

Unit 22: Undertake Kennel and Cattery Management

Unit code:	M/600/9418
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

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

● Unit introduction

Working in kennels and catteries is increasingly popular amongst animal carers, in relation to boarding establishments, rescue centres and breeding collections. Cats and dogs are still the most popular pets kept in the UK. By studying this unit learners will learn about the different practices, procedures, specialist techniques and kennel and cattery design to enable them to gain an understanding of supervisory or management roles within these establishments.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand different designs and facilities of kennels and catteries
- 2 Be able to admit animals to a kennel or cattery and follow administrative procedures
- 3 Be able to carry out animal husbandry and specialist animal management techniques in a kennel or cattery.

Unit content

1 Understand different designs and facilities of kennels and catteries

Designs: choice of site; design and materials (for different breeds of cat/dog); facilities; health and safety; cost against budget; suitability for the animals; noise and environmental considerations; conforming to legislation eg Animal Boarding Establishments Act 1963; Animal Welfare Act 2006; Breeding, Sale and Welfare of Dogs Act 1999, Dangerous Dogs Act 1991, Control of Dogs Order 1992

Facilities: exercise areas, fencing, gates, car parking, reception/office, public access, quarantine, storage, security; fixtures and fittings eg feeding bowls, bedding; uses; sources of supply eg manufacturers' catalogues; quality; cost; maintenance; sterilisation; safety; staff areas; food preparation areas; ancillary services; isolation

2 Be able to admit animals to a kennel or cattery and follow administrative procedures

Admitting animals: customer service; reassuring owners; taking details eg age, breed, likes and dislikes, temperament, food, health status; settling animal in and methods of doing so; stress prevention

Administrative procedures: booking in procedures, vacancies; manual systems; computer systems; bookkeeping; financial records; vaccination records

3 Be able to carry out animal husbandry and specialist animal management techniques in a kennel or cattery

Animal husbandry: normal and specialist diets; exercise; hygiene; health checks; monitoring and recording; life stage husbandry; enrichment; provisions for a stressed or ill animal; health and safety, correct working practices

Specialist animal management: types of equipment eg collars, leads, chains, halters, harness, pole catcher; carriers; cat bags; emergency re-homing (assessing animal, assessing potential owners, costs, home visits, follow-up, ownership following re-homing); medication; training; handling and restraint health and safety, correct working practices

Dealing with emergencies: death of an animal; first aid emergency – human and animal; ill animals; customer complaints

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 evaluate different designs of kennels and catteries and make suggestions for improvement [CT, RL, IE]</p>	<p>M1 demonstrate kennel or cattery design appropriate to a given context</p>	<p>D1 evaluate in depth the design and layout of a given kennel or cattery, recommending appropriate design improvements</p>
<p>P2 analyse the layout of facilities included in kennels and catteries and make suggestions for improvement [CT, RL, IE, TW]</p>		
<p>P3 follow policies and procedures relating to kennels or catteries to include:</p> <ul style="list-style-type: none"> ◇ administration ◇ health and safety ◇ animal welfare ◇ licensing requirements ◇ customer service <p>[TW, EP, SM]</p>	<p>M2 summarise key policies and procedures for a given cattery or kennel</p>	<p>D2 examine in detail the policies and procedures of given kennels or catteries, making appropriate suggestions for improvement</p>
<p>P4 carry out admission and settling in procedures for animals to a kennel or cattery [TW, EP, SM, RL]</p>		
<p>P5 follow guidelines for dealing with a customer or animal emergency [TW, IE, CT, EP]</p>		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P6 plan the husbandry schedule for animals in a kennel or cattery [RL, CT, IE, SM]</p>	<p>M3 summarise types of and reasons for normal and abnormal behaviour seen in a kennel or cattery, suggesting ways to minimise abnormal.</p>	<p>D3 evaluate husbandry and specialist animal management techniques, policies, equipment, monitoring and recording for a given kennel or cattery.</p>
<p>P7 monitor the husbandry schedule for animals in a kennel or cattery [SM, RL, IE]</p>		
<p>P8 monitor and record normal and abnormal animal behaviour in kennels or catteries. [SM, RL, CT, IE]</p>		
<p>P9 demonstrate specialist animal management techniques in a kennel or cattery to include:</p> <ul style="list-style-type: none"> ◇ exercise ◇ diet ◇ specialist control/restrain equipment ◇ re-homing ◇ health checks and medication. <p>[TW, EP, SM, IE]</p>		

PLTS: This summary references where applicable in the pass criteria, in the square brackets, the elements of the personal, learning and thinking skills. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical and written assessments,, visits to suitable collections and will link to industrial experience placements.

Learners should be given opportunities to plan, administer, and maintain and carry out husbandry of animal accommodation for a variety of species from the categories of cats and dogs.

All learners should have access to the animals with the emphasis being on health and safety and animal welfare at all times.

Centres should be encouraged to give learners appropriate access to a variety of animal establishments, but animal welfare is of paramount importance, and this is likely to involve careful planning to prevent stress or suffering of the animals.

Learners should be encouraged to carry out independent research, to allow for guided development of research and independent thinking skills.

Tutors should also be encouraged to formulate links with external animal care organisations to provide a 'real' view of animal establishments. This could be done via visits to animal establishments and guest lectures from animal care professionals such as representatives from animal rescue centres, kennel and cattery owners and cat or dog breeders.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and Assignment 1: Kennel and Cattery Design (P1, P2, M1, D1)
Visits to kennels and catteries.
Theory: evaluating designs and layouts.
Practical activity: settling in procedures and following guidelines.
Assignment 2: Administration of Kennels and Catteries (P3, P4, P5, M2, D2)
Theory: policies and procedures, guidelines for emergencies.
Practical activity: admission and settling in procedures, guidelines, following policies and procedures.
Assignment 3: Husbandry and Specialist Animal Management Techniques (P6, P7, P8, P9, M3, D3)
Practical activity: monitoring and recording behaviour, following and monitoring husbandry plans.
Theory: specialist animal management techniques.
Practical activity: demonstrate specialist animal management techniques.

Assessment

For P1 and P2, learners need to evaluate different kennel and cattery designs and analyse the layout of facilities. Suggestions for improvement should be made for both. Evidence could be a comparative table for the different designs, with a short written assignment on suggestions for improvement. To extend this for M1, learners should design their own kennel and cattery, to meet the needs of a purpose given to them by the tutor and could display this as an annotated plan. To achieve D1, learners should evaluate a selected kennel or cattery design and layout, making justified suggestions for improvement.

For P3, P4, P5, learners need to follow policies and procedures, carry out admission and settling in procedures and follow guidelines for dealing with an emergency. P3 and P4 could both be assessed practically through learners' work experience, or through experience arranged by the centre that focuses on having animals in for boarding. For P5, a simulation or role play should be used and cover death of an animal, human and animal first aid emergency, ill animal health or customer complaint. The role play or simulation should involve learners talking through how they would follow policies and procedures in these emergency scenarios.

For M2, learners need to summarise the key policies and procedures used in a selected cattery or kennel. For D2, learners must examine, in detail, policies already in place in kennels and catteries and suggest improvements. Evidence could be contained within a report or presentation.

For P6, P7, P8 and P9, learners could be assessed practically, planning and monitoring a husbandry schedule, demonstrating specialist animal management techniques and monitoring and recording normal and abnormal behaviour. Where 'real' situations are not available, learners should be assessed through simulation using observation records and/or witness statements as appropriate. For M3 and D3, an accompanying assignment could allow learners to summarise reasons for normal and abnormal behaviour in kennels and catteries, and suggest ways to minimise abnormal behaviour, and evaluate specialist animal management techniques, policies, equipment, monitoring and recording in a given kennel or cattery.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1, D1	Kennel and Cattery Design	You work as an animal welfare consultant. You have been asked to analyse and evaluate the design and layout of given kennels and catteries and recommend design improvements to one kennel or cattery. You also need to design your own kennel or cattery layout for a given purpose.	Plan. Table. Essay.
P3, P4, P5, M2, D2	Administration of Kennels and Catteries	You need to research kennel or cattery policies and procedures, including animal admission and settling in. You must demonstrate adherence to a variety of administrative and simulated emergency procedures within a kennel or cattery.	Practical. Induction pack.
P6, P7, P8, P9, M3, D3	Husbandry and Specialist Animal Management Techniques	You must carry out a number of specialist animal management techniques including animal care, animal schedule planning, monitoring and recording of animal husbandry and behaviour. You will evaluate the animal management techniques, policies and equipment and summarise types of and reasons for different behaviour patterns in animals.	Assignment. Practical.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
Maintain Animal Health and Welfare	Understand and Promote Animal Health
Undertake Practical Animal Feeding	Plan and Monitor Animal Feeding
Undertake Work Related Experience in the Land-based Industries	Manage Animal Accommodation
Introduction to Animal and Plant Husbandry	Undertake and Review Work- related Experience in the Land-based Industries

Essential resources

For this essentially practical unit, learners must have adequate and regular access to a variety of kennels and catteries, their accommodation, administration and maintenance equipment, as well as visiting external animal establishments to gather the research and evidence they need. The use of animals involves careful planning so that animals are not overused and their health and wellbeing is not compromised. Learners should have access to a variety of species, and ideally a mixture of cat and dogs, and establishments with breeding, rescue and boarding facilities.

Employer engagement and vocational contexts

Learners can be introduced to a variety of professionals from different companies and organisations such as vets, RSPCA officers, animal care representatives, and breeders, to broaden their knowledge and make the learning experience interesting and contextualised. This could be through guest lectures or off-site visits to different establishments. All sites should be checked for health and safety before any visits.

Indicative reading for learners

Textbooks

Cavill D – *Running Your Own Boarding Kennels: The Complete Guide to Kennel and Cattery Management, 4th Edition* (Kogan Page, 2008) ISBN 9780749436766

Colborn L – *A Kennel Club Guide to Dog Days Out!* (Interpet Publishing, 2000) ISBN 9781852791742

Key D – *Essential Kennel Design* (David Key, 2000) ISBN 9780953800209

McMains J – *Kennels and Kennelling: A Guide for Professionals and Hobbyists, 2nd Edition* (Howell Book House Inc US, 2001) ISBN 9781582451510

Migliorini M – *Kennel Building and Management* (Howell Book House, 1987) ISBN 9780876056561

Sandys-Winsch G – *Your Dog and the Law, 2nd Edition* (Shaw & Sons, 1990) ISBN 9780721910116

Turner T – *Veterinary Notes for Cat Owners* (Arrow Books, 1994) ISBN 9780091776275

Turner T – *Veterinary Notes for Dog Owners* (Arrow Books, 1991) ISBN 9780091743741

Journals and magazines

Dogs Monthly

Dogs Today

Kennel and Cattery Management

Kennel Gazette

Your Cat

Websites

www.dogstrust.org.uk

www.fabcats.org

www.gccfcats.org

www.the-kennel-club.org.uk

Dogs Trust

Feline Advisory Bureau

The Governing Council of the Cat Fancy

Kennel Club

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	<ul style="list-style-type: none"> evaluating kennel and cattery designs analysing the layout of facilities, following guidelines for emergencies planning a husbandry schedule monitoring the husbandry schedule monitoring behaviour demonstrating specialist animal management techniques
Creative thinkers	<ul style="list-style-type: none"> evaluating designs analysing the layout of facilities following guidelines for emergencies planning and monitoring a husbandry schedule monitoring and recording animal behaviour
Reflective learners	<ul style="list-style-type: none"> evaluating designs analysing the layout of facilities, carrying out admission and settling in procedures planning a husbandry schedule monitoring and recording behaviour
Team workers	<ul style="list-style-type: none"> carrying out admission and settling in procedures, following guidelines for emergencies demonstrating specialist animal management techniques
Self-managers	<ul style="list-style-type: none"> carrying out admission and settling in procedures demonstrating specialist animal management techniques monitoring and recording animal behaviour planning and monitoring a husbandry schedule
Effective participators	<ul style="list-style-type: none"> carrying out admission and settling in procedures following guidelines for emergencies demonstrating specialist animal management techniques

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	planning and carrying out research activities related to the unit, evaluating and carrying out extended thinking
Creative thinkers	asking questions to extend their thinking during lectures and practical sessions trying out alternatives or new solutions for establishments and their current arrangements for husbandry and ancillary services adapting ideas as circumstances change eg changes to animal welfare legislation
Reflective learners	identifying opportunities for change to animal establishments and their own achievements setting goals for themselves eg conquering a fear of handling an animal reviewing progress in practical tasks and coursework
Team workers	working with others to carry out planning and monitoring of husbandry in animal establishments and group activities in class reaching clear agreements regarding who is carrying out which task during practicals working together when working in animal establishments or on work experience
Self-managers	showing initiative and commitment with animals and their healthcare dealing with pressures in an emergency animal situation such as an escape or attack managing emotions when it comes to animal welfare and healthcare
Effective participators	discussing issues of concern when checking an animal's accommodation or finding an animal in a less than ideal welfare situation identifying improvements to current animal welfare regimes including their accommodation needs influencing others on their animal accommodation maintenance regimes and standards

● Functional skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	Using ICT facilities to complete their coursework using smartboards and PCs in class, using interactive materials for teaching and learning, researching subjects on the internet
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> ■ text and tables ■ images ■ numbers ■ records. 	
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	suggesting weights of animals and medication to suit their needs, calculating dosage of supplements per size of animal, gathering and analysing weights of animals for healthcare evaluations, as well as sizes of kennels/catteries.
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	reading material on the subject from a variety of sources for their assignment work producing clear and concise documents using correct animal health terminology for the unit. presenting information to a group of people, ideally in a classroom situation with their peers.
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	