3 State why it is important to check, clean and maintain equipment in good order for use in controlled exercise opportunities			
7	Know what equipment should be used to provide controlled exercise opportunities to animals			
8	8.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements affecting the provision of exercise to animals			
	8.2 List the factors affecting the safety of the exercise area where the animal(s) is to be exercised including: (i) other people (ii) the handler (iii) the environment			
	8.3 State the reasons for accurate recording and reporting of the exercise taken			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9 Know about the potential risks to animals and handlers regarding bio-security and infection control	9.1 Describe the potential risks to animals, handlers and others regarding: (i) bio-security (ii) infection control (iii) disease control			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 12: Provide opportunities for animals to have freedom to exercise

Unit code: A/502/1559

QCF level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills to provide enrichment opportunities for animals to exercise freely. It is not designed to cover exercise which applies to animals that are trained for competitive purposes.

This unit is designed to be applicable to working with all species of animals that need to exercise/enrichment

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessment to be based on two animals with differing/contrasting exercise requirements and needs for control.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to assess opportunities for animals to exercise by themselves	1.1 Assess the animals' suitability for exercise and their requirements 1.2 Assess that the exercise area and/or equipment is as safe as possible for the animal and the controlled exercise			
2 Know the relevant health and safety legislation and environment good practice	2.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements 2.2 List factors affecting the safety of the exercise area, where the animal is to be exercised including and others including: (a) other people (b) the handler (c) the environment (d) equipment and material for the animal(s) 2.3 State the reasons for accurate recording and reporting of the exercise taken and enrichment activities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know the potential risks to animals and handlers regarding bio-security and infection control	3.1 Describe the potential risks to animals, handlers and others regarding: (a) bio-security (b) infection control (c) disease control			
4 Be able to use equipment properly and safely	4.1 Select, prepare and check the environment, equipment and materials for animals to exercise for themselves			
5 Be able to move animal safely	5.1 Move the animal to exercise area appropriately and safely according to: (a) animal (b) self (c) environment			
6 Be able to provide natural exercise opportunities for animals	6.1 Prepare the animals and the environment for exercise in a manner which allows them to exercise safely and to benefit from the exercise 6.2 Provide opportunities for animals to exercise by themselves and exhibit natural behaviour which meet the requirements of the animal and its environment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.3 Follow the correct procedures for the animal concerned to maintain health, safety and well-being of the animal: (a) prior to exercise (b) during exercise (c) after exercise			
7 Be able to work safely and minimise environmental damage	7.1 Work in a way which maintains health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements 7.2 Wear appropriate Personal Protective Equipment for the animal and the environment. 7.3 Maintain personal hygiene before, during and after the exercise opportunity 7.4 Maintain bio-security measures to protect yourself, others and other animals			
8 Be able to communicate with colleagues and others	8.1 Communicate with colleagues and/or others regarding the exercise requirements and opportunities for the animal 8.2 Make correct reports of exercise activity promptly to the appropriate people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9 Be able to review exercise opportunity	9.1 Review the exercise opportunity/environment enrichment to see how it meets the animal's requirements 9.2 Make adjustments to exercise opportunity/environmental enrichment as necessary			
10 Know how to provide exercise opportunities to animals	10.1 Describe the animals' natural behaviour and how opportunities can be replicated 10.2 State how the need for exercise and environmental enrichment differs between different animals and the context in which the animal is kept including their expression of natural behaviour 10.3 Describe the reasons for providing animals with different exercise patterns and/or enrichment opportunities and how these differ at different stages of life 10.4 State why and when you may consider changing the exercise or enrichment opportunity 10.5 Describe how to recognise negative responses to exercise and environment enrichment and what you should do in different situations 10.6 Describe how the lack of enrichment opportunities will cause problems in animals			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
11 Know what equipment should be used to provide controlled exercise opportunities to animals	11.1 Give examples of different equipment that would be used for different exercise opportunities 11.2 State why it is important to ensure the correct equipment is used 11.3 State why it is important to check, clean and maintain equipment in good order for use in controlled exercise opportunities			

Learner name: _____ Date: _____

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Internal verifier signature: _____ Date: _____
(if sampled)

Unit 13: Train animals through basic training programmes

Unit code: M/502/1655

QCF level: 2

Credit value: 5

Guided learning hours: 38

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to train animals in basic principles by following a training plan and reporting on progress against the objectives set out in the plan.

Training in basic principles could include routine training of pets and/or working animals such as guide dogs, hearing dogs or other animals such as falcons.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to train animals through basic training programmes	1.1 Prepare the animal correctly for the training programme in the following ways: (i) to meet physical needs (i.e. food, water, rest) (ii) to meet emotional/mental needs 1.2 Identify and use the resources that are necessary for the planned training activity including: (i) training environment (ii) equipment (iii) personnel 1.3 Undertake training activities and use methods which are in accordance with the training programme including the following: (i) handling (ii) obedience (iii) specific objectives 1.4 Monitor the mental condition and physical behaviour of the animal throughout the training and use the results to modify the training programme 1.5 Handle the animal correctly throughout the training in a way that promotes the animal's health and welfare			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.6 Report accurately to relevant people progress towards achieving training objectives 1.7 Take the appropriate remedial action when training activities, methods or resources are found to be inappropriate			
2 Be able to work safely	2.1 Work in a way which maintains health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements			
3 Know how to train animals through basic training programmes	3.1 State how training activities can affect the mental condition and behaviour of an animal 3.2 State the difference between basic discipline training and training for specific activities and how this may affect the training programme as a whole 3.3 Describe how to prepare animals for training and how this differs according to the animal, the environment and the training activity to be undertaken 3.4 State the signs which indicate mental condition and physical behaviour of the breed of animals 3.5 Describe how to assess an animal's confidence levels and how this is related to performance 3.6 State the importance of accurately assessing animal behaviour and condition before and during training activities and taking appropriate action			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.7 Describe how to handle the animal concerned for the safety of the animal, self and others and to enable objectives to be met			
	3.8 Describe how to provide positive reinforcement to the animal and why this is important			
	3.9 Describe how to assess progress towards objectives and why this should be reported			
	3.10 State the actions that should be taken if the training activities, resources or methods are inappropriate			
4 Know relevant health and safety legislation	4.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 14: Contribute to the evaluation and implementation of basic animal training programmes

Unit code: T/502/1611

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to contribute in the evaluation and implementation of basic animal training programmes for basic discipline or to meet specific objectives which may be for show or demonstration work.

The learner will monitor the progress of the training programme and suggest modifications as necessary.

For this unit, basic discipline means training in basic handling and for obedience.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to contribute to the evaluation and improvement of basic animal training programmes	1.1 Regularly review the animal's progress towards the training targets 1.2 Actively seek the views of others involved in the training and handling of the animal and use them to inform the evaluation 1.3 Provide clear and accurate information regarding the animal's progress and any conclusions drawn 1.4 Report the results of your findings to the person responsible for the training programme at the times specified in the training programme 1.5 Make recommendations for modifications to the targets 1.6 Implement agreed changes to the training targets and methods as specified in the training programme and regularly monitor and report progress			
2 Be able to work safely	2.1 Work in a way which maintains health and safety and animal welfare, and is consistent with current, relevant legislation and codes of practice			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to contribute to the evaluation and improvement of basic animal training programmes	3.1 State why regular review and reporting are important and to whom reports should be made 3.2 Describe the factors that can influence an animal's achievement of the training targets 3.3 Describe the indicators that training targets may not be suitable for the animal and how to recognise them covering: (i) targets are set at too difficult a level for the animal to achieve (ii) targets are set too low (iii) the animal shows more potential in another area 3.4 Describe how training can be modified to improve its outcomes for the animal 3.5 State why it is important to report progress and problems to the person responsible for the training programme, and not implement modifications oneself			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know relevant health and safety legislation and environmental good practice	4.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 15: Welcome, receive and care for visitors to sites

Unit code: A/502/1609

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to deal with visitors to sites. It covers caring for and monitoring the behaviour of visitors in the workplace, and providing them with information.

Workplaces may be open to the public or may be organisations to which visitors are invited or where officials have the right of access.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to welcome and receive visitors	1.1 Keep the area in a state of readiness to receive visitors safely 1.2 Greet and communicate with visitors in an appropriate manner 1.3 Identify and report inappropriate visitors 1.4 Work in a way which promotes health and safety, is consistent with relevant legislation and, codes of practice			
2 Be able to care for visitors	2.1 Care for visitors in accordance with their needs and relevant policies 2.2 Refer visitors to the appropriate source of information 2.3 Manage visitors to the site in a way which is consistent with its purpose and condition, and in a manner which promotes their own safety and security			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to welcome and receive visitors	3.1 State the preparations required for the arrival of visitors covering groups and individuals 3.2 Outline the importance of creating a positive first impression and how this is achieved 3.3 Describe how to recognise those visitors who should not be on the site and understand the limitations and the dangers in being able to deal with them 3.4 List potential sources of information for visitors covering groups and individuals 3.5 Describe effective methods of communicating to groups and individuals			
4 Know how to care for visitors	4.1 Outline how to monitor visitors' needs and when to intercept to offer help 4.2 Describe how the purpose of the site can be maintained whilst accommodating the needs and security of visitors covering all of the following: (i) supporting visitors in terms of their safety and welfare (ii) providing information to visitors (iii) caring for the environment (e.g. by restricting access) (iv) maintaining the bio-security of the site (v) maintaining the welfare of the animals			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know the relevant health and safety procedures	5.1 Describe how bio-security and welfare can be maintained on sites open to visitors 5.2 Outline organisational policy on health and safety and confidentiality and how this can be maintained			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 16: Carry out reception duties

Unit code: M/502/1610

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to carry out reception duties. The unit covers the important skills of welcoming and receiving people, handling enquiries and making appointments. Dealing with members of the public in a polite manner, whilst questioning them to find out what they require.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to attend to clients enquiries and appointments	1.1 Deal with all enquiries politely and appropriately 1.2 Identify the purpose of the enquiry accurately 1.3 Refer enquiries which cannot be dealt with promptly to the relevant person for action 1.4 Record messages and appointment details accurately and pass them to the relevant person at the right time 1.5 Give clear and accurate information to clients and colleagues 1.6 Schedule appointments taking into account the needs of the client and the organisation 1.7 Confirm the availability of services, where necessary with relevant colleagues 1.8 Maintain confidentiality of the organisation and clients 1.9 Work in a way which promotes health and safety, is consistent with relevant legislation and codes of practice			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to attend to clients and their enquiries	2.1 State the importance of communicating effectively 2.2 Explain the importance of taking messages, making appointments and passing them on to the right person 2.3 Outline the importance of confidentiality and procedures for handling and what may happen if it is broken 2.4 State how to ask relevant questions and identify when to refer to senior colleagues 2.5 Describe the services available, their duration and cost 2.6 Describe the appropriate use of written, verbal (face to face, telephone), non-verbal and electronic methods of communication 2.7 Identify the limits of authority when attending to people and enquiries 2.8 Describe how to recognise and respond to distressed and agitated clients			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 17: Handle payments from clients

Unit code: Y/502/1018

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to handle payments from clients.

It covers taking payments from clients, following the correct processing procedures, checking payment methods and identifying discrepancies. It includes how to deal with invalid payment methods and payment disputes, record keeping and effective communication.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to handle payments from clients	1.1 Communicate with the client in a courteous manner 1.2 Give details of the appropriate costs to the client, differentiating between actual and estimated costs. 1.3 Establish the client's method of payment and check payments are correct 1.4 Complete relevant documents appropriately, give the correct change and issue receipts as required 1.5 Identify and report discrepancies which cannot be resolved promptly to the relevant person 1.6 Manage cash point appropriately and maintain security procedures at all times			
2 Know how to handle payments from clients correctly	2.1 State what may happen if they fail to follow payment procedures 2.2 Outline why it is important to communicate effectively with clients 2.3 Describe possible methods of payment and identify which are acceptable within the organisation covering all of the following: (i) cash and cash equivalents (ii) cheque (iii) payment cards.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.4 Describe the procedures for processing payments and state what constitutes an invalid payment covering all the following: (i) invalid currency (ii) invalid card (iii) suspected fraudulent use of payment card (iv) payment disputes 2.5 State the procedures to be followed when fraudulent payment is suspected 2.6 Identify the limits of authority for dealing with discrepancies			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 18: Prepare and groom dogs prior to bathing

Unit code: A/502/1691

QCF level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to prepare and bathe dogs.

During these processes, the learner will look for and recognise signs of infestation and take the appropriate action.

This may mean using an appropriate shampoo or treatment if this has already been agreed with the client or taking steps to obtain authorisation to do so.

Assessment requirements/evidence requirements

Simulation will not be acceptable were the unit is included in qualifications which verify competent performance.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to assess the dog prior to bathing	1.1 Confirm that the environment and the equipment to be used is clean, ready for use and is secure and safe for both themselves and the dog 1.2 Handle dogs in a manner that promotes their confidence and co-operation and the health and safety of all throughout 1.3 Report promptly to the appropriate person when examination of the coat reveals an abnormal condition			
2 Be able to remove excess hair, knots and tangles prior to bathing	2.1 Select and use techniques and equipment appropriate to the dog's coat type and condition and for the style that is to be achieved, to include the following coat types: (i) wool (ii) wire (iii) silk (iv) double (v) smooth			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.2 Select and use 3 of the following techniques and equipment in a manner that minimises discomfort and stress for the dog: (i) comb and brush (ii) scissors or thinning scissors (iii) clippers (iv) by hand or stripping tools (v) de-matting tools			
	2.3 Trim excess hair to avoid the occurrence of friction burns and knots to maximise the dog's comfort and hygiene			
	2.4 Keep accurate records on the techniques and equipment used, and the dog's condition			
	2.5 Communicate with clients and colleagues on the animal's care requirements			
	3.1 Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements			
3 Be able to work safely and minimise environmental damage	3.2 Carry out work in a manner which minimises environmental damage			
	3.3 Dispose of waste safely and correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to remove excess hair, knots and tangles prior to bathing	4.1 Describe how the coat type and style to be achieved affect the methods of preparing coats and equipment that should be used: (i) wool (ii) wire (iii) silk (iv) double (v) smooth 4.2 Describe all the equipment used for removing knots, tangles and dead hair, and explain the correct selection and techniques for their use: (i) comb and brush (ii) scissors or thinning scissors (iii) clippers (iv) by hand or stripping tools (v) de-matting tools 4.3 Describe the techniques used to groom out a coat, removing knots, tangles and dead hair without injuring or causing distress to the dog 4.4 State why clipping off and rough trimming are sometimes necessary and why the age of the dog may influence the decision			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5	4.5 Describe how to judge the correct amount of hair to be clipped/scissored off and why it is important not to remove too much			
	4.6 Explain why particular care is required when removing excess hair from around eyes and ears			
	4.7 List the steps that should be taken in the event of accidentally cutting the dog or self			
	4.8 Describe how friction burns occur during grooming and how they can be avoided			
	4.9 Outline the importance of removing excess hair for the dog's hygiene			
	4.10 Explain why it is important to keep accurate records of the techniques and equipment used			
	4.11 Explain the importance of communication with colleagues and clients			
	5.1 State why it is important to approach and handle dogs in a manner that promotes their confidence and co-operation and the health and safety of all			
	5.2 Describe the normal signs of health and the signs that indicate that the dog should be referred to a veterinary surgeon			
	5.3 Describe the signs of abnormal conditions such as parasites and lesions			
	Know how to assess the dog prior to bathing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know relevant health and safety legislation and environmental good practice	6.1 Outline the current health and safety, animal welfare legislation, codes of practice and any additional requirements 6.2 Describe how environmental damage can be minimised 6.3 Describe the correct methods for disposing of waste			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 19: Bathe and clean dogs

Unit code: D/502/1697

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required for bathing and cleansing a dogs coat and skin by selecting the correct products for the coat type and the correct product usage. The unit covers safe handling techniques, preparation of the environment, basic dog anatomy and physiology.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Bathe and clean dogs' coat and skin	1.1 Identify any factors in the environment that pose threats to health, safety and security and report to the appropriate person, taking remedial action where possible 1.2 Select cleansing products appropriate to the dog's coat type, condition and client preferences: (i) normal shampoos (ii) anti-parasitic shampoos (iii) conditioners 1.3 Handle dogs in a manner that promotes their confidence and co-operation and the health and safety of all throughout 1.4 Examine the coat and where an abnormal condition appears seek advice from the appropriate person 1.5 Dilute cleansing products according to the manufacturers' instructions and use them with water at the correct temperature and rate of water flow 1.6 Externally check anal sacs and report any physical abnormalities to the appropriate person 1.7 Remove dirt and debris from between the toes and pads			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.8 Clean the coat and skin thoroughly in a manner that minimises distress to the dog and promotes the health and safety of all throughout:			
	(i) wool			
	(ii) wire			
	(iii) silk			
	(iv) double			
	(v) smooth			
	1.9 Take the appropriate corrective action immediately should cleansing products enter the eyes, mouth or ears of the dog			
	1.10 Rinse all residues from the coat and skin where appropriate and remove excess water from the coat prior to drying			
	1.11 Complete accurate records on the techniques and materials used			
	1.12 Communicate with clients and colleagues on the dog's care requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to select, use and maintain relevant equipment	2.1 Confirm that the environment and the equipment to be used is clean, ready for use and is secure and safe for both themselves and the dog 2.2 Select and use equipment according to relevant legislation and instructions 2.3 Use the correct protective equipment and clothing in accordance with guidelines and organisational policy 2.4 Prepare, maintain and store equipment in a safe and effective working condition			
3 Be able to work safely and minimise environmental damage	3.1 Work in a way which maintains health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements 3.2 Carry out work in a manner which minimises environmental damage 3.3 Dispose of waste safely and correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to remove excess hair, knots and tangles prior to bathing and grooming	4.1 State why it is important to approach and handle dogs in a manner that promotes their confidence and co-operation and the health and safety of all throughout 4.2 Describe the different types of cleansing products available, their purposes and the types of coat and conditions for which they are suitable: (i) normal shampoos (ii) anti-parasitic shampoos (iii) conditioners 4.3 Describe how coat type and the condition of the coat and skin affect the cleansing products that should be used: (i) wool (ii) wire (iii) silk (iv) double (v) smooth 4.4 State the importance in following manufacturers' instructions regarding dilution of cleansing products, how to correctly interpret these instructions, and the possible consequences of not doing so			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.5 State why it is important to obtain authorisation from the client or a senior colleague before using anti-parasitic products 4.6 Describe how to carry out an external examination of anal sacs, what is normal, when expression may be necessary, and explain why it is done and the possible consequences of doing it incorrectly or ignoring their poor condition 4.7 State the importance and methods of preventing solutions entering the dog's eyes, mouth and ears and explain why it is important to tell the client if this happens 4.8 Describe how to check that all residues have been rinsed from the coat and skin unless contra-indicated by manufacturers' instructions 4.9 Describe the methods to remove excess water from the dog prior to drying and why it is important to do this 4.10 Describe basic dog anatomy and physiology sufficient to be able to identify abnormalities 4.11 Describe the signs and symptoms of basic skin problems and infestations 4.12 State why it is necessary to check the anal glands, eyes, ears, skin, teeth and gums			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.13 State the limits of the groomer's role when informing clients of possible abnormalities and conditions (i.e. not diagnosing) and the importance of referring clients to a veterinary surgeon 4.14 Describe the records that should be kept and the reasons for doing so			
5 Know the types of equipment required and how to maintain them	5.1 Describe the equipment which will be required for the activity 5.2 Describe the methods of maintaining the range of equipment			
6 Know relevant health and safety legislation and environmental good practice	6.1 Outline the current health and safety, animal welfare legislation, codes of practice and any additional requirements 6.2 Describe how environmental damage can be minimised 6.3 Describe the correct methods for disposing of waste. 6.4 Explain the records required for management and legislative purposes and the importance of maintaining them 6.5 State the protective equipment and clothing required when bathing a dog, and explain its purpose and correct use 6.6 Describe the potential threats to health, safety and security in a bathing area and steps that should be taken to minimise the threats			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

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Unit 20: Prepare and groom animals

Unit code: L/502/1694

QCF level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to groom animals for their health and welfare. The grooming described in this unit is necessary for maintaining the health and welfare of animals on a day-to-day basis

This unit is designed to be applicable to working with all types of animals that need to be groomed. These may include furred animals such as, cats, rabbits and guinea pigs as well as livestock. A separate specialist unit has been developed for the dog grooming industry.

The unit does not cover enabling animals to groom themselves.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to assess the animal prior to grooming	1.1 Confirm that the environment and the equipment to be used is clean, ready for use and is secure and safe for both themselves and the animal 1.2 Handle animals in a manner that promotes their confidence and co-operation and health and safety of all throughout 1.3 Report promptly to the appropriate person when examination of the animal reveals an abnormal condition			
2 Be able to prepare and groom animals	2.1 Select and use equipment and materials which is appropriate to the animal and its care requirements 2.2 Prepare the animal ready for grooming using the correct techniques and equipment. Preparation to include: (i) remove excess hair, knots and tangles (ii) clean the animal's coat and skin (iii) remove dirt and debris from feet 2.3 Groom the animal using the correct methods 2.4 Observe the condition of the animal during the process and report any changes to the appropriate person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 Communicate with others on the animal's care requirements 2.6 Keep accurate records on the techniques and materials used to care for the animal			
3	3.1 Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements 3.2 Carry out work in a manner which minimises environmental damage 3.3 Dispose of waste safely and correctly			
4	4.1 Know how to prepare and groom animals 4.2 State why it is important to approach and handle animals in a manner that promotes their confidence, co-operation, health and safety 4.3 Describe how the type of animal affects the method of preparing for grooming and the equipment that should be used 4.4 Describe how to prepare animals for grooming covering all of the following methods: (i) remove excess hair, knots and tangles (ii) clean the animal's coat and skin (iii) remove dirt and debris from feet 4.5 Describe different methods used for grooming the animals			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5	4.5	State why particular care is required when working on specific areas of the animal		
	4.6	List the steps that should be taken in the event of accidentally damaging the animal		
	4.7	State why it is important to communicate the animal's care requirements		
	4.8	Describe the limits of groomer's role when identifying possible abnormalities and conditions (i.e. not diagnosing) and the importance of referring to a veterinary surgeon		
	4.9	State why it is important to keep accurate records of the care provided to the animal		
5	5.1	Describe the normal signs of health and the signs indicating that the animal should be referred to a veterinary surgeon		
	5.2	Describe basic animal anatomy and physiology sufficient to identify abnormalities		
	5.3	Explain the signs and symptoms of basic skin problems and infestations		
6	6.1	Outline the current health and safety animal welfare legislation, codes of practice and any additional requirements		
	6.2	Describe how environmental damage can be minimised		
	6.3	Describe the correct methods for disposing of waste		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Know the types of equipment required and how to maintain them	7.1 Describe the equipment and materials which will be required for the activity 7.2 Describe methods of maintaining the range of equipment used 7.3 Explain the importance of following manufacturers' instructions regarding the use of equipment and products, how to correctly interpret these instructions, and the possible consequences of not doing so			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 21: Dry dogs and prepare their coat for styling

Unit code: K/502/1704

QCF level: 3

Credit value: 3

Guided learning hours: 19

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to dry and prepare dogs' coat and skin using the appropriate techniques, equipment and products.

Relationship to National Occupational Standards: AC28.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Dry dogs and prepare their coats for styling	1.1 Confirm that the environment and the equipment to be used is clean, ready for use and is secure and safe for both you and the dog 1.2 Use correct techniques to prepare the dogs for the following styles for drying: (i) clipped (ii) scissored (iii) parted (iv) natural 1.3 Use at least two types of drying equipment and techniques that are suitable for the dog, its coat type, condition and the style that is to be achieved (i) cabinet (ii) blaster (iii) blow dryer 1.4 Handle dogs in a manner that promotes their confidence and co-operation and the health and safety of all throughout 1.5 Identify any abnormal conditions during drying and seek advice from the appropriate person 1.6 Establish the correct drying temperature and velocity and monitor these regularly during the drying process			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.7	Recognise when the temperature, velocity or drying technique appears to be causing distress or harm to the dog and implement the appropriate action		
	1.8	Brush the coat during drying to achieve the correct finish appropriate to the style that is to be achieved		
	1.9	Check the coat to confirm that it is completely dry and free from tangles and knots		
	1.10	Remove debris and excess hair from the ear canal, where appropriate, in a manner that minimises distress to the dog		
2	Be able to clip nails	2.1	Cut nails accurately at the correct point using the correct equipment, where	
3	Be able to return dogs to the waiting area	3.1	Return the dog to the correct location to await collection or further grooming	
4	Be able to communicate with clients and colleagues	4.1	Communicate with clients and colleagues to discuss the animal's care requirements	
5	Be able to maintain and use relevant equipment	5.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout	
6	Be able to promote health and safety and environmental good practice	6.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	
		6.2	Ensure work is carried out in a manner which minimises environmental damage	
		6.3	Manage and dispose of waste in accordance with legislative requirements and codes of practice	

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.4 Provide clear and accurate information for recording purposes 6.5 Conduct a risk assessment to identify any risks to themselves or the animal 6.6 Use the correct protective equipment and clothing in accordance with manufacturers' guidelines and organisational policy			
7	7.1 Understand how to dry dogs and prepare their coats for styling 7.2 Explain why it is important to approach and handle dogs in a manner that promotes their confidence and co-operation 7.3 Explain how coat type and the condition of the coat and skin affect the drying techniques and equipment that can be used: (i) wool (ii) wire (iii) silk (iv) double (v) smooth 7.3 Explain how the style that is to be achieved affects the selection of drying techniques and equipment (i) clipped (ii) scissored (iii) parted (iv) natural			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	7.4 Describe the different types of drying equipment available, their purposes and to which dog and coat types they are most suited: (i) cabinet (ii) blaster (iii) blow dryer 7.5 Explain how drying technique, equipment and brushing during drying affect the finish 7.6 State the correct temperature and velocity of drying equipment, how to adjust them and the potential dangers of incorrect setting 7.7 Describe the signs of distress in dogs and the action that should be taken when these are observed 7.8 Explain how to identify when coats are completely dry and the potential consequences of not drying a dog properly 7.9 Explain what heat stress and brush burn are, their signs, causes and how to prevent them happening 7.10 Explain how to identify abnormal conditions of the coat and skin, why it is important to do			
8 Understand the reasons for maintaining equipment	8.1 Explain the importance and methods of maintaining equipment for use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9 Understand relevant health and safety legislation and environmental good practice	9.1 Summarise current health and safety, animal welfare legislation, codes of practice and any additional requirements 9.2 Describe the possible environmental damage that could occur and how to respond appropriately 9.3 Explain the correct and appropriate methods for disposing of waste 9.4 Explain the records required for management and legislative purposes and the importance of maintaining them 9.5 Describe the potential threats to health, safety and security in a bathing area (such as slippery floors/surfaces, electricity) and steps that should be taken to minimise the threats			

Learner name: _____

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(if sampled)

Unit 22: Communicate information within the workplace

Unit code: Y/502/1195

QCF level: 3

Credit value: 2

Guided learning hours: 13

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to maintain and store records within the workplace. This will involve record keeping, filing and maintaining any necessary confidential information.

Relationship to National Occupational Standards: O29NCU7.2.

Assessment requirements/evidence

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to receive information within the workplace	1.1 Identify information required, timescales and source 1.2 Request information using appropriate methods 1.3 Receive and record information accurately according to organisational requirements			
2 Be able to transmit information within the workplace	2.1 Transmit information accurately and timely and using appropriate methods 2.2 Confirm receipt of information			
3 Understand how to receive and transmit information within the workplace	3.1 Explain the types of information, purposes and the level of detail which may be required and the timescale within which it must be obtained 3.2 Explain the different methods for communicating information and the ways it may need to be adapted to suit the audience 3.3 Give examples of when information may be required urgently 3.4 Explain why it is important to take messages accurately and the potential effects of not doing 3.5 Explain the importance of confirming information and why this should be acknowledged and accurately recorded 3.6 Explain the situations in which confidentiality needs to be maintained			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the relevant legislation in receiving and sending information	4.1 Summarise the legislation which relates to communicating information within the workplace			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 23: Maintain and store records within the workplace

Unit code: D/502/1196

QCF level: 3

Credit value: 2

Guided learning hours: 13

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to communicate information within the workplace. It is about maintaining the 'flow' of information internally and externally to the organisation. It will entail passing on messages accurately, receiving and forwarding on information.

Relationship to National Occupational Standards: O29NCU7.1.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain and store records within the workplace	1.1 Identify records and check that they are suitable to their intended purpose 1.2 Make entries into records that are accurate and complete 1.3 Transfer records where appropriate and accurately record information as necessary 1.4 Store confidential records in a safe location in accordance with organisational and legislative requirements 1.5 Re-file records correctly after use, where applicable 1.6 Where necessary take the appropriate action to resolve any errors or mistakes which are discovered in the records			
2 Understand how to maintain and store records within the workplace	2.1 Explain the different types of records and systems used for record keeping within the industry 2.2 Explain the responsibility in maintaining, handling and storing records under current legislation 2.3 Explain the records which are confidential or commercially sensitive and how to deal with these 2.4 Outline the correct method and language in which records must be completed within the industry 2.5 Explain the importance of accurate record keeping for production purposes and organisational effectiveness			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6 Explain the procedures for transferring records			
	2.7 Explain the types of problems which may occur during the maintenance of records and how these should be resolved			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

Date: _____

Unit 24: Prepare feed for animals

Unit code: L/502/1467

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

The aim and purpose of this unit is to provide the learner with the knowledge and skills required to prepare feed for animals. When preparing feed consideration must be made with regard to personal hygiene and hygienic use of equipment and utensils.

Relationship to National Occupational Standards: O29NCU33.1.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare feed for animals	1.1 Use correct personal hygiene procedures before and after preparing animal feed 1.2 Prepare the correct amount of animal feed according to feeding plans in a way that minimises wastage			
2 Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2 Dispose of waste and animal feed safely and correctly			
3 Be able to select, use and maintain relevant equipment	3.1 Select appropriate materials and equipment for this area of work 3.2 Use the appropriate equipment and utensils in a hygienic way consistent with legal and organisational requirements 3.3 Prepare, maintain and store materials and equipment in a safe, hygienic and effective condition			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to prepare feed for animals	4.1 Describe the importance of personal hygiene and health and safety in preparing animal feed 4.2 Describe the different types of feed that are available and how to prepare these, covering: - fresh - frozen - dried - tinned 4.3 Describe any particular precautions that should be taken when preparing different types of feed 4.4 Describe the equipment and utensils that are used in preparing and serving animal feed 4.5 Describe three situations in which animals may have specific nutritional needs			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know relevant health and safety legislation and environmental good practice	5.1 Outline the current health and safety legislation, codes of practice and any additional requirements			
	5.2 Describe the correct methods for disposing of waste and animal feed			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 25: Provide feed and water to animals

Unit code: D/502/1473

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

The aim and purpose of this unit is to provide the learner with the knowledge and skills required to provide feed and water to animals by selecting the correct feed and supplying clean, fresh water according to the feed plan.

Relationship to National Occupational Standards: O29NCU33.2.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to provide feed and water to animals	1.1 Select the correct feed according to the animals' feeding plan 1.2 Prepare feed correctly and hygienically 1.3 Provide feed in a manner which gives each animal the opportunity to obtain its food and maintains its health and welfare 1.4 Supply clean, fresh water to the animals according to their needs 1.5 Provide clear and accurate information for recording purposes			
2 Be able to select, use and maintain relevant equipment	2.1 Select appropriate equipment for this area of work 2.2 Prepare, maintain and store equipment in a safe and effective working condition			
3 Be able to work safely	3.1 Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements 3.2 Dispose of waste safely and correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to provide feed and water to animals	4.1 Describe the purpose of a feeding plan 4.2 Describe different types of feed and feed quality for 3 different purposes 4.3 Outline the importance of providing fresh water to animals 4.4 Describe normal feeding and drinking behaviour of animals and how to identify signs of abnormality 4.5 Outline correct storage and use of equipment and feedstuffs 4.6 Describe potential difficulties and risks that may arise during the feeding process and who to report them to 4.7 Identify the types of records required and explain the importance of accurate record keeping			
5 Know relevant health and safety legislation	5.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements 5.2 Describe the correct methods for disposing of waste.			
6 Know the types of equipment required and how to maintain them	6.1 Describe the equipment which will be required for the activity 6.2 Describe the methods of cleaning and maintaining the range of equipment hygienically			

Learner name: _____
Learner signature: _____
Assessor signature: _____
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(if sampled)

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Date: _____
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Unit 26: Handle animals to enable them to work effectively

Unit code: F/502/1644

QCF level: 2

Credit value: 6

Guided learning hours: 45

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to handle animals to enable them to work. The learner will consider the methods of handling, control and encouragement in order to promote health and safety, animal welfare, the effects of the environment on the animal and the resources required.

Relationship to National Occupational Standards: O29NCU41.1

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to handle animals to enable them to work effectively	1.1 Correctly prepare the animal for work 1.2 Move the animal and introduce it to the working environment in a manner which minimises stress 1.3 Check that the following resources are suitable for the planned work: (i) equipment (ii) personnel (iii) environment 1.4 Maintain control of the animal in a way which is likely to optimise its performance, maintain its safety and minimise stress using the following control methods: (i) verbal (ii) non-verbal 1.5 Encourage the animal to perform to the best of its ability and offer the appropriate reward and praise 1.6 Take the necessary action if the animal is not realising its potential or unexpected circumstances arise			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements			
3 Know how to handle animals to enable them to work effectively	3.1 Describe the different preparations which are necessary to enable the animal to work effectively in relation to its type, breed and the work which it has to do 3.2 Describe the methods of handling and moving animals which promote their health and welfare and minimise their stress 3.3 Describe the resources which will be necessary for the work and how they should be used covering: (i) equipment (ii) personnel (iii) environment 3.4 Describe the aspects of the environment which may affect the animal and signs which indicate this 3.5 Describe the limitations of the animal breed and of the particular animal concerned 3.6 Describe methods of controlling the animal effectively in the situations in which it is being worked 3.7 Describe how to encourage the animal to work effectively			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.8 Describe the actions which may be necessary if the animal is not realising its potential or unexpected circumstances arise			
4 Know relevant health and safety legislation and environmental good practice	4.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

Date: _____

Unit 27: Care for animals after they have worked

Unit code: F/502/1594

QCF level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills required to care for animals after they have worked. It covers being able to assess the condition of animals after work and provide suitable care.

Relationship to National Occupational Standards: O29NCU41.2.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to care for animals after they have worked	1.1 Prepare conditions ready to receive the animal following work 1.2 Provide the following types of care for the animal to maintain and promote its health and welfare: (i) diet (ii) exercise (iii) appearance (iv) rest (v) health 1.3 Assess the health and condition of the animal and take the appropriate action 1.4 Re-establish the animal in its living conditions to ensure comfort and safety			
2 Be able to work safely	2.1 Work in a way which maintains health and safety and animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to care for animals after they have worked	3.1 Describe methods of assessing the health and condition of animals following work activity 3.2 Describe the particular health and welfare requirements of animals following work activity covering: (i) diet (ii) exercise (iii) appearance (iv) rest (v) health 3.3 Describe the living conditions which will promote the health and safety of the animal and any particular requirements for these following work			
4 Know relevant health and safety legislation	4.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

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(if sampled)

Unit 28: Load and unload animals for transportation

Unit code: K/502/1492

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

The aim of this unit is to provide the learner with the knowledge and skills needed to load and unload animals for transportation. It includes preparation of the transportation equipment, health and safety, legislation, maintaining the welfare of the animal throughout the process and effective communication.

Relationship to National Occupational Standards: CU42.1.

Assessment requirements/evidence requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare animals and transport	1.1 Communicate effectively with colleagues 1.2 Prepare the correct animals as instructed 1.3 Prepare and make safe the appropriate transportation equipment covering: (i) cleanliness (ii) health and safety (iii) security (iv) removal of hazards			
2 Be able to load and unload animals for transportation	2.1 Load and unload the animals as required			
3 Be able to work safely	3.1 Work in a way which maintains health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements			
4 Know how to prepare animals and transport	4.1 Outline how to communicate effectively with colleagues 4.2 Outline how to make the transportation method ready for animals including: cleanliness, health and safety, security and removal of hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to load and unload animals for transport	5.1 Describe how to prepare, load and unload animals safely and effectively minimising stress to the animal			
	5.2 Describe how to approach, handle and restrain animals correctly minimising stress			
	5.3 State the types of problems which should be reported, when and to whom			
6 Know the relevant legislation and codes of practice	6.1 Summarise the relevant legislation and codes of practice relating to health and safety and maintaining the welfare of animals			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 29: Receive goods and materials into storage in a retail environment

Unit code: A/500/5569

QCF level: 2

Credit value: 4

Guided learning hours: 23

Unit summary

This standard is about preparing to receive deliveries of goods and materials. This involves checking the receiving and storage areas, the handling equipment and the relevant paperwork.

Assessment requirements/evidence requirements

This unit is subject to SkillsSmart Retail's Assessment Strategies for QCF qualifications in the Retail Sector, for information please go to www.skillsmartretail.com.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare to receive deliveries in a retail environment	1.1 Show that they know why they need to prepare thoroughly to receive deliveries 1.2 Show that they know the information they need about the quantity and nature of deliveries, and how to access and interpret this information 1.3 Show that they know how to identify the quantity and type of storage space needed, and how to check if this is available 1.4 Show that they know who to tell about any shortage of storage space, and why they should do so promptly 1.5 Show that they know company procedures for receiving deliveries 1.6 Show that they know why accurate, complete and up-to-date paperwork is needed, and the possible consequences of not having this 1.7 Show that they know the paperwork they must check and how to identify problems with it 1.8 Show that they know legal and company requirements for maintaining security and safety during deliveries, and how these relate to the preparations they are required to make			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to receive deliveries into storage in a retail environment	2.1 Show that the learner knows the handling equipment they need, where to find it and how to use it 2.2 Show that they know how to recognise faulty equipment 2.3 Show that they know who to tell about any faulty equipment that they are not responsible for fixing 2.4 Show that they know why they must handle goods safely and hygienically, and how to do so 2.5 Show that they know why they must handle goods without damaging them, and how to do so 2.6 Show that they know where deliveries should be off-loaded 2.7 Show that they know legal and company requirements for maintaining security and safety while receiving deliveries			
3 Prepare to receive deliveries in a retail environment	3.1 Identify accurately the quantity and nature of the items that are expected and the storage space needed 3.2 Check accurately the storage space that is available and promptly report any shortage to the right person 3.3 Check that the receiving area is clean, tidy and free from obstructions and dangers 3.4 Check that the handling equipment they need is available and is in good working order			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.5 Check that the relevant paperwork is complete, accurate and up to date			
4 Receive deliveries into storage in a retail environment	4.1 Check that the type, quantity and quality of items delivered are acceptable			
	4.2 Follow company procedures and policies for refusing faulty deliveries			
	4.3 Record any refusals accurately and tell the right person about these promptly			
	4.4 Check deliveries using methods that are safe and hygienic and that protect the items from damage			
	4.5 Allow deliveries to be off-loaded only into the right areas			
	4.6 Update stock control systems promptly, fully and accurately			
	4.7 Follow legal and company requirements for maintaining security and safety while receiving deliveries			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 30: Keep stock on sale at required levels in a retail environment

Unit code: K/500/5700

QCF level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about checking and replenishing stock levels appropriately and knowing why this is necessary, when and how to do so and what actions surround this.

Notice!

Unit 40: Keep stock at required levels in a retail environment is the Level 1 equivalent of this unit, please check the correct unit is selected relevant to the qualification.

Assessment requirements/evidence requirements

This unit is subject to SkillsSmart Retail's Assessment Strategies for QCF qualifications in the Retail Sector, for information please go to www.skillsmartretail.com.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to check the level of stock on sale in a retail environment	1.1 Show that they know why the store needs to carry the right levels of stock 1.2 Show that they know why the quality of stock needs checking regularly 1.3 Show that they know the maximum and minimum levels of stock that need to be on display 1.4 Show that they know the factors that can affect demand for stock, and how to work out how often to check stock levels 1.5 Show that they know how to plan and organise their time so that they check stock at suitable intervals 1.6 Show that they know how to use the stock control system to identify current stock levels, the stock levels needed and any shortfalls in stock 1.7 Show that they know how to identify unsaleable stock 1.8 Show that they know how to deal with unsaleable stock 1.9 Show that they know how to update the stock control system to reflect changes in stock levels			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to replenish stock on sale in a retail environment	2.1 Show that they know how to use the stock control system to identify the types and quantities of stock to order 2.2 Show that they know how to prepare and send orders for stock, and why they should do so accurately and at the right times 2.3 Show that they know how to prepare different types of stock for sale 2.4 Show that they know company procedures for getting rid of packaging waste 2.5 Show that they know how to decide when to move stock to the sales floor and the arrangements to make for moving stock 2.6 Show that they know why stock needs rotating 2.7 Show that they know how to rotate stock correctly and without disturbing other people any more than needed 2.8 Show that they know why they should regularly check demand for stock 2.9 Show that they know and understand the factors that can affect demand 2.10 Show that they know who to approach with suggestions for changes to the levels of stock carried			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.11 Show that they know how to present a clearly reasoned case for changing the levels of stock carried			
3	Check the level of stock on sale in a retail environment 3.1 Use the stock control system to identify current stock levels, the stock levels needed and any shortfalls in stock 3.2 Work out how often to check stock so that there will be enough time to replace stocks before they run out 3.3 Check stock levels at suitable intervals 3.4 Tell the right person promptly when stock needs replacing 3.5 Notice when stock is no longer saleable, promptly remove it from sale and update the stock control system			
4	Replenish stock on sale in a retail environment 4.1 Order enough stock to maintain the correct levels 4.2 Prepare stock for sale within the time allowed 4.3 Arrange for stock to be moved to the sales floor when it is needed 4.4 Rotate stock correctly and with the least possible disturbance to other people 4.5 Follow company procedures for getting rid of packaging waste 4.6 Update the stock control system promptly, accurately and completely			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.7 Notice changes in demand for stock and decide what stock levels are suitable			
	4.8 Suggest realistic changes to the right person and give reasons for their recommendations			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 31: Process customer orders for goods in a retail environment

Unit code: M/500/5701

QCF level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit covers two stages of processing customers' orders for goods. The first involves checking if the goods the customer wants are available and telling the customer the terms of supply. The second is about processing the order and keeping the customer informed of progress.

Assessment requirements/evidence requirements

This unit is subject to SkillsSmart Retail's Assessment Strategies for QCF qualifications in the Retail Sector, for information please go to www.skillsmartretail.com.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to check the availability of goods for retail orders	1.1 Show that they know how to ask the right questions to find out exactly what customers want 1.2 Show that they know which items are held in stock 1.3 Show that they know how to check whether there is enough stock to meet the order 1.4 Show that they know which items are available by order and which suppliers and manufacturers can provide them 1.5 Show that they know how to check whether external suppliers and manufacturers can provide items, and on what terms 1.6 Show that they know why they should keep customers informed of progress in finding the goods they need 1.7 Show that they know why they should give customers clear, accurate and complete information about the terms of supply			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to process orders for retail customers	2.1 Show that they know the legal and company procedures for checking the customer's identity and credit status, and why these must be followed 2.2 Show that they know who is responsible for fulfilling customer orders, what information this person needs from the learner, and why it is needed 2.3 Show that they know who is responsible for invoicing customers for orders, what information this person needs from the learner, and why it is needed 2.4 Show that they know who to tell if they cannot process an order 2.5 Show that they know why they should tell the customer promptly about any delays in fulfilling the customer's order 2.6 Show that they know legal and company requirements relating to customer confidentiality 2.7 Show that they know what might happen if customer information is not kept confidential 2.8 Show that they know company procedures for storing customer information securely 2.9 Show that they know who is entitled to see customer information, and in what situations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Check the availability of goods for retail orders	3.1 Identify customers' needs accurately by asking suitable questions 3.2 Identify the goods that will meet customers' needs and check with customers that these are satisfactory 3.3 Find out who can supply the goods needed and on what terms 3.4 Keep customers informed of progress in finding the goods which customers need 3.5 Give customers clear, accurate and complete information about the availability of goods and the terms of supply			
4 Process orders for retail customers	4.1 Follow legal and company procedures for checking the customer's identity and credit status 4.2 Follow company policy for offering to order goods the customer needs if these are not in stock 4.3 Prepare accurate, clear and complete information about the order and pass this information promptly to the people responsible for fulfilling the order 4.4 Provide accurate, clear, complete and timely information to those responsible for issuing the invoice 4.5 Tell the right person promptly when they cannot process an order and explain the reasons clearly 4.6 Let the customer know promptly and politely if an order cannot be fulfilled within the time agreed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.7 Store customers' details securely and show them only to people who have a right to see those details			

Learner name: _____
 Learner signature: _____
 Assessor signature: _____
 Internal verifier signature: _____
(if sampled)

Date: _____
 Date: _____
 Date: _____
 Date: _____

Unit 32: Provide information and advice to customers in a retail environment

Unit code: T/500/5215

QCF level: 2

Credit value: 5

Guided learning hours: 34

Unit summary

This unit is about listening to customers' needs and providing information and advice to meet those needs. It does not involve selling directly to customers, but does involve treating the customer in ways that promote goodwill.

The unit will explore dealing with day-to-day complaints. These complaints are usually about the quality of products or, sometimes, service. This unit is NOT for learners who handle complaints as a major part of their job role, for example if they work in a customer contact centre.

Assessment requirements/evidence requirements

This unit requires workplace assessment of occupational competence.

Examples of giving information and advice to customers in the context of this unit could relate to:

- finding products in stock
- ordering products not in stock
- making informed buying decisions
- asking about products and services

This unit is subject to SkillsSmart Retail's Assessment Strategies for QCF qualifications in the Retail Sector, for information please go to www.skillsmartretail.com.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to provide information and advice to meet the needs of retail customers	1.1 Show that they know how to identify the customer's needs for information and advice 1.2 Show that they know how to give clear and accurate information and check the customer understands the information 1.3 Show that they know and understand the relevant information about the products and services which the company offers to customers 1.4 Show that they know who to approach for help if the learner cannot provide information and advice themselves 1.5 Show that they know why it is important to keep customer loyalty and confidence 1.6 Show that they know how to maintain customer loyalty and confidence while dealing with requests for information and advice 1.7 Show that they know company policy on customer service and how this applies to giving information and advice to customers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to help retail customers sort out complaints	2.1 Show that they know how to manage angry customers 2.2 Show that they know what their responsibility is for sorting out complaints 2.3 Show that they know who to refer complaints to when the learner does not have the authority to sort these out 2.4 Show that they know how to assess complaints and decide what action to take 2.5 Show that they know their company's policy concerning returns 2.6 Show that they know why it is important to keep customer loyalty and confidence 2.7 Show that they know how to keep customer loyalty and confidence when dealing with complaints 2.8 Show that they know the legal rights and duties of the customer and the company 2.9 Show that they know company policy on customer service and how this applies to dealing with complaints 2.10 Show that they know company procedures for dealing with complaints			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Provide information and advice to meet the needs of retail customers	3.1 Acknowledge promptly and politely customers' requests for information and advice 3.2 Identify the customer's needs for information and advice 3.3 Communicate information and advice to customers in ways customers can understand 3.4 Provide information and advice to customers that is relevant, complete, accurate and up to date 3.5 Check politely that the information and advice provided meets the customer's needs 3.6 Find other ways to help the customer when the information and advice given is not satisfactory 3.7 Refer requests for information or advice to the right person when the learner cannot help the customer			
4 Help retail customers sort out complaints	4.1 Identify the nature of the complaint from information obtained from customers 4.2 Acknowledge the complaint clearly and accurately and apologise to the customer 4.3 Follow legal requirements and company policies and procedures for dealing with complaints 4.4 When it is not their responsibility to sort out complaints, refer complaints promptly to the right person and explain the referral procedure clearly to the customer			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 33: Process payments for purchases in a retail environment

Unit code: R/500/9773

QCF level: 2

Credit value: 5

Guided learning hours: 41

Unit summary

This unit is all about providing service to the customer at point of sale (POS). It involves sorting out pricing problems, spotting faulty goods, checking that payments are acceptable and storing payments securely.

Assessment requirements/evidence requirements

This unit is subject to SkillsSmart Retail's Assessment Strategies for QCF qualifications in the Retail Sector, for information please go to www.skillsmartretail.com.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to work out the price of customers' retail purchases	1.1 Show that they know how to identify and check prices in their own store 1.2 Show that they know how to identify any current discounts and special offers 1.3 Show that they know where to find information and advice on pricing 1.4 Show that they know company procedures for working out payments 1.5 Show that they know common methods of working out payments including point-of-sale technology, electronic calculators and longhand 1.6 Show that they know the customer's rights and the company's duties and responsibilities in relation to the pricing of goods			
2 Know how to provide service at point of sale in a retail store	2.1 Show that they know how to keep cash and other payments secure 2.2 Show that they know the types of payment that they are authorised to receive 2.3 Show that they know procedures for authorising non cash transactions 2.4 Show that they know how to check for and identify counterfeit payments 2.5 Show that they know how to check for stolen cash equivalents			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6 Show that they know how to deal with customers offering suspect payments 2.7 Show that they know the relevant legal rights, duties and responsibilities 2.8 Show that they know company procedures for taking payments 2.9 Show that they know company procedures for dealing with suspected fraud			
3 Work out the price of customers' retail purchases	3.1 Accurately identify the price of purchases 3.2 Promptly sort out any pricing problems by referring to pricing information 3.3 Get advice promptly from the right person when they cannot sort out pricing problems themselves 3.4 Work out accurately the amount the customer should pay			
4 Provide service at point of sale in a retail store	4.1 Tell customers the correct amount to pay 4.2 Check accurately the amount and means of payment offered by the customer 4.3 Where the payment is acceptable, process the payment in line with company procedures 4.4 Tell the customer tactfully when payment cannot be approved 4.5 Offer additional services to the customer where these are available			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.6 Treat customers politely throughout the payment process			
	4.7 Balance the need to give attention to individual customers with the need to acknowledge customers who are waiting for help			

Learner name: _____
 Learner signature: _____
 Assessor signature: _____
 Internal verifier signature: _____
(if sampled)

Date: _____
 Date: _____
 Date: _____
 Date: _____

Unit 34: Operate radio communications equipment

Unit code: A/601/5982

QCF level: 2

Credit value: 2

Guided learning hours: 18

Unit summary

This unit is about the use of radio communication equipment. The learner will explore the use of such equipment and the develop relevant skills in the use of such equipment.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand organisational procedures for transmitting and receiving radio communications	1.1 Give examples of agreed vocabulary and etiquette 1.2 Describe the procedures for operating radio equipment in own organisation 1.3 Explain how to transmit and receive radio communications 1.4 Describe own organisation's requirements for recording and retaining communications 1.5 Explain the reasons for using earphones when operating equipment within an event space			
2 Know how to report difficulties or faults	2.1 Describe own organisation's requirements for reporting difficulties or faults			
3 Be able to transmit and receive radio communications	3.1 Operate radio equipment in line with manufacturer's and own organisation's instructions 3.2 Use agreed vocabulary and etiquette 3.3 Use channels and frequency that comply with statutory regulations 3.4 Comply with regulations and own organisation's procedures when transmitting and receiving radio communications 3.5 Maintain up to date, complete and accurate records of transmitted and received communications			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to report difficulties and faults	4.1 Report difficulties and faults accurately to the relevant person in organisation			

Learner name: _____
 Learner signature: _____
 Assessor signature: _____
 Internal verifier signature: _____
(if sampled)

Date: _____
 Date: _____
 Date: _____
 Date: _____

Unit 35: Control security incidents

Unit code: F/601/9189

QCF level: 2

Credit value: 3

Guided learning hours: 22

Unit summary

This unit provides for the development of the knowledge, understanding and skills for dealing with actual or potential security incidents and breaches of the law. These security-related incidents cover emergencies, (such as fire, scenes of crime, and accidents) as well as threats such as from bombs, sabotage, and kidnap or product contamination.

The breaches of law or security requirements that the learner should be able to deal with include criminal damage, offences against people, public order, trespass, and misuse of drugs.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to deal with security incidents and emergencies safely	1.1 State the location of emergency equipment, including - alarms - emergency exits - assembly points - utilities isolation points - nearest alternative telephones - internal shelter areas 1.2 Describe how to use emergency equipment 1.3 Confirm that the details relating to emergencies are accurate 1.4 Take appropriate action in an emergency situation which is within personal responsibility, authority and competence and maintains the safety of all persons 1.5 Demonstrate how to preserve the integrity of an emergency scene in line with the organisation's policies and procedures 1.6 Demonstrate how to report the emergency, fully and accurately, to the emergency services and other interested parties in line with the organisation's policies and procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to deal with security threats	2.1 State the organisation's and any other specific instructions and procedures for dealing with security threats 2.2 Describe the limits of personal responsibility, authority and competence to deal with security threats 2.3 Assess a security threat situation logically and calmly to decide the severity and nature of the threat 2.4 Record all relevant details related to threats, accurately and clearly so they can be available to authorised people as required 2.5 Give full and accurate details of threats to the relevant person as soon as possible 2.6 Complete the required documentation in line with the organisation's policies and procedures 2.7 Describe how to keep records of security threats safe for use as evidence			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to recognise and deal with actual or potential breaches of the law or security requirements	3.1 Identify actual or potential breaches of the law correctly and promptly 3.2 Take action to minimise or prevent the continued breach or incident in line with instructions and the organisation's policies and procedures 3.3 Take steps to maintain personal health, safety and welfare and that of other people during a breach 3.4 Record full and accurate details of breaches so they are available to the relevant person or authority 3.5 Complete the required documentation in line with the organisation's policies and procedures 3.6 State the current laws relating to security breaches including: - criminal damage - offences against people - trespass (criminal and non-criminal) - public order - misuse of substances			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 36: Control a general purpose dog under operational conditions

Unit code: Y/602/1921

QCF level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit provides the knowledge, skills and understanding required to keep control of a general purpose dog under a range of different operational conditions.

The learner will carry out patrols within designated areas with a dog. They will use a dog to control entry to premises, making sure that best use is made of the dog to respond to unauthorised entry.

The learner will also apprehend suspects with the aid of a dog, ensuring that all lawful procedures are followed, particularly in relation to using a dog. The learner will also deal with, and report on, incidents involving a dog.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to patrol designated areas with a dog	1.1 Describe how to ensure the welfare of the dog when carrying out patrols in relation to hazards and to whom these should be reported 1.2 Describe how to handle and control a dog during a patrol to make the best use of its senses 1.3 Follow instructions to carry out patrols, keeping the dog under control on the lead 1.4 Recognise and report any potential hazards to the dog to the appropriate person 1.5 Recognise when the dog's reactions indicate a possible threat to security and take appropriate action 1.6 Recognise and respond to changes that could affect the effectiveness of patrolling with a dog			
2 Be able to control entry to premises whilst handling a dog	2.1 Describe the organisation's policies, procedures and instructions when controlling entry to premises with a dog 2.2 Describe how to ensure the welfare of a dog when controlling entry to premises in relation to hazards and to whom these should be reported 2.3 Control the dog on the lead whilst carrying out patrols 2.4 Make sure the dog is securely confined when it is not being handled			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 Recognise when the dog's reactions indicate possible unauthorised action and take appropriate action 2.6 Make the best use of the dog to respond to unauthorised entry			
3	3.1 Describe situations when suspects are allowed to be apprehended and the limits of authority in doing 3.2 Explain when and how reasonable force can be used to apprehend suspects and justify that force 3.3 Explain why it is important to preserve evidence and record accurate details at the time of a suspect being apprehended 3.4 Apprehend a suspect safely, following lawful procedures, particularly in relation to using a dog 3.5 Inform the relevant authority of actions as soon as possible 3.6 Reassure suspects of their safety as appropriate			
4	4.1 State what are safe distances between dogs and people, and how to maintain them 4.2 Describe the types of injury caused by dogs and from where help can be obtained to treat an injured person 4.3 Control a dog promptly and safely after an incident 4.4 Take prompt and effective action to prevent any over aggressive behaviour by the dog			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.5 Contain an aggressive security dog using correct equipment following the organisational procedures			
	4.6 Report the action of a dog fully and as soon as practicable to the appropriate person			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 37: Prepare for and carry out searches using a dog

Unit code: F/601/4106

QCF level: 3

Credit value: 3

Guided learning hours: 10

Unit summary

This unit is about preparing for and carrying out searches of custodial environments using a dog. The unit covers searching for people and items, or searching for substances.

Assessment requirements/evidence requirements

This unit is subject to Skills For Justice's Assessment Strategy for QCF qualifications in the Retail Sector, for information please go to www.skillsforjustice.com.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the requirements for preparing for and carrying searches using a dog	1.1 Describe how to prepare for and carry out searches using a dog, including different search conditions and dealing with potential hazards 1.2 Outline why the area must be cleared of people not involved in the search, and why items which may be damaged by the dog must be removed and searched 1.3 Describe how to handle the dog, taking into consideration its character and nature 1.4 Describe the methods and procedures for maintaining communications with others during the search 1.5 Identify the relevant legislation, organisational procedures and health and safety policies 1.6 Describe the ways unauthorised items can be concealed and the ways in which people can hide, outlining the actions to take if any are found 1.7 Identify the different reports they are responsible for and the use of these reports inside and outside of the custodial establishment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to prepare for a search using a dog	2.1 Obtain the necessary information to carry out the search, identifying the area to be searched according to agreed procedures 2.2 Take appropriate action with regard to search conditions and any hazards present 2.3 Prepare the dog for the search 2.4 Clear the area of people not involved in the search and make the area accessible to the dog 2.5 Remove any items and equipment that might be damaged by the dog and search these for unauthorised items and substances 2.6 Give any missing or unauthorised person the opportunity to declare their position, taking appropriate action			
3 Be able to carry out a search using a dog	3.1 Handle and control the dog in a way that maintains its performance 3.2 Promote the health and safety of the dog, yourself and others through a cautious approach 3.3 Direct the dog to carry out a methodical and thorough search of the area in line with organisational procedures, giving the dog appropriate access and time 3.4 Take the appropriate action when the presence of unauthorised items, substances or people are indicated by the dog			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.5 Respect the rights of individuals throughout the search			
	3.6 Maintain the required communication with others during the search			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 38: Maintain and develop the performance of dogs

Unit code: T/601/4104

QCF level: 3

Credit value: 4

Guided learning hours: 10

Unit summary

This unit is about maintaining the performance of dogs and developing them for their role in the organisation.

Assessment requirements/evidence requirements

This unit is subject to Skills For Justice's Assessment Strategy for QCF qualifications in the Retail Sector, for information please go to www.skillsforjustice.com.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of maintaining and developing the performance of dogs	1.1 Describe how to handle and control the dog during operational duties and training, maintaining its health, safety and welfare 1.2 Explain how to use dog handling equipment, including leads, collars and check chains 1.3 Describe how training can be used to improve fitness, responsiveness and operational performance 1.4 Specify the types of roles of dogs in the organisation and how to train for different roles 1.5 Outline health and safety requirements and animal welfare legislation and their responsibilities with regard to these			
2 Be able to maintain the performance of dogs	2.1 Prepare the dog for work 2.2 Handle and control the dog in way that maintains its performance and safety 2.3 Give clear commands to the dog, monitoring its responses and taking appropriate action 2.4 Use equipment correctly and effectively			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 Encourage the dog to perform well and offer appropriate reward and praise 2.6 Provide the dog with the necessary care to maintain its performance 2.7 Maintain the health and safety of themselves and others during the work			
3 Be able to maintain and develop the performance of dogs through training exercises	3.1 Develop the dog's performance through approved training exercises 3.2 Develop the dog appropriately for its role in the organisation 3.3 Monitor the dog's obedience by its response to commands and take the appropriate action if the dog does not respond appropriately 3.4 Maintain a relationship with the dog that encourages best performance			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 39: Carry out continuation training with a security dog

Unit code: L/602/1916

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about the preparation and maintenance of continuation training for a security dog.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare a security dog for continuation training	1.1 Explain how training activities can affect the mental condition, physical condition and behaviour of a security dog 1.2 Explain how the preparation differs according to the security dog, the environment and the training to be undertaken 1.3 Prepare the security dog correctly for the training programme 1.4 Identify and use the resources that are necessary for the planned training activity			
2 Be able to maintain continuation training to achieve specific objectives	2.1 Undertake training activities and use methods which are in accordance with the training programme 2.2 Monitor the physical condition and behaviour of the security dog throughout the training and respond accordingly 2.3 Handle the animal correctly throughout the training in a way that promotes the dog's health and welfare 2.4 Report accurately to relevant people, and record information, on progress towards achieving training objectives 2.5 Identify action to be taken if resources are inappropriate or if training objectives are not met			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6 Explain how to assess a dog's confidence levels and how this is related to performance			
	2.7 Explain how to provide positive reinforcement to the security dog and why this is important			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 40: Keep stock at required levels in a retail environment

Unit code: K/500/5700

QCF level: 1

Credit value: 3

Guided learning hours: 17

Unit summary

This unit is about checking and replenishing stock levels appropriately and knowing how this is done.

Notice!

Unit 30: Keep stock on sale at required levels in a retail environment is the Level 2 equivalent of this unit, please check the correct unit is selected.

Assessment requirements/evidence requirements

This unit is subject to SkillsSmart Retail's Assessment Strategies for QCF qualifications in the Retail Sector, for information please go to www.skillsmartretail.com.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to check stock levels in a retail environment	1.1 show that they know why accurate and up to date stock checks and records are important 1.2 show that they know the company's procedures for checking stock levels 1.3 show that they know why they should follow instructions and procedures for checking stock levels 1.4 show that they know how to check stock accurately 1.5 show that they know how to check stock levels without disturbing other people any more than needed 1.6 show that they know the reasons why the stock they are responsible for checking may be unsaleable 1.7 show that they know how to recognise unsaleable stock when they are checking stock levels 1.8 show that they know the company's procedures for updating stock records			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to fill shelves in a retail environment	2.1 show that they know why stock needs positioning accurately 2.2 show that they know and understand the safety risks of handling stock 2.3 show that they know how to handle stock without risking their own or other people's safety 2.4 show that they know how stock, premises and equipment can be damaged by poor stock handling 2.5 show that they know ways of handling stock to that stock, premises and equipment are not damaged 2.6 show that they know how to fill shelves without disturbing other people any more than needed 2.7 show that they know why they should clean and tidy their work area promptly when they have finished 2.8 show that they know how to clean and tidy their work area and the equipment and materials to use			
3 Check stock levels in a retail environment	3.1 check existing stock levels accurately and in line with instructions and company procedures 3.2 ask the right person for advice if instructions for checking stock are not clear 3.3 spot unsaleable stock and promptly tell the right person 3.4 check stock levels in ways that do not disturb other people any more than needed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.5 update stock records accurately and in line with company procedures			
4 Fill shelves in a retail environment	4.1 follow instructions for positioning stock 4.2 promptly ask the right person for advice if instructions for positioning stock are not clear 4.3 handle stock in ways that protect their own and others people's safety 4.4 handle stock in ways that protect stock, equipment and premises from being damaged 4.5 fill shelves in ways that do not disturb other people any more than needed 4.6 promptly clean and tidy their work area when they have finished			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 41: **Principles of the movement and handling of farm animals**

Unit code: Y/600/0468

QCF level: 1

Credit value: 2

Guided learning hours: 18

Unit summary

This unit explores the knowledge around the movement and handling of farm animals.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to move animals on a site	1.1 state the correct methods of handling the animals concerned 1.2 state normal and abnormal behaviour in the animals concerned 1.3 state the normal pace or movement for the animals concerned 1.4 state why it is important to approach animals in a calm manner which promotes confidence 1.5 state the risks that there are when moving animals and how they can be minimised 1.6 state how to settle animals in a new place, and why it is important 1.7 state their responsibility under health and safety and animal welfare legislation			
2 Know how to handle animals	2.1 state how and where to obtain information about the temperament and usual behaviour patterns of an animal 2.2 list safe and effective methods of handling animals 2.3 state why it is important to monitor an animal's response to handling, signs of negative responses, and to whom these should be reported			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.4 state the potential consequences of not reporting changes in an animal's behaviour, its reaction to handling or factors that affect the animal's behaviour 2.5 list the different factors that can affect an animal's behaviour and what to do if these are observed 2.6 state their responsibility for safe and effective animal handling under relevant legislation and codes of practice			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 42: **Assist with the movement and handling of farm animals**

Unit code: L/600/0466

QCF level: 1

Credit value: 1

Guided learning hours: 9

Unit summary

This unit explores the practical skills associated with the movement and handling of farm animals.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to assist with moving animals on a site	1.1 approach the animals calmly, confidently in a way that is likely to minimise stress 1.2 assist with moving animals in accordance with instructions 1.3 assist with moving animals without damage to the health, safety and well-being of the animal or self during their work 1.4 help to settle the animals in the new location in accordance with instructions			
2 Be able to assist with handling animals	2.1 approach animals in accordance with instructions 2.2 handle animals in a manner likely to promote their co-operation and minimise the possibility of distress 2.3 handle animals in a manner that minimises the possibility of risk to the health and safety of the animal, self and other animals and people in the environment 2.4 monitor the animal's behaviour and its responses to handling and report any problems to the appropriate person without delay 2.5 use handling methods, which are consistent with relevant legislation and codes of practice			

Learner name:	_____	Date:	_____
Learner signature:	_____	Date:	_____
Assessor signature:	_____	Date:	_____
Internal verifier signature:	_____	Date:	_____
(if sampled)			

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally-related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

To obtain the National Occupational Standards in Animal Care please go to www.ukstandards.org.uk.

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel qualification framework for the environmental and land-based sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
5			Edexcel BTEC Level 5 HND Diplomas in: Animal Management, Environmental Conservation, Horse Management, Horticulture (QCF)		
4			Edexcel BTEC Level 4 HNC Diplomas in: Animal Management, Environmental Conservation, Horse Management, Horticulture (QCF)		

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/ competence
3	Edexcel GCE AS/A2 in Biology	Edexcel Level 3 Diploma in Environmental and Land-based Studies	Edexcel BTEC Level 3 Certificates, Subsidiary Diplomas, Diploma and Extended Diplomas in Agriculture, Animal Management, Blacksmithing and Metalworking, Countryside Management, Fish Management, Floristry, Forestry and Arboriculture, Horse Management, Horticulture, Land-based Technology (QCF)		Edexcel Level 3 Diploma in Work-based Environmental Conservation (QCF) Edexcel Level 3 Award, Certificate and Diploma in Work-based Animal Care (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/ competence
2	Edexcel GCSE in Biology	Edexcel Level 2 Diploma in Environmental and Land-based Studies	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Agriculture, Animal Care, Blacksmithing and Metalworking, Countryside and Environment, Fish Husbandry, Floristry, Horse Care, Horticulture, Land-based Technology (QCF)		Edexcel Level 2 Diploma in Work-based Environmental Conservation (QCF) Edexcel Level 2 Award, Certificate and Diploma in Work-based Animal Care (QCF)
1		Edexcel Level 1 Diploma in Environmental and Land-based Studies	BTEC Foundation Learning in Land-based Studies (QCF)		Edexcel Level 1 Award, Certificate and Diploma in Work-based Animal Care (QCF)
Entry	Edexcel Entry Level Certificate in Science		BTEC Foundation Learning in Land-based Studies (QCF)		

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe C: Centre certification and registration

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. www.edexcel.com.

Annexe D: Additional requirement for qualifications that use the term 'NVQ' in a QCF qualification title

For information please go to www.ofqual.gov.uk to access the document '*Operating rules for using the term 'NVQ' in a QCF qualification title*'.

