

# Unit 23: Undertake Dog Grooming

<b>Unit code:</b>	<b>L/600/9412</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This unit aims to provide learners with an understanding of the principles of dog grooming 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.

The learner will be able to show skill by assessing dogs for coat type, grooming styling requirements, condition and demonstrate safe and effective routines for health checks, grooming, bathing, drying, and ear and nail care. The learner will also be able to clearly identify equipment, its uses and maintenance requirements. The learner will also be able to demonstrate the skills required to remove excess coat using clippers and other equipment and appropriately trim the paws and pads of a dog.

## ● Unit introduction

Dog grooming is a rapidly growing profession within the animal care industry. Many people are choosing dog grooming as a career, due in part to new qualifications which give a structured progression route. Grooming is carried out regularly by pet sitters and staff within rescue centres, veterinary surgeries, grooming establishments and kennels. It has many benefits, and the ability to groom animals safely is a useful skill for anyone working in the animal care industry.

This unit provides an overview of the skills needed to prepare, groom, bathe and dry dogs and the use and maintenance of dog grooming equipment.

On completion of this unit, learners will be able to assess the health and temperament of a dog presented for grooming safely and accurately, recognise the importance of maintaining accurate records and recognise the common coat types seen in dogs.

Learners will practise their grooming skills in this unit, carrying out nail, ear, skin and coat care as well as the removal of coat by both electrical and non-electrical means. Understanding the reasons for grooming and the different techniques used in the grooming industry will enable learners to meet client requirements.

The safe use of a wide range of grooming equipment, both electrical and non-electrical, will be covered, as well as the importance of regularly maintaining grooming equipment both from a safety and an economic perspective.

## ● Learning outcomes

### On completion of this unit a learner should:

- 1 Be able to prepare dogs for styling
- 2 Understand the use of grooming equipment and maintenance requirements
- 3 Be able to remove excess coat by electrical and non-electrical equipment
- 4 Be able to trim dog paws and pads.

# Unit content

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## 1 Be able to prepare dogs for styling

*Assessment of animal requirements:* reasons for grooming (aesthetic, hygiene, health, owner requirements, relationship, show/competition)

*Initial assessment:* animal's temperament (nervous, aggressive, submissive, normal); health assessment (skin, coat, ears, eyes, mouth, genital and anal area, nails, general demeanour, limbs, gait); importance of maintaining accurate records; methods of record keeping eg electronic, manual; coat types (wool/curly, non-shedding, double dense, smooth, silky, long, wire and unusual)

*Preparation of dog for styling:* grooming (removal of dead coat, matts, ensuring coat is knot free); bathing (safe restraint, water temperature, bathing technique); choice of shampoo for different requirements (coat colour, coat condition, coat type, health, veterinary shampoo); drying technique (flat, fluff drying); drying method; PPE (gloves, aprons, grooming work wear, masks)

*Ear and nail care:* ear care considerations eg breeds which require ear plucking, drop eared breeds; ear plucking (technique, equipment); nail care (cutting, filing, procedures for stemming blood)

## 2 Understand the use of grooming equipment and maintenance requirements

*Equipment use:* relevant current legislation (Health and Safety at Work Act 1974, Control of Substances Hazardous to Health (COSHH) regulations 1988); safe systems of work; risk assessments; purpose and correct use of non-electrical grooming equipment (brushes, de-matting tools, combs, nail clippers, ear forceps, scissors, thinning scissors); purpose and use of electrical grooming equipment (clippers, clipper blades, blade attachments, coat blaster, drying cabinet, stand and hand-held dryers); implications of not using equipment correctly (risk of injury to dog and groomer)

*Equipment maintenance:* implications of not maintaining grooming equipment eg injury to groomer, injury to animal, risk of spreading disease; procedures for maintaining electric grooming equipment (annual portable appliance testing, regular safety checks on cables, plugs and filters); procedures for maintaining clipper blades (removal of hair, oiling, sharpening); procedures for maintaining scissors (sharpening, balancing and oiling); procedures for maintaining non-electrical grooming equipment (brushes, de-matting tools, combs, hydraulic tables); methods of sterilisation eg UV light, liquid, heat; importance of sterilisation; maintenance schedules; record keeping

## 3 Be able to remove excess coat by electrical and non-electrical equipment

*Removal of excess coat using electrical equipment:* safe use of electrical grooming equipment; reasons for the removal of excessive coat (styling needs, improve health, improve coat condition); correct use of hand-held clippers; selection of clipper blades for different purposes (fine clipping, rough clipping, body clipping); clipping techniques (with the lay of the coat, reverse clipping, use of comb attachments); safe working practices associated with electrical equipment (trailing wires, danger of electrocution, water/electric mix)

*Removal of excess coat using non-electrical equipment:* correct use of non-electrical grooming equipment to remove coat (brushes, stripping tools, comb, de-matting tools, grooming rakes); safe working practices associated with non-electrical equipment (maintenance of blades, blade longevity, technique when using de-matting tools); correct handling and use of scissors

#### 4 Be able to trim dog paws and pads

*Identify different paw and pad trimming requirements for various breeds of dog:* technique required for the removal of hair from around the pad (manipulation of feet, scissoring, clipping); trimming requirements for rounded feet eg breeds trimmed in 'teddy bear' trim, Bichon Frise; trimming requirements for breeds trimmed with 'cat like' feet eg English springer spaniel, setters; trimming requirements for breeds with clipped feet eg Bedlington terrier, poodle; trimming requirements for breeds with padded feet eg English cocker spaniel

*Trim paw and pads appropriate to breed coat style and condition:* assessment of feet before trimming (pad condition, skin between pads, nail, nail beds, foreign bodies, matted fur); feet trimmed according to breed, coat condition and health

## 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:
<b>P1</b> carry out health and temperament assessments on dogs in preparation for grooming	<b>M1</b> describe the coat types commonly seen in dogs and the correct grooming techniques to use according to coat type	<b>D1</b> evaluate the temperament and health of dogs making recommendations for grooming for given situations
<b>P2</b> carry out preparation of dog for styling by: grooming, bathing, drying the coat appropriate to breed coat, style and condition [TW, EP]		
<b>P3</b> carry out nail and ear care for dogs		
<b>P4</b> examine different types of equipment and their uses	<b>M2</b> explain implications of the incorrect use and poor maintenance of both electrical and non-electrical grooming equipment	
<b>P5</b> explain the methods by which equipment can be maintained		
<b>P6</b> remove excess coat for: <ul style="list-style-type: none"> <li>◇ styling</li> <li>◇ condition needs,</li> <li>◇ using electric clippers</li> </ul> [TW, EP]	<b>M3</b> explain why grooming techniques are dictated by the coat type and condition of dogs presented for grooming.	<b>D2</b> evaluate and make recommendations for grooming dogs presented for grooming for given requirements and situations.
<b>P7</b> remove areas of excess coat using non-electrical equipment [TW, EP]		
<b>P8</b> identify different paw and pad trimming requirements for various breeds of dog		
<b>P9</b> trim paw and pads appropriate to breed coat style and condition.		

**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.

<b>Key</b>	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 and will link to work experience placements.

Learners must have regular opportunities to groom a range of dogs. This practical experience will enable them to develop the skills required to groom dogs safely and confidently.

The unit will enable learners to understand the variety of coat types seen in dogs and to appreciate the different methods used to achieve style and shape in a variety of breeds.

Learners studying this unit will be expected to assess the health and temperament of dogs before grooming. Learners should be aware of the importance of record keeping when grooming dogs and the implications of not maintaining detailed records on dogs being groomed; the methods of record storage will also be studied.

A huge range of both electrical and non-electrical grooming equipment is available for the groomer to use. It is expected that learners will have access to a large range of equipment, both electrical and non-electrical. This is essential so learners become familiar with the purpose, use and maintenance required when using grooming equipment. Understanding the implications of equipment being used incorrectly and/or being poorly maintained will ensure learners entering the dog grooming industry will be more skilled in achieving the desired results when grooming dogs.

This unit should be delivered in a practical context wherever possible; breed specialists and qualified groomers could be invited to deliver specialist workshops. The use of field trips to grooming competitions and seminars would be beneficial to see professional groomers at work. Practical work should be supported by theory within the classroom. Learners should be encouraged to keep a logbook of grooming carried out.

## 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 and overview of the unit and assessment .
<b>Assignment 1: Practical Skills Log</b> (P1, P2, P3, P4, P5, P6, P7)
Tutor introduces the assignment brief.
Theory session: initial health and temperament assessment.
Theory session: grooming techniques, bathing, drying.
Introduction to ear and nail care.
Practical application of ear and nail care.
Practical application of grooming techniques, bathing, drying.
Practical application of health and temperament assessments.
Practical application of identification, use, range and maintenance of grooming equipment.

<b>Assignment 2: Grooming Techniques and Coat Types</b> (P8, P9 M1, M2, M3,)
Tutor introduces the assignment brief.
Theory session: common coat types and grooming according to coat type and condition, including paw and pad trimming.
Practical application of the grooming of a range of coat types.
<b>Assignment 3: Grooming Equipment Use and Selection</b> (P4, P5, M2)
Tutor introduces the assignment brief.
Theory session: use, selection and maintenance of grooming equipment, including implications of misuse and poor maintenance.
Practical application: using, selecting and maintaining equipment.
<b>Assignment 4: Health, Temperament and Required Grooming</b> (D1, D2)
Tutor introduces the assignment brief.
Introduction to evaluation skills into practical grooming environment, with feedback on grooming and recommendations for grooming and styling.
Unit review.

## Assessment

Practical observation sheets and a skills log could provide the evidence required to meet P1, P2, P3, P6, P7, P8 and P9. For P1, learners will need to complete full health and temperament assessments on dogs in preparation for grooming. All anatomical areas and behaviour types listed in the unit content. These assessments should be completed before the grooming process to inform decisions on the appropriate handling and grooming techniques to use.

For P2, it is expected that learners will demonstrate all the techniques required for grooming dogs before bathing and drying. These techniques must include the removal of matts and dead coat and ensuring the coat is knot free before bathing. Learners must bathe and dry dogs safely by selecting the correct equipment, shampoo and dryer for the dog's coat type and skin condition, as well as taking into account suitable restraint methods and checks on water temperature. Learners must demonstrate the correct techniques when bathing dogs, including avoiding shampoo penetration in the ear canal and eyes and selecting the most appropriate method for removing excess water from the coat. Dogs must be dried safely and effectively by choosing the correct type of dryer, grooming the coat whilst it is being dried and ensuring the coat is thoroughly dry on inspection.

P3 requires learners to clip and file a dog's nails and remove hair from the ear canal safely, as well as clean the ear correctly. Learners must demonstrate the appropriate techniques and select the correct equipment as well as describe why the procedures are needed.

For P4, learners must describe the use of all equipment, as listed in the unit content, used to groom dogs. Learners must describe the purpose of the equipment and how it should be used to groom dogs effectively.

P5 requires learners to explain the methods used to maintain electrical and non-electrical grooming equipment as listed in the unit content. Both daily and regular maintenance and any periodic professional maintenance should be described.

P6 requires learners to remove excess coat from a dog using electric clippers. When removing the coat, learners should demonstrate the correct handling of clippers and the correct techniques involved in fine clipping, general clipping and the clipping of the coat using comb attachments. Learners must demonstrate coat removal for one dog in relation to its styling needs and a different dog in relation to coat condition.

For P7, learners must remove excess coat using the full range non-electrical grooming equipment listed in the unit content s. Tutors should ensure that learners groom at least two different dogs, so the full range of non-electrical grooming equipment can be used and demonstrated effectively.

For P8, learners must identify, with the aid of images, the trimming requirements of paws and pads for various breeds of dog. Learners must provide evidence of all the paw and pad trimming styles listed in the unit content and identify a minimum of three breeds of dog, appropriate for each trimming style.

P9 requires learners to trim round, cleanly clipped, padded and 'cat like' feet. It is expected that learners will also evidence their knowledge of the correct techniques used to manipulate and trim pads and paws.

For M1, learners must describe the coat types commonly seen in dogs and the correct grooming techniques according to the coat type listed in the unit content. Learners should focus on one breed for each coat type when producing evidence for this. Evidence could be in the form of annotated posters, leaflets or a written assignment.

M2 requires learners to explain the implications of the incorrect use and/or poor maintenance of both electrical and non-electrical grooming equipment as listed in the unit content including spread of disease, injury to groomer, injury to dog, increased cost and failure to adhere to health and safety legislation. Evidence could be in the same format as for M1.

M3 requires learners to explain why coat type, health and coat condition affect the choice of shampoo, drying method and grooming techniques used when grooming dogs. Learners are expected to describe why coat health and coat type affect the choice of shampoo and drying method when bathing and drying dogs. Learners should cover the full range of shampoos and drying methods as listed in the unit content and include why they selected them. Learners could use a case study approach when working in the grooming parlour or a written assignment.

For D1, learners must assess the temperament and health of three dogs presented for grooming and make justified recommendations for the handling, health treatments and grooming of the assessed dogs. The tutor must select the dogs and ensure that the temperament and health issues presented to learners are significantly different so learners can demonstrate the required knowledge and understanding.

For D2, learners need to assess three dogs and make appropriate recommendations for the grooming techniques to be used. The tutor must select the dogs and ensure that all three dogs have significantly different grooming requirements. Learners must carry out a thorough assessment of the dogs and make accurate recommendations for the grooming techniques to be used. Evidence could be case studies with both written and pictorial evidence and/or a written assignment.

### **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
P4, P5, M2	Grooming Equipment Use and Selection	You are working in a grooming equipment wholesaler and have been asked to produce a summary of the range of grooming equipment available, the maintenance required and the implications for not maintaining or using the equipment correctly.	Written evidence.
P1, P2, P3, P4, P5 P6, P7	Practical Skills Log	Completed in practical grooming sessions.	Practical skills log and assessment.
P8, P9, M1, M2, M3	Grooming Techniques and Coat Types	Produce a guide for grooming dogs, including the grooming requirements of different breeds and coat types, record keeping and choice of shampoos.	Written evidence.
D1, D2	Health, Temperament and Required Grooming	Learners to be given dogs of varying temperaments and with varying health and grooming requirements. They then need to carry out accurate assessments and make recommendations for styling.	Written evidence.

## 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	Element CU34.1 Promote and maintain the health and well-being of animals Element AC9.1 Prepare animals for grooming Element AC9.2 Groom animals Element AC8.1 Remove excess hair, knots and tangles prior to bathing and grooming Element AC8.2 Bathe and clean a dog' s coat and skin
Undertake Work-related Experience in the Animal Management Industries	Undertake and Review Work-related Experience in the Animal Management Industries
Introduction to Animal and Plant Husbandry	Undertake Practical Animal Handling and Safe Working
	Understand and Promote Animal Health

## Essential resources

Learners will need access to an appropriate grooming environment and the full range of grooming equipment commonly used to groom dogs. A wide range of dogs should be made available to learners.

## Employer engagement and vocational contexts

This unit focuses on the practical and theoretical aspects of grooming dogs and it gives learners the background knowledge and practical skills to assess, groom, bathe and trim dogs, covering a range of breeds and coat types. Centres should be encouraged to develop links with local groomers, grooming professionals and national bodies such as the Pet Care Trust and the British Dog Groomers Association. This could be via educational visits to grooming seminars and competitions or by inviting in guest speakers such as grooming professionals or breed specialists.

## Indicative reading for learners

### Textbooks

Bonham M – *Dog Grooming For Dummies* (Wiley Publishing, 2006) ISBN 9780471773900

Francais I – *All Breed Dog Grooming* (TFH Publications, 1988) ISBN 9780866229258

Geeson E – *Ultimate Grooming* (Interpet Publishing, 2003) ISBN 9781860542527

Kohl S – *The All Breed Grooming Guide, 3rd Edition* (Aaronco, 2002) ISBN 9780964607248

Stone B and Stone P – *The Stone Guide to Dog Grooming for All breeds* (Howell Books, 1981) ISBN 9780876054031

### Websites

DeZyMadog	<a href="http://www.dezynadog.co.uk">www.dezynadog.co.uk</a>
Groomers	<a href="http://www.groomers-online.com">www.groomers-online.com</a>
The Kennel Club	<a href="http://www.kennelclub.org.uk">www.kennelclub.org.uk</a>
Pet Care Trust	<a href="http://www.petcare.org.uk">www.petcare.org.uk</a>
Red Cape	<a href="http://www.redcape.co.uk">www.redcape.co.uk</a>
Simpsons of Langley	<a href="http://www.simpsons-online.co.uk">www.simpsons-online.co.uk</a>

## 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 ...
<b>Team workers</b>	working effectively with other learners to groom dogs to achieve common goals
<b>Effective participators</b>	working effectively in a practical environment grooming dogs, proposing practical ways forward.

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 ...
<b>Independent enquirers</b>	investigating the variety of coat types and breed styles researching the variety and maintenance of a range of grooming equipment
<b>Creative thinkers</b>	applying grooming techniques following health, temperament and grooming assessments making recommendations for grooming following health, temperament and grooming assessments
<b>Reflective learners</b>	identifying areas for future improvement and development of own grooming skills
<b>Effective participators</b>	participating in the practical grooming of dogs and applying the techniques learned in previous sessions
<b>Self-managers</b>	organising own time and resources in completing written assessments working to a given timescale when grooming dogs.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	<p>researching the internet for the variety of grooming requirements of different breeds</p> <p>using the internet to research the range and variety of grooming equipment available</p> <p>researching the legislation relevant to equipment used when grooming dogs</p> <p>using the internet to review the maintenance required by common items of grooming equipment</p>
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> </ul>	<p>entering text and images when developing the grooming guide for the various coat types</p> <p>producing written assessments using ICT programs</p>
Present information in ways that are fit for purpose and audience	using ICT programs to produce grooming guides which are suitable for intended audience
<b>English</b>	
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reviewing grooming requirements of a variety of coat types and breeds
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	<p>completing the grooming guides for a variety of coat types and breeds</p> <p>producing the summary of available grooming equipment and the implications of not maintaining and using equipment correctly</p> <p>producing written assignments</p> <p>making valid recommendations on health and temperament following assessment.</p>