Specification

Edexcel Level 3 Award, Certificate and Diploma in Work based Animal Care (QCF)

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Qualification titles covered by this specification

This specification gives you the information you need to offer the Edexcel Level 3 Award, Certificate and Diploma in Work based Animal Care (QCF):

Qualification title	Qualification Number (QN)	Accreditation start date
Edexcel Level 3 Award in Work based Animal Care (QCF)	600/2186/X	06/06/11
Edexcel Level 3 Certificate in Work based Animal Care (QCF)	600/2185/8	03/06/11
Edexcel Level 3 Diploma in Work based Animal Care (QCF)	600/2187/1	03/06/11

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 Sections 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 3 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 3 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 qualifications.

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 supervisor
- Kennel/cattery supervisor
- Wildlife officer
- Animal collection supervisor

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 management.

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 3 Award in Work based Animal Care (QCF)?

To achieve the Edexcel Level 3 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 10 credits from this group.

Unit reference number	Unit title	Credit	Level
L/502/1565	Implement, monitor and evaluate plans for the health and welfare of animals	6	3
R/502/1468	Plan the handling and restraint of animals	4	3
L/502/1470	Plan, supervise and control the movement of animals	4	3
K/502/1525	Plan the accommodation of animals	4	3
M/502/1526	Monitor and evaluate the accommodation of animals	4	3
K/502/1492	Load and unload animals for transportation	3	2
Y/502/1469	Establish animals in a new environment	3	3
F/502/1014	Assess the suitability of new environments for the placement of animals	7	3
H/502/1636	Plan the establishment and management of wild animal populations	5	3
K/502/1637	Monitor and evaluate the establishment and management of wild animal populations	4	3
L/502/1632	Recognise and interpret the behaviour of animals	4	3
A/502/1612	Evaluate the match between individuals and animals	4	3
R/502/1616	Design integrated training programmes for people and animals to realise their combined potential	4	3
F/502/1613	Implement integrated training programmes for individuals and animals to realise their agreed outcomes	5	3

Unit reference number	Unit title	Credit	Level
M/502/1638	Evaluate integrated training programmes for people and animals against agreed outcomes	4	3
F/502/1563	Plan and prepare to release native animals into natural habitats	5	3
H/502/1507	Promote and maintain the health and wellbeing of animals	4	2
J/502/1466	Handle animals	2	2
J/502/1659	Select and prepare animals for breeding	4	3
F/502/1661	Manage the care of young animals	3	3
L/502/1601	Select animals for training	4	3
R/502/1602	Design individual training programmes for animals	4	3
F/502/1594	Care for animals after they have worked	4	2
T/502/1494	Prepare for the transportation of animals	4	2
L/502/1517	Plan, monitor and evaluate the transportation of animals	3	3
H/502/1605	Monitor and evaluate the implementation of animal management policies	4	3
K/502/1699	Assess and plan dog grooming work	4	3
T/502/1706	Carrying out styling and finishing of dogs	6	3
D/502/1604	Evaluate and improve training programmes which enable animals to achieve specific objectives	2	3
K/502/1542	Maintain the health and welfare of animals during transportation	4	2
D/502/1635	Investigate reported abuse or harm to animals and act appropriately	8	3
Y/502/1634	Co-ordinate the care of animals that have strayed been abused, harmed or abandoned	5	3
Y/502/0676	Recommend animals to meet entertainment and educational requirements in the audio-visual industries	5	3

Unit reference number	Unit title	Credit	Level
R/502/1664	Plan the transportation and transfer of animals for entertainment and education	3	3
D/502/0677	Plan temporary accommodation for animals in entertainment and education environment	3	3
Y/502/1665	Plan the care of animals in entertainment and education	3	3
K/502/0679	Prepare artiste to work with the animal	4	3
L/502/0674	Work the animal to achieve entertainment and education requirements	3	2
D/502/1523	Promote, monitor and maintain health, safety and security of the workplace	6	3
L/502/1453	Plan diets and feeding regimes for animals	6	3
R/502/1454	Monitor and evaluate the feeding of animals	3	3
Y/502/1603	Implement individual training programmes for animals	4	3
H/502/0678	Prepare the animal for entertainment and education	6	3

What is the qualification structure for the Edexel Level 3 Certificate in Work based Animal Care (QCF)?

To achieve the Level 3 Certificate in Work-based Animal Care (QCF), learners must achieve a minimum of 31 credits, consisting of 12 mandatory credits and 19 optional credits from **one** optional unit group.

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

Manadatory units

Unit reference number	Unit title	Credit	Level
D/502/1523	Promote, monitor and maintain health, safety and security of the workplace	6	3
L/502/1565	Implement, monitor and evaluate plans for the health and welfare of animals	6	3

Optional unit group 1 (Animal care and welfare)

Unit reference number	Unit title	Credit	Level
R/502/1468	Plan the handling and restraint of animals	4	3
L/502/1470	Plan, supervise and control the movement of animals	4	3
K/502/1525	Plan the accommodation of animals	4	3
M/502/1526	Monitor and evaluate the accommodation of animals	4	3
L/502/1453	Plan diets and feeding regimes for animals	6	3
R/502/1454	Monitor and evaluate the feeding of animals	3	3
K/502/1492	Load and unload animals for transportation	3	2
Y/502/1469	Establish animals in a new environment	3	3
A/502/1609	Welcome, receive and care for visitors to sites	3	2
R/502/1020	Provide advice and guidance on the choice and care of animals to prospective keepers	7	3

Unit reference number	Unit title	Credit	Level
F/502/1014	Assess the suitability of new environments for the placement of animals	7	3
H/502/1636	Plan the establishment and management of wild animal populations	5	3
K/502/1637	Monitor and evaluate the establishment and management of wild animal populations	4	3
R/502/0675	Provide information on how to maintain the behaviour, health and welfare of animals	2	3
L/502/1632	Recognise and interpret the behaviour of animals	4	3
J/502/1631	Contribute to the prevention of aggressive and abusive behaviour of people	4	3
D/502/1621	Sell over the counter medicines and treatments for the care of animals	7	3
R/502/1633	Provide information to customers seeking advice about symptoms and over-the-counter medications for the care of animals	7	3
A/502/1612	Evaluate the match between individuals and animals	4	3
R/502/1616	Design integrated training programmes for people and animals to realise their combined potential	4	3
F/502/1613	Implement integrated training programmes for individuals and animals to realise their agreed outcomes	5	3
M/502/1638	Evaluate integrated training programmes for people and animals against agreed outcomes	4	3
F/502/1563	Plan and prepare to release native animals into natural habitats	5	3
J/502/1452	Prepare and construct new structures or surfaces	5	3
H/502/1507	Promote and maintain the health and wellbeing of animals	4	2
J/502/1466	Handle animals	2	2

Unit reference number	Unit title	Credit	Level
J/502/1659	Select and prepare animals for breeding	4	3
F/502/1661	Manage the care of young animals	3	3
L/502/1601	Select animals for training	4	3
R/502/1602	Design individual training programmes for animals	4	3
Y/502/1603	Implement individual training programmes for animals	4	3
D/502/1604	Evaluate and improve training programmes which enable animals to achieve specific objectives	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
T/502/1494	Prepare for the transportation of animals	4	2
K/502/1542	Maintain the health and welfare of animals during transportation	4	2
L/502/1517	Plan, monitor and evaluate the transportation of animals	3	3
K/502/1606	Determine and agree policies for the management of animals	5	3
H/502/1605	Monitor and evaluate the implementation of animal management policies	4	3
J/502/1645	Encourage and motivate volunteers	5	3
D/502/1599	Manage the work of volunteers	6	3
A/502/3179	Prepare and maintain the operational condition of work boats	6	2
R/502/3222	Operate work boats	6	2
L/502/3249	Prepare interpretive entertainment and educational activities	4	3
J/502/3251	Deliver and evaluate interpretive entertainment and educational activities	4	3
A/500/4938	Organise the receipt and storage of goods in a retail environment	11	3
M/500/5214	Help customers choose products in a retail environment	8	2
L/500/9786	Maintain the availability of goods for sale to customers in a retail environment	11	3

Unit reference number	Unit title	Credit	Level
D/500/9789	Evaluate the receipt of payments from customers	9	3
K/500/8919	Work with others to improve customer service	7	3
H/601/1232	Improve the customer relationship	7	3

Optional unit group 2 (Zoos/wildlife establishments)

Unit reference number	Unit title	Credit	Level
R/502/1468	Plan the handling and restraint of animals	4	3
L/502/1470	Plan, supervise and control the movement of animals	4	3
K/502/1525	Plan the accommodation of animals	4	3
M/502/1526	Monitor and evaluate the accommodation of animals	4	3
L/502/1453	Plan diets and feeding regimes for animals	6	3
R/502/1454	Monitor and evaluate the feeding of animals	3	3
K/502/1492	Load and unload animals for transportation	3	2
Y/502/1469	Establish animals in a new environment	3	3
A/502/1609	Welcome, receive and care for visitors to sites	3	2
H/502/1636	Plan the establishment and management of wild animal populations	5	3
K/502/1637	Monitor and evaluate the establishment and management of wild animal populations	4	3
R/502/0675	Provide information on how to maintain the behaviour, health and welfare of animals	2	3
L/502/1632	Recognise and interpret the behaviour of animals	4	3
F/502/1563	Plan and prepare to release native animals into natural habitats	5	3

Unit reference number	Unit title	Credit	Level
J/502/1452	Prepare and construct new structures or surfaces	5	3
H/502/1507	Promote and maintain the health and wellbeing of animals	4	2
J/502/1466	Handle animals	2	2
J/502/1659	Select and prepare animals for breeding	4	3
F/502/1661	Manage the care of young animals	3	3
L/502/1601	Select animals for training	4	3
R/502/1602	Design individual training programmes for animals	4	3
Y/502/1603	Implement individual training programmes for animals	4	3
D/502/1604	Evaluate and improve training programmes which enable animals to achieve specific objectives	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
T/502/1494	Prepare for the transportation of animals	4	2
K/502/1542	Maintain the health and welfare of animals during transportation	4	2
L/502/1517	Plan, monitor and evaluate the transportation of animals	3	3
K/502/1606	Determine and agree policies for the management of animals	5	3
H/502/1605	Monitor and evaluate the implementation of animal management policies	4	3
J/502/1645	Encourage and motivate volunteers	5	3
D/502/1599	Manage the work of volunteers	6	3
A/502/3179	Prepare and maintain the operational condition of work boats	6	2
R/502/3222	Operate work boats	6	2
L/502/3249	Prepare interpretive entertainment and educational activities	4	3
J/502/3251	Deliver and evaluate interpretive entertainment and educational activities	4	3

Unit reference number	Unit title	Credit	Level
A/500/4938	Organise the receipt and storage of goods in a retail environment	11	3
D/500/9789	Evaluate the receipt of payments from customers	9	3
K/500/8919	Work with others to improve customer service	7	3
H/601/1232	Improve the customer relationship	7	3

Optional unit group 3 (Dog grooming)

Unit reference number	Unit title	Credit	Level
R/502/1468	Plan the handling and restraint of animals	4	3
L/502/1470	Plan, supervise and control the movement of animals	4	3
K/502/1525	Plan the accommodation of animals	4	3
M/502/1526	Monitor and evaluate the accommodation of animals	4	3
K/502/1492	Load and unload animals for transportation	3	2
Y/502/1469	Establish animals in a new environment	3	3
R/502/0675	Provide information on how to maintain the behaviour, health and welfare of animals	2	3
L/502/1632	Recognise and interpret the behaviour of animals	4	3
R/502/1633	Provide information to customers seeking advice about symptoms and over-the-counter medications for the care of animals	7	3
H/502/1507	Promote and maintain the health and wellbeing of animals	4	2
J/502/1466	Handle animals	2	2
T/502/1494	Prepare for the transportation of animals	4	2
K/502/1542	Maintain the health and welfare of animals during transportation	4	2

Unit reference number	Unit title	Credit	Level
L/502/1517	Plan, monitor and evaluate the transportation of animals	3	3
A/500/4938	Organise the receipt and storage of goods in a retail environment	11	3
M/500/5214	Help customers choose products in a retail environment	8	2
D/500/9789	Evaluate the receipt of payments from customers	9	3
K/500/8919	Work with others to improve customer service	7	3
H/601/1232	Improve the customer relationship	7	3
K/502/1699	Assess and plan dog grooming work	4	3
T/502/1706	Carrying out styling and finishing of dogs	6	3

Optional unit group 4 (Pet care and retail)

Unit reference number	Unit title	Credit	Level
R/502/1468	Plan the handling and restraint of animals	4	3
L/502/1470	Plan, supervise and control the movement of animals	4	3
K/502/1525	Plan the accommodation of animals	4	3
M/502/1526	Monitor and evaluate the accommodation of animals	4	3
L/502/1453	Plan diets and feeding regimes for animals	6	3
R/502/1454	Monitor and evaluate the feeding of animals	3	3
K/502/1492	Load and unload animals for transportation	3	2
Y/502/1469	Establish animals in a new environment	3	3
R/502/1020	Provide advice and guidance on the choice and care of animals to prospective keepers	7	3
R/502/0675	Provide information on how to maintain the behaviour, health and welfare of animals	2	3

Unit reference number	Unit title	Credit	Level
L/502/1632	Recognise and interpret the behaviour of animals	4	3
D/502/1621	Sell over the counter medicines and treatments for the care of animals	7	3
R/502/1633	Provide information to customers seeking advice about symptoms and over-the-counter medications for the care of animals	7	3
H/502/1507	Promote and maintain the health and wellbeing of animals	4	2
J/502/1466	Handle animals	2	2
T/502/1494	Prepare for the transportation of animals	4	2
K/502/1542	Maintain the health and welfare of animals during transportation	4	2
L/502/1517	Plan, monitor and evaluate the transportation of animals	3	3
A/500/4938	Organise the receipt and storage of goods in a retail environment	11	3
M/500/5214	Help customers choose products in a retail environment	8	2
L/500/9786	Maintain the availability of goods for sale to customers in a retail environment	11	3
D/500/9789	Evaluate the receipt of payments from customers	9	3
K/500/8919	Work with others to improve customer service	7	3
H/601/1232	Improve the customer relationship	7	3

Optional unit group 5 (Animal welfare enforcement)

Unit reference number	Unit title	Credit	Level
R/502/1468	Plan the handling and restraint of animals	4	3
L/502/1470	Plan, supervise and control the movement of animals	4	3
K/502/1525	Plan the accommodation of animals	4	3

Unit reference number	Unit title	Credit	Level
M/502/1526	Monitor and evaluate the accommodation of animals	4	3
L/502/1453	Plan diets and feeding regimes for animals	6	3
R/502/1454	Monitor and evaluate the feeding of animals	3	3
K/502/1492	Load and unload animals for transportation	3	2
Y/502/1469	Establish animals in a new environment	3	3
R/502/0675	Provide information on how to maintain the behaviour, health and welfare of animals	2	3
J/502/1466	Handle animals	2	2
T/502/1494	Prepare for the transportation of animals	4	2
K/502/1542	Maintain the health and welfare of animals during transportation	4	2
L/502/1517	Plan, monitor and evaluate the transportation of animals	3	3
K/502/1606	Determine and agree policies for the management of animals	5	3
H/502/1605	Monitor and evaluate the implementation of animal management policies	4	3
L/502/3249	Prepare interpretive entertainment and educational activities	4	3
J/502/3251	Deliver and evaluate interpretive entertainment and educational activities	4	3
D/502/1635	Investigate reported abuse or harm to animals and act appropriately	8	3
Y/502/1634	Co-ordinate the care of animals that have strayed been abused, harmed or abandoned	5	3
H/502/3239	Protect the environment through legal enforcement	8	3
J/502/5596	Conduct priority and volume investigations	5	3
R/502/5598	Interview victims and witnesses in relation to priority and volume investigations	5	3

Unit reference number	Unit title	Credit	Level
Y/502/5599	Interview suspects in relation to priority and volume investigations	5	3
A/602/1538	Prepare and submit case files	5	3
F/602/1539	Present information to courts or other hearings	5	3
F/502/1627	Contribute to managing aggressive and abusive behaviour of people	5	3

Optional unit group 6 (Animal training)

Unit reference number	Unit title	Credit	Level
R/502/1468	Plan the handling and restraint of animals	4	3
L/502/1470	Plan, supervise and control the movement of animals	4	3
K/502/1525	Plan the accommodation of animals	4	3
M/502/1526	Monitor and evaluate the accommodation of animals	4	3
L/502/1453	Plan diets and feeding regimes for animals	6	3
R/502/1454	Monitor and evaluate the feeding of animals	3	3
K/502/1492	Load and unload animals for transportation	3	2
Y/502/1469	Establish animals in a new environment	3	3
A/502/1609	Welcome, receive and care for visitors to sites	3	2
K/502/1637	Monitor and evaluate the establishment and management of wild animal populations	4	3
R/502/0675	Provide information on how to maintain the behaviour, health and welfare of animals	2	3
L/502/1632	Recognise and interpret the behaviour of animals	4	3
A/502/1612	Evaluate the match between individuals and animals	4	3

Unit reference number	Unit title	Credit	Level
R/502/1616	Design integrated training programmes for people and animals to realise their combined potential	4	3
F/502/1613	Implement integrated training programmes for individuals and animals to realise their agreed outcomes	5	3
M/502/1638	Evaluate integrated training programmes for people and animals against agreed outcomes	4	3
H/502/1507	Promote and maintain the health and wellbeing of animals	4	2
J/502/1466	Handle animals	2	2
L/502/1601	Select animals for training	4	3
R/502/1602	Design individual training programmes for animals	4	3
Y/502/1603	Implement individual training programmes for animals	4	3
D/502/1604	Evaluate and improve training programmes which enable animals to achieve specific objectives	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
T/502/1494	Prepare for the transportation of animals	4	2
K/502/1542	Maintain the health and welfare of animals during transportation	4	2
L/502/1517	Plan, monitor and evaluate the transportation of animals	3	3
K/502/1606	Determine and agree policies for the management of animals	5	3
H/502/1605	Monitor and evaluate the implementation of animal management policies	4	3
L/502/3249	Prepare interpretive entertainment and educational activities	4	3
J/502/3251	Deliver and evaluate interpretive entertainment and educational activities	4	3
A/500/4938	Organise the receipt and storage of goods in a retail environment	11	3

Unit reference number	Unit title	Credit	Level
K/500/8919	Work with others to improve customer service	7	3
H/601/1232	Improve the customer relationship	7	3

Optional unit group 7 (Dog/animal wardens)

Unit reference number	Unit title	Credit	Level
R/502/1468	Plan the handling and restraint of animals	4	3
L/502/1470	Plan, supervise and control the movement of animals	4	3
L/502/1453	Plan diets and feeding regimes for animals	6	3
R/502/1454	Monitor and evaluate the feeding of animals	3	3
K/502/1492	Load and unload animals for transportation	3	2
Y/502/1469	Establish animals in a new environment	3	3
R/502/1020	Provide advice and guidance on the choice and care of animals to prospective keepers	7	3
F/502/1014	Assess the suitability of new environments for the placement of animals	7	3
R/502/0675	Provide information on how to maintain the behaviour, health and welfare of animals	2	3
L/502/1632	Recognise and interpret the behaviour of animals	4	3
J/502/1631	Contribute to the prevention of aggressive and abusive behaviour of people	4	3
A/502/1612	Evaluate the match between individuals and animals	4	3
R/502/1616	Design integrated training programmes for people and animals to realise their combined potential	4	3

Unit reference number	Unit title	Credit	Level
F/502/1613	Implement integrated training programmes for individuals and animals to realise their agreed outcomes	5	3
M/502/1638	Evaluate integrated training programmes for people and animals against agreed outcomes	4	3
H/502/1507	Promote and maintain the health and wellbeing of animals	4	2
J/502/1466	Handle animals	2	2
T/502/1494	Prepare for the transportation of animals	4	2
K/502/1542	Maintain the health and welfare of animals during transportation	4	2
L/502/1517	Plan, monitor and evaluate the transportation of animals	3	3
K/502/1606	Determine and agree policies for the management of animals	5	3
H/502/1605	Monitor and evaluate the implementation of animal management policies	4	3
L/502/3249	Prepare interpretive entertainment and educational activities	4	3
J/502/3251	Deliver and evaluate interpretive entertainment and educational activities	4	3
A/500/4938	Organise the receipt and storage of goods in a retail environment	11	3
K/500/8919	Work with others to improve customer service	7	3
H/601/1232	Improve the customer relationship	7	3
D/502/1635	Investigate reported abuse or harm to animals and act appropriately	8	3
Y/502/1634	Co-ordinate the care of animals that have strayed been abused, harmed or abandoned	5	3
H/502/3239	Protect the environment through legal enforcement	8	3
F/502/1627	Contribute to managing aggressive and abusive behaviour of people	5	3

Optional unit group 8 (Animals in education and entertainment)

Unit reference number	Unit title	Credit	Level
R/502/1468	Plan the handling and restraint of animals	4	3
L/502/1470	Plan, supervise and control the movement of animals	4	3
K/502/1525	Plan the accommodation of animals	4	3
M/502/1526	Monitor and evaluate the accommodation of animals	4	3
L/502/1453	Plan diets and feeding regimes for animals	6	3
R/502/1454	Monitor and evaluate the feeding of animals	3	3
K/502/1492	Load and unload animals for transportation	3	2
Y/502/1469	Establish animals in a new environment	3	3
A/502/1609	Welcome, receive and care for visitors to sites	3	2
R/502/1020	Provide advice and guidance on the choice and care of animals to prospective keepers	7	3
R/502/0675	Provide information on how to maintain the behaviour, health and welfare of animals	2	3
L/502/1632	Recognise and interpret the behaviour of animals	4	3
A/502/1612	Evaluate the match between individuals and animals	4	3
R/502/1616	Design integrated training programmes for people and animals to realise their combined potential	4	3
F/502/1613	Implement integrated training programmes for individuals and animals to realise their agreed outcomes	5	3
M/502/1638	Evaluate integrated training programmes for people and animals against agreed outcomes	4	3
H/502/1507	Promote and maintain the health and wellbeing of animals	4	2
J/502/1466	Handle animals	2	2
L/502/1601	Select animals for training	4	3

Unit reference number	Unit title	Credit	Level
R/502/1602	Design individual training programmes for animals	4	3
Y/502/1603	Implement individual training programmes for animals	4	3
D/502/1604	Evaluate and improve training programmes which enable animals to achieve specific objectives	2	3
L/502/1517	Plan, monitor and evaluate the transportation of animals	3	3
K/502/1606	Determine and agree policies for the management of animals	5	3
H/502/1605	Monitor and evaluate the implementation of animal management policies	4	3
A/500/4938	Organise the receipt and storage of goods in a retail environment	11	3
K/500/8919	Work with others to improve customer service	7	3
H/601/1232	Improve the customer relationship	7	3
D/502/0677	Plan temporary accommodation for animals in entertainment and education environment	3	3
Y/502/1665	Plan the care of animals in entertainment and education	3	3
H/502/0678	Prepare the animal for entertainment and education	6	3
K/502/0679	Prepare artiste to work with the animal	4	3
L/502/0674	Work the animal to achieve entertainment and education requirements	3	2
R/502/1664	Plan the transportation and transfer of animals for entertainment and education	3	3

What is the qualification structure for the Edexcel Level 3 Diploma in Work-based Animal Care (QCF)?

To achieve the Edexcel Level 3 Diploma in Work-based Animal Care (QCF), learners must achieve a minimum of 54 credits, consisting of 20 mandatory credits and 34 optional credits from **one** optional unit group (ie Animal care and welfare OR Zoos/wildlife establishments OR Dog grooming[a] OR Pet care and retail[b] OR Animal welfare enforcement[c] OR Animal training[d] OR Dog/animal wardens[e] OR Animals in education and entertainment[f]; and subject to optional unit group limitations where indicated).

[a] Dog grooming has a minimum mandatory and optional credit total of 55.

[b] Pet care and retail has a minimum mandatory and optional credit total of 57.

[c] Animal welfare enforcement has a minimum mandatory and optional credit total of 57.

[d] Animal Training has a minimum mandatory and optional credit total of 66.

[e] Dog/animal wardens has a minimum mandatory and optional credit total of 61.

[f] Animals in education and entertainment has a minimum mandatory and optional credit total of 80.

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

Manadatory units

Unit reference number	Unit title	Credit	Level
D/502/1523	Promote, monitor and maintain health, safety and security of the workplace	6	3
L/502/1565	Implement, monitor and evaluate plans for the health and welfare of animals	6	3
R/502/1468	Plan the handling and restraint of animals	4	3
L/502/1470	Plan, supervise and control the movement of animals	4	3

Optional unit group 1 (Animal care and welfare) — learners must achieve all 8 credits from this group and remaining credits from optional unit groups 2, 3 and/or 4 (subject to group limitations).

Unit reference number	Unit title	Credit	Level
K/502/1525	Plan the accommodation of animals	4	3
M/502/1526	Monitor and evaluate the accommodation of animals	4	3

Optional unit group 2 (Animal care and welfare) — learners must achieve a minimum of 6 credits from this group and remaining credits from optional unit groups 2, 3 and/or 4 (subject to group limitations).

Unit reference number	Unit title	Credit	Level
K/502/1492	Load and unload animals for transportation	3	2
Y/502/1469	Establish animals in a new environment	3	3
L/502/1453	Plan diets and feeding regimes for animals*	6	3
R/502/1454	Monitor and evaluate the feeding of animals*	3	3

* these units can only be taken in combination with each other

Optional unit group 3 (Animal care and welfare) — learners must achieve a minimum of 2 credits from this group and credits from this group and/or group 4 that provide for a minimum of 11 credits.

Unit reference number	Unit title	Credit	Level
A/502/1609	Welcome, receive and care for visitors to sites	3	2
R/502/1020	Provide advice and guidance on the choice and care of animals to prospective keepers	7	3
F/502/1014	Assess the suitability of new environments for the placement of animals	7	3
H/502/1636	Plan the establishment and management of wild animal populations	5	3
K/502/1637	Monitor and evaluate the establishment and management of wild animal populations	4	3
R/502/0675	Provide information on how to maintain the behaviour, health and welfare of animals	2	3
L/502/1632	Recognise and interpret the behaviour of animals	4	3
J/502/1631	Contribute to the prevention of aggressive and abusive behaviour of people	4	3
D/502/1621	Sell over the counter medicines and treatments for the care of animals	7	3

Unit reference number	Unit title	Credit	Level
R/502/1633	Provide information to customers seeking advice about symptoms and over-the-counter medications for the care of animals	7	3
A/502/1612	Evaluate the match between individuals and animals	4	3
R/502/1616	Design integrated training programmes for people and animals to realise their combined potential	4	3
F/502/1613	Implement integrated training programmes for individuals and animals to realise their agreed outcomes	5	3
M/502/1638	Evaluate integrated training programmes for people and animals against agreed outcomes	4	3
F/502/1563	Plan and prepare to release native animals into natural habitats	5	3
J/502/1452	Prepare and construct new structures or surfaces	5	3
H/502/1507	Promote and maintain the health and wellbeing of animals	4	2
J/502/1466	Handle animals	2	2
J/502/1659	Select and prepare animals for breeding	4	3
F/502/1661	Manage the care of young animals	3	3
L/502/1601	Select animals for training	4	3
R/502/1602	Design individual training programmes for animals	4	3
Y/502/1603	Implement individual training programmes for animals	4	3
D/502/1604	Evaluate and improve training programmes which enable animals to achieve specific objectives	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
T/502/1494	Prepare for the transportation of animals	4	2
K/502/1542	Maintain the health and welfare of animals during transportation	4	2

Unit reference number	Unit title	Credit	Level
L/502/1517	Plan, monitor and evaluate the transportation of animals	3	3
K/502/1606	Determine and agree policies for the management of animals	5	3
H/502/1605	Monitor and evaluate the implementation of animal management policies	4	3
J/502/1645	Encourage and motivate volunteers	5	3
D/502/1599	Manage the work of volunteers	6	3
A/502/3179	Prepare and maintain the operational condition of work boats	6	2
R/502/3222	Operate work boats	6	2
L/502/3249	Prepare interpretive entertainment and educational activities	4	3
J/502/3251	Deliver and evaluate interpretive entertainment and educational activities	4	3
A/500/4938	Organise the receipt and storage of goods in a retail environment	11	3
M/500/5214	Help customers choose products in a retail environment	8	2
L/500/9786	Maintain the availability of goods for sale to customers in a retail environment	11	3
D/500/9789	Evaluate the receipt of payments from customers	9	3
K/500/8919	Work with others to improve customer service	7	3
H/601/1232	Improve the customer relationship	7	3
K/601/1555	Develop your own and others' customer service skills	8	3

Optional unit group 4 (Animal care and welfare) — learners may select up to a maximum of 12 credits this group.

Unit reference number	Unit title	Credit	Level
J/500/4604	Develop your business idea	1	2
Y/500/4591	Develop your business idea	1	3
R/500/4606	Explore your business motives	1	2
K/500/4594	Explore your business motives	1	3
Y/500/4607	Improve your business skills	1	2
D/601/5800	Keep Financial Records	4	2
M/601/5803	Keep Financial Records	4	3
T/601/4412	Keeping Up to Date with Current Legislation in a Business	2	2
K/601/4374	Define the Product or Service of the Business	3	2
M/601/4375	Define the Product or Service of the Business	3	3
R/601/5356	Carry out Banking for a Business	2	2
Y/601/5357	Carry out Banking for a Business	3	3
F/601/4378	Carry out Plans for a Business	3	3
Y/601/5925	Check what Customers Need from the Business	3	3
Y/601/5360	Controls for Customer Payments	3	2
M/601/6207	How to Treat Business Customers	3	2
T/601/4393	Obtaining Support for a Business Idea	3	2
A/601/4394	Obtaining Support for a Business Idea	3	3
Y/601/5939	Plan how to let customers know about products or services	2	2
H/601/5944	Plan how to let customers know about products or services	3	3
J/601/6245	Seek Advice and Help for the Business	2	2
H/601/6236	Seek Advice and Help for the Business	3	3
L/601/4383	Improving the Quality of Products or Services	3	2
R/601/4384	Improving the Quality of Products or Services	3	3
D/500/4592	Choose supplies and suppliers for your business	1	2

Unit reference number	Unit title	Credit	Level
L/500/4586	Choose supplies and suppliers for your business	2	3
J/601/6133	Bidding for Work	2	2
D/601/6137	Bidding for Work	3	3
H/601/4406	Contract the Business Premises	2	2
K/601/5783	Impact of the Environment on a Business	3	2
F/601/5854	Prepare Wages	2	2
J/601/5855	Prepare Wages	4	3
M/601/4408	Run a Business from Home	3	2
T/601/4409	Run a Business from Home	3	3
H/601/6169	Sell Products or Services using the Internet	3	2
D/601/5859	Sub-Contract Work	2	2
Y/601/5861	VAT Registration and Returns	3	2
H/601/5863	VAT Registration and Returns	4	3

Optional unit group 5 (Zoos/wildlife establishments) — learners must achieve all 8 credits from this group and remaining credits from optional unit groups 6, 7 and/or 8 (subject to group limitations).

Unit reference number	Unit title	Credit	Level
K/502/1525	Plan the accommodation of animals	4	3
M/502/1526	Monitor and evaluate the accommodation of animals	4	3

Optional unit group 6 (Zoos/wildlife establishments) — learners must achieve a minimum of 6 credits from this group and remaining credits from optional unit groups 6, 7 and/or 8 (subject to group limitations).

Unit reference number	Unit title	Credit	Level
K/502/1492	Load and unload animals for transportation	3	2
Y/502/1469	Establish animals in a new environment	3	3

Unit reference number	Unit title	Credit	Level
L/502/1453	Plan diets and feeding regimes for animals	6	3
R/502/1454	Monitor and evaluate the feeding of animals	3	3

Optional unit group 7 (Zoos/wildlife establishments) — learners must achieve a minimum of 2 credits from this group and credits from this group and/or group 8 that provide for a minimum of 11 credits.

Unit reference number	Unit title	Credit	Level
A/502/1609	Welcome, receive and care for visitors to sites	3	2
H/502/1636	Plan the establishment and management of wild animal populations	5	3
K/502/1637	Monitor and evaluate the establishment and management of wild animal populations	4	3
R/502/0675	Provide information on how to maintain the behaviour, health and welfare of animals	2	3
L/502/1632	Recognise and interpret the behaviour of animals	4	3
F/502/1563	Plan and prepare to release native animals into natural habitats	5	3
J/502/1452	Prepare and construct new structures or surfaces	5	3
H/502/1507	Promote and maintain the health and wellbeing of animals	4	2
J/502/1466	Handle animals	2	2
J/502/1659	Select and prepare animals for breeding	4	3
F/502/1661	Manage the care of young animals	3	3
L/502/1601	Select animals for training	4	3
R/502/1602	Design individual training programmes for animals	4	3
Y/502/1603	Implement individual training programmes for animals	4	3

Unit reference number	Unit title	Credit	Level
D/502/1604	Evaluate and improve training programmes which enable animals to achieve specific objectives	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
T/502/1494	Prepare for the transportation of animals	4	2
K/502/1542	Maintain the health and welfare of animals during transportation	4	2
L/502/1517	Plan, monitor and evaluate the transportation of animals	3	3
K/502/1606	Determine and agree policies for the management of animals	5	3
H/502/1605	Monitor and evaluate the implementation of animal management policies	4	3
J/502/1645	Encourage and motivate volunteers	5	3
D/502/1599	Manage the work of volunteers	6	3
A/502/3179	Prepare and maintain the operational condition of work boats	6	2
R/502/3222	Operate work boats	6	2
L/502/3249	Prepare interpretive entertainment and educational activities	4	3
J/502/3251	Deliver and evaluate interpretive entertainment and educational activities	4	3
H/601/1232	Improve the customer relationship	7	3
K/500/8919	Work with others to improve customer service	7	3
K/601/1555	Develop your own and others' customer service skills	8	3
A/500/4938	Organise the receipt and storage of goods in a retail environment	11	3
D/500/9789	Evaluate the receipt of payments from customers	9	3

Optional unit group 8 (Zoos/wildlife establishments) — learners may select up to a maximum of 12 credits this group.

Unit reference number	Unit title	Credit	Level
J/500/4604	Develop your business idea	1	2
Y/500/4591	Develop your business idea	1	3
R/500/4606	Explore your business motives	1	2
K/500/4594	Explore your business motives	1	3
Y/500/4607	Improve your business skills	1	2
D/601/5800	Keep Financial Records	4	2
M/601/5803	Keep Financial Records	4	3
T/601/4412	Keeping Up to Date with Current Legislation in a Business	2	2
K/601/4374	Define the Product or Service of the Business	3	2
M/601/4375	Define the Product or Service of the Business	3	3
R/601/5356	Carry out Banking for a Business	2	2
Y/601/5357	Carry out Banking for a Business	3	3
F/601/4378	Carry out Plans for a Business	3	3
Y/601/5925	Check what Customers Need from the Business	3	3
Y/601/5360	Controls for Customer Payments	3	2
M/601/6207	How to Treat Business Customers	3	2
T/601/4393	Obtaining Support for a Business Idea	3	2
A/601/4394	Obtaining Support for a Business Idea	3	3
Y/601/5939	Plan how to let customers know about products or services	2	2
H/601/5944	Plan how to let customers know about products or services	3	3
J/601/6245	Seek Advice and Help for the Business	2	2
H/601/6236	Seek Advice and Help for the Business	3	3
L/601/4383	Improving the Quality of Products or Services	3	2
R/601/4384	Improving the Quality of Products or Services	3	3
D/500/4592	Choose supplies and suppliers for your business	1	2
L/500/4586	Choose supplies and suppliers for your business	2	3

Unit reference number	Unit title	Credit	Level
J/601/6133	Bidding for Work	2	2
D/601/6137	Bidding for Work	3	3
H/601/4406	Contract the Business Premises	2	2
K/601/5783	Impact of the Environment on a Business	3	2
F/601/5854	Prepare Wages	2	2
J/601/5855	Prepare Wages	4	3
M/601/4408	Run a Business from Home	3	2
T/601/4409	Run a Business from Home	3	3
H/601/6169	Sell Products or Services using the Internet	3	2
D/601/5859	Sub-Contract Work	2	2
Y/601/5861	VAT Registration and Returns	3	2
H/601/5863	VAT Registration and Returns	4	3

Optional unit group 9 (Dog grooming) — learners must achieve all 10 credits from this group and remaining credits from optional unit groups 10, 11 and/or 12 (subject to group limitations).

Unit reference number	Unit title	Credit	Level
K/502/1699	Assess and plan dog grooming work	4	3
T/502/1706	Carrying out styling and finishing of dogs	6	3

Optional unit group 10 (Dog grooming) — learners must achieve a minimum of 6 credits from this group and remaining credits from optional unit groups 10, 11 and/or 12 (subject to group limitations).

Unit reference number	Unit title	Credit	Level
K/502/1492	Load and unload animals for transportation	3	2
Y/502/1469	Establish animals in a new environment	3	3
L/502/1453	Plan diets and feeding regimes for animals	6	3
R/502/1454	Monitor and evaluate the feeding of animals	3	3

Optional unit group 11 (Dog grooming) — learners must achieve a minimum of 2 credits from this group and credits from this group and/or group 12 that provide for a minimum of 11 credits.

Unit reference number	Unit title	Credit	Level
R/502/0675	Provide information on how to maintain the behaviour, health and welfare of animals	2	3
L/502/1632	Recognise and interpret the behaviour of animals	4	3
R/502/1633	Provide information to customers seeking advice about symptoms and over-the-counter medications for the care of animals	7	3
H/502/1507	Promote and maintain the health and wellbeing of animals	4	2
J/502/1466	Handle animals	2	2
T/502/1494	Prepare for the transportation of animals	4	2
K/502/1542	Maintain the health and welfare of animals during transportation	4	2
L/502/1517	Plan, monitor and evaluate the transportation of animals	3	3
A/500/4938	Organise the receipt and storage of goods in a retail environment	11	3
D/500/9789	Evaluate the receipt of payments from customers	9	3
H/601/1232	Improve the customer relationship	7	3
K/500/8919	Work with others to improve customer service	7	3
K/601/1555	Develop your own and others' customer service skills	8	3

Optional unit group 12 (Dog grooming) — learners may select up to a maximum of 12 credits/3 units this group.

Unit reference number	Unit title	Credit	Level
J/500/4604	Develop your business idea	1	2
Y/500/4591	Develop your business idea	1	3
R/500/4606	Explore your business motives	1	2
K/500/4594	Explore your business motives	1	3

Unit reference number	Unit title	Credit	Level
Y/500/4607	Improve your business skills	1	2
D/601/5800	Keep Financial Records	4	2
M/601/5803	Keep Financial Records	4	3
T/601/4412	Keeping Up to Date with Current Legislation in a Business	2	2
K/601/4374	Define the Product or Service of the Business	3	2
M/601/4375	Define the Product or Service of the Business	3	3
R/601/5356	Carry out Banking for a Business	2	2
Y/601/5357	Carry out Banking for a Business	3	3
F/601/4378	Carry out Plans for a Business	3	3
Y/601/5925	Check what Customers Need from the Business	3	3
Y/601/5360	Controls for Customer Payments	3	2
M/601/6207	How to Treat Business Customers	3	2
T/601/4393	Obtaining Support for a Business Idea	3	2
A/601/4394	Obtaining Support for a Business Idea	3	3
Y/601/5939	Plan how to let customers know about products or services	2	2
H/601/5944	Plan how to let customers know about products or services	3	3
J/601/6245	Seek Advice and Help for the Business	2	2
H/601/6236	Seek Advice and Help for the Business	3	3
L/601/4383	Improving the Quality of Products or Services	3	2
R/601/4384	Improving the Quality of Products or Services	3	3
D/500/4592	Choose supplies and suppliers for your business	1	2
L/500/4586	Choose supplies and suppliers for your business	2	3
J/601/6133	Bidding for Work	2	2
D/601/6137	Bidding for Work	3	3
H/601/4406	Contract the Business Premises	2	2
K/601/5783	Impact of the Environment on a Business	3	2

Unit reference number	Unit title	Credit	Level
F/601/5854	Prepare Wages	2	2
J/601/5855	Prepare Wages	4	3
M/601/4408	Run a Business from Home	3	2
T/601/4409	Run a Business from Home	3	3
H/601/6169	Sell Products or Services using the Internet	3	2
D/601/5859	Sub-Contract Work	2	2
Y/601/5861	VAT Registration and Returns	3	2
H/601/5863	VAT Registration and Returns	4	3

Optional unit group 13 (Pet care and retail) — learners must achieve all 8 credits from this group and remaining credits from optional unit groups 14, 15 and/or 16 (subject to group limitations).

Unit reference number	Unit title	Credit	Level
K/502/1525	Plan the accommodation of animals	4	3
M/502/1526	Monitor and evaluate the accommodation of animals	4	3

Optional unit group 14 (Pet care and retail) — learners must achieve a minimum of 6 credits from this group and remaining credits from optional unit groups 14, 15 and/or 16 (subject to group limitations).

Unit reference number	Unit title	Credit	Level
K/502/1492	Load and unload animals for transportation	3	2
Y/502/1469	Establish animals in a new environment	3	3
L/502/1453	Plan diets and feeding regimes for animals	6	3
R/502/1454	Monitor and evaluate the feeding of animals	3	3

Optional unit group 15 (Pet care and retail) — learners must achieve a minimum of 2 credits from this group and credits from this group and/or group 16 that provide for a minimum of 11 credits.

Unit reference number	Unit title	Credit	Level
R/502/1020	Provide advice and guidance on the choice and care of animals to prospective keepers	7	3
R/502/0675	Provide information on how to maintain the behaviour, health and welfare of animals	2	3
L/502/1632	Recognise and interpret the behaviour of animals	4	3
D/502/1621	Sell over the counter medicines and treatments for the care of animals	7	3
R/502/1633	Provide information to customers seeking advice about symptoms and over-the-counter medications for the care of animals	7	3
H/502/1507	Promote and maintain the health and wellbeing of animals	4	2
J/502/1466	Handle animals	2	2
T/502/1494	Prepare for the transportation of animals	4	2
K/502/1542	Maintain the health and welfare of animals during transportation	4	2
L/502/1517	Plan, monitor and evaluate the transportation of animals	3	3
A/500/4938	Organise the receipt and storage of goods in a retail environment	11	3
L/500/9786	Maintain the availability of goods for sale to customers in a retail environment	11	3
D/500/9789	Evaluate the receipt of payments from customers	9	3
H/601/1232	Improve the customer relationship	7	3
K/500/8919	Work with others to improve customer service	7	3
K/601/1555	Develop your own and others' customer service skills	8	3

Optional unit group 16 (Pet care and retail) — learners may select up to a maximum of 12 credits/3 units this group.

Unit reference number	Unit title	Credit	Level
J/500/4604	Develop your business idea	1	2
Y/500/4591	Develop your business idea	1	3
R/500/4606	Explore your business motives	1	2
K/500/4594	Explore your business motives	1	3
Y/500/4607	Improve your business skills	1	2
D/601/5800	Keep Financial Records	4	2
M/601/5803	Keep Financial Records	4	3
T/601/4412	Keeping Up to Date with Current Legislation in a Business	2	2
K/601/4374	Define the Product or Service of the Business	3	2
M/601/4375	Define the Product or Service of the Business	3	3
R/601/5356	Carry out Banking for a Business	2	2
Y/601/5357	Carry out Banking for a Business	3	3
F/601/4378	Carry out Plans for a Business	3	3
Y/601/5925	Check what Customers Need from the Business	3	3
Y/601/5360	Controls for Customer Payments	3	2
M/601/6207	How to Treat Business Customers	3	2
T/601/4393	Obtaining Support for a Business Idea	3	2
A/601/4394	Obtaining Support for a Business Idea	3	3
Y/601/5939	Plan how to let customers know about products or services	2	2
H/601/5944	Plan how to let customers know about products or services	3	3
J/601/6245	Seek Advice and Help for the Business	2	2
H/601/6236	Seek Advice and Help for the Business	3	3
L/601/4383	Improving the Quality of Products or Services	3	2
R/601/4384	Improving the Quality of Products or Services	3	3
D/500/4592	Choose supplies and suppliers for your business	1	2

Unit reference number	Unit title	Credit	Level
L/500/4586	Choose supplies and suppliers for your business	2	3
J/601/6133	Bidding for Work	2	2
D/601/6137	Bidding for Work	3	3
H/601/4406	Contract the Business Premises	2	2
K/601/5783	Impact of the Environment on a Business	3	2
F/601/5854	Prepare Wages	2	2
J/601/5855	Prepare Wages	4	3
M/601/4408	Run a Business from Home	3	2
T/601/4409	Run a Business from Home	3	3
H/601/6169	Sell Products or Services using the Internet	3	2
D/601/5859	Sub-Contract Work	2	2
Y/601/5861	VAT Registration and Returns	3	2
H/601/5863	VAT Registration and Returns	4	3

Optional unit group 17 (Animal welfare enforcement) — learners must achieve all 25 credits from this group and remaining credits from optional unit groups 18 and/or 19 (subject to group limitations).

Unit reference number	Unit title	Credit	Level
J/502/5596	Conduct priority and volume investigations	5	3
R/502/5598	Interview victims and witnesses in relation to priority and volume investigations	5	3
Y/502/5599	Interview suspects in relation to priority and volume investigations	5	3
A/602/1538	Prepare and submit case files	5	3
F/602/1539	Present information to courts or other hearings	5	3

Optional unit group 18 (Animal welfare enforcement) — learners must achieve a minimum of 2 credits from this group and credits from this group and/or group 19 that provide for a minimum of 12 credits.

Unit reference number	Unit title	Credit	Level
D/502/1635	Investigate reported abuse or harm to animals and act appropriately	8	3
Y/502/1634	Co-ordinate the care of animals that have strayed been abused, harmed or abandoned	5	3
R/502/1020	Provide advice and guidance on the choice and care of animals to prospective keepers	7	3
F/502/1014	Assess the suitability of new environments for the placement of animals	7	3
R/502/0675	Provide information on how to maintain the behaviour, health and welfare of animals	2	3
L/502/1632	Recognise and interpret the behaviour of animals	4	3
J/502/1631	Contribute to the prevention of aggressive and abusive behaviour of people	4	3
F/502/1627	Contribute to managing aggressive and abusive behaviour of people	5	3
H/502/1507	Promote and maintain the health and wellbeing of animals	4	2
J/502/1466	Handle animals	2	2
K/502/1525	Plan the accommodation of animals	4	3
M/502/1526	Monitor and evaluate the accommodation of animals	4	3
K/502/1492	Load and unload animals for transportation	3	2
Y/502/1469	Establish animals in a new environment	3	3
L/502/1453	Plan diets and feeding regimes for animals	6	3
R/502/1454	Monitor and evaluate the feeding of animals	3	3
T/502/1494	Prepare for the transportation of animals	4	2

Unit reference number	Unit title	Credit	Level
K/502/1542	Maintain the health and welfare of animals during transportation	4	2
L/502/1517	Plan, monitor and evaluate the transportation of animals	3	3
K/502/1606	Determine and agree policies for the management of animals	5	3
H/502/1605	Monitor and evaluate the implementation of animal management policies	4	3
L/502/3249	Prepare interpretive entertainment and educational activities	4	3
J/502/3251	Deliver and evaluate interpretive entertainment and educational activities	4	3
H/502/3239	Protect the environment through legal enforcement	8	3

Optional unit group 19 (Animal welfare enforcement) — learners may select up to a maximum of 12 credits/3 units this group.

Unit reference number	Unit title	Credit	Level
J/500/4604	Develop your business idea	1	2
Y/500/4591	Develop your business idea	1	3
R/500/4606	Explore your business motives	1	2
K/500/4594	Explore your business motives	1	3
Y/500/4607	Improve your business skills	1	2
D/601/5800	Keep Financial Records	4	2
M/601/5803	Keep Financial Records	4	3
T/601/4412	Keeping Up to Date with Current Legislation in a Business	2	2
K/601/4374	Define the Product or Service of the Business	3	2
M/601/4375	Define the Product or Service of the Business	3	3
R/601/5356	Carry out Banking for a Business	2	2
Y/601/5357	Carry out Banking for a Business	3	3
F/601/4378	Carry out Plans for a Business	3	3

Unit reference number	Unit title	Credit	Level
Y/601/5925	Check what Customers Need from the Business	3	3
Y/601/5360	Controls for Customer Payments	3	2
M/601/6207	How to Treat Business Customers	3	2
T/601/4393	Obtaining Support for a Business Idea	3	2
A/601/4394	Obtaining Support for a Business Idea	3	3
Y/601/5939	Plan how to let customers know about products or services	2	2
H/601/5944	Plan how to let customers know about products or services	3	3
J/601/6245	Seek Advice and Help for the Business	2	2
H/601/6236	Seek Advice and Help for the Business	3	3
L/601/4383	Improving the Quality of Products or Services	3	2
R/601/4384	Improving the Quality of Products or Services	3	3
D/500/4592	Choose supplies and suppliers for your business	1	2
L/500/4586	Choose supplies and suppliers for your business	2	3
J/601/6133	Bidding for Work	2	2
D/601/6137	Bidding for Work	3	3
H/601/4406	Contract the Business Premises	2	2
K/601/5783	Impact of the Environment on a Business	3	2
F/601/5854	Prepare Wages	2	2
J/601/5855	Prepare Wages	4	3
M/601/4408	Run a Business from Home	3	2
T/601/4409	Run a Business from Home	3	3
H/601/6169	Sell Products or Services using the Internet	3	2
D/601/5859	Sub-Contract Work	2	2
Y/601/5861	VAT Registration and Returns	3	2
H/601/5863	VAT Registration and Returns	4	3

Optional unit group 20 (Animal training) — learners must achieve all 22 credits from this group and remaining credits from optional unit groups 21, 22 and/or 23 (subject to group limitations).

Unit reference number	Unit title	Credit	Level
K/502/1525	Plan the accommodation of animals	4	3
M/502/1526	Monitor and evaluate the accommodation of animals	4	3
L/502/1601	Select animals for training	4	3
R/502/1602	Design individual training programmes for animals	4	3
Y/502/1603	Implement individual training programmes for animals	4	3
D/502/1604	Evaluate and improve training programmes which enable animals to achieve specific objectives	2	3

Optional unit group 21 (Animal training) — learners must achieve a minimum of 6 credits from this group and remaining credits from optional unit groups 21, 22 and/or 23 (subject to group limitations).

Unit reference number	Unit title	Credit	Level
K/502/1492	Load and unload animals for transportation	3	2
Y/502/1469	Establish animals in a new environment	3	3
L/502/1453	Plan diets and feeding regimes for animals	6	3
R/502/1454	Monitor and evaluate the feeding of animals	3	3

Optional unit group 22 (Animal training) — learners must achieve a minimum of 2 credits from this group and credits from this group and/or group 23 that provide for a minimum of 9 credits.

Unit reference number	Unit title	Credit	Level
A/502/1609	Welcome, receive and care for visitors to sites	3	2
H/502/1636	Plan the establishment and management of wild animal populations	5	3

Unit reference number	Unit title	Credit	Level
K/502/1637	Monitor and evaluate the establishment and management of wild animal populations	4	3
R/502/0675	Provide information on how to maintain the behaviour, health and welfare of animals	2	3
L/502/1632	Recognise and interpret the behaviour of animals	4	3
A/502/1612	Evaluate the match between individuals and animals	4	3
R/502/1616	Design integrated training programmes for people and animals to realise their combined potential	4	3
F/502/1613	Implement integrated training programmes for individuals and animals to realise their agreed outcomes	5	3
M/502/1638	Evaluate integrated training programmes for people and animals against agreed outcomes	4	3
H/502/1507	Promote and maintain the health and wellbeing of animals	4	2
J/502/1466	Handle animals	2	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
T/502/1494	Prepare for the transportation of animals	4	2
K/502/1542	Maintain the health and welfare of animals during transportation	4	2
L/502/1517	Plan, monitor and evaluate the transportation of animals	3	3
K/502/1606	Determine and agree policies for the management of animals	5	3
H/502/1605	Monitor and evaluate the implementation of animal management policies	4	3
L/502/3249	Prepare interpretive entertainment and educational activities	4	3
J/502/3251	Deliver and evaluate interpretive entertainment and educational activities	4	3

Unit reference number	Unit title	Credit	Level
A/500/4938	Organise the receipt and storage of goods in a retail environment	11	3
H/601/1232	Improve the customer relationship	7	3
K/500/8919	Work with others to improve customer service	7	3
K/601/1555	Develop your own and others' customer service skills	8	3

Optional unit group 23 (Animal training) — learners may select up to a maximum of 12/3 units credits this group.

Unit reference number	Unit title	Credit	Level
J/500/4604	Develop your business idea	1	2
Y/500/4591	Develop your business idea	1	3
R/500/4606	Explore your business motives	1	2
K/500/4594	Explore your business motives	1	3
Y/500/4607	Improve your business skills	1	2
D/601/5800	Keep Financial Records	4	2
M/601/5803	Keep Financial Records	4	3
T/601/4412	Keeping Up to Date with Current Legislation in a Business	2	2
K/601/4374	Define the Product or Service of the Business	3	2
M/601/4375	Define the Product or Service of the Business	3	3
R/601/5356	Carry out Banking for a Business	2	2
Y/601/5357	Carry out Banking for a Business	3	3
F/601/4378	Carry out Plans for a Business	3	3
Y/601/5925	Check what Customers Need from the Business	3	3
Y/601/5360	Controls for Customer Payments	3	2
M/601/6207	How to Treat Business Customers	3	2
T/601/4393	Obtaining Support for a Business Idea	3	2
A/601/4394	Obtaining Support for a Business Idea	3	3

Unit reference number	Unit title	Credit	Level
Y/601/5939	Plan how to let customers know about products or services	2	2
H/601/5944	Plan how to let customers know about products or services	3	3
J/601/6245	Seek Advice and Help for the Business	2	2
H/601/6236	Seek Advice and Help for the Business	3	3
L/601/4383	Improving the Quality of Products or Services	3	2
R/601/4384	Improving the Quality of Products or Services	3	3
D/500/4592	Choose supplies and suppliers for your business	1	2
L/500/4586	Choose supplies and suppliers for your business	2	3
J/601/6133	Bidding for Work	2	2
D/601/6137	Bidding for Work	3	3
H/601/4406	Contract the Business Premises	2	2
K/601/5783	Impact of the Environment on a Business	3	2
F/601/5854	Prepare Wages	2	2
J/601/5855	Prepare Wages	4	3
M/601/4408	Run a Business from Home	3	2
T/601/4409	Run a Business from Home	3	3
H/601/6169	Sell Products or Services using the Internet	3	2
D/601/5859	Sub-Contract Work	2	2
Y/601/5861	VAT Registration and Returns	3	2
H/601/5863	VAT Registration and Returns	4	3

Optional unit group 24 (Dog/animal wardens) — learners must achieve all 22 credits from this group and a minimum of 19 credits from optional unit groups 25, 26 and/or 27 (subject to group limitations).

Unit reference number	Unit title	Credit	Level
K/502/1492	Load and unload animals for transportation	3	2
Y/502/1469	Establish animals in a new environment	3	3
T/502/1494	Prepare for the transportation of animals	4	2
K/502/1542	Maintain the health and welfare of animals during transportation	4	2
H/502/3239	Protect the environment through legal enforcement	8	3

Optional unit group 25 (Dog/animal wardens) — learners must achieve a minimum of 2 credits from this group and credits from this group and/or group 26 that provide for a combined minimum of 7 credits.

Unit reference number	Unit title	Credit	Level
D/502/1635	Investigate reported abuse or harm to animals and act appropriately	8	3
Y/502/1634	Co-ordinate the care of animals that have strayed been abused, harmed or abandoned	5	3
R/502/1020	Provide advice and guidance on the choice and care of animals to prospective keepers	7	3
F/502/1014	Assess the suitability of new environments for the placement of animals	7	3
R/502/0675	Provide information on how to maintain the behaviour, health and welfare of animals	2	3
L/502/1632	Recognise and interpret the behaviour of animals	4	3
J/502/1631	Contribute to the prevention of aggressive and abusive behaviour of people	4	3
F/502/1627	Contribute to managing aggressive and abusive behaviour of people	5	3

Unit reference number	Unit title	Credit	Level
A/502/1612	Evaluate the match between individuals and animals	4	3
R/502/1616	Design integrated training programmes for people and animals to realise their combined potential	4	3
F/502/1613	Implement integrated training programmes for individuals and animals to realise their agreed outcomes	5	3
M/502/1638	Evaluate integrated training programmes for people and animals against agreed outcomes	4	3
H/502/1507	Promote and maintain the health and wellbeing of animals	4	2
J/502/1466	Handle animals	2	2
L/502/1453	Plan diets and feeding regimes for animals	6	3
R/502/1454	Monitor and evaluate the feeding of animals	3	3
L/502/1517	Plan, monitor and evaluate the transportation of animals	3	3
K/502/1606	Determine and agree policies for the management of animals	5	3
H/502/1605	Monitor and evaluate the implementation of animal management policies	4	3
L/502/3249	Prepare interpretive entertainment and educational activities	4	3
J/502/3251	Deliver and evaluate interpretive entertainment and educational activities	4	3
A/500/4938	Organise the receipt and storage of goods in a retail environment	11	3
H/601/1232	Improve the customer relationship	7	3
K/500/8919	Work with others to improve customer service	7	3
K/601/1555	Develop your own and others' customer service skills	8	3

Optional unit group 26 (Dog/animal wardens) — learners may select a maximum of 5 credits from this group.

Unit reference number	Unit title	Credit	Level
A/602/1538	Prepare and submit case files	5	3
F/602/1539	Present information to courts or other hearings	5	3

Optional unit group 27 (Dog/animal wardens) — learners may select up to a maximum of 12/3 units credits this group.

Unit reference number	Unit title	Credit	Level
J/500/4604	Develop your business idea	1	2
Y/500/4591	Develop your business idea	1	3
R/500/4606	Explore your business motives	1	2
K/500/4594	Explore your business motives	1	3
Y/500/4607	Improve your business skills	1	2
D/601/5800	Keep Financial Records	4	2
M/601/5803	Keep Financial Records	4	3
T/601/4412	Keeping Up to Date with Current Legislation in a Business	2	2
K/601/4374	Define the Product or Service of the Business	3	2
M/601/4375	Define the Product or Service of the Business	3	3
R/601/5356	Carry out Banking for a Business	2	2
Y/601/5357	Carry out Banking for a Business	3	3
F/601/4378	Carry out Plans for a Business	3	3
Y/601/5925	Check what Customers Need from the Business	3	3
Y/601/5360	Controls for Customer Payments	3	2
M/601/6207	How to Treat Business Customers	3	2
T/601/4393	Obtaining Support for a Business Idea	3	2
A/601/4394	Obtaining Support for a Business Idea	3	3
Y/601/5939	Plan how to let customers know about products or services	2	2
H/601/5944	Plan how to let customers know about products or services	3	3

Unit reference number	Unit title	Credit	Level
J/601/6245	Seek Advice and Help for the Business	2	2
H/601/6236	Seek Advice and Help for the Business	3	3
L/601/4383	Improving the Quality of Products or Services	3	2
R/601/4384	Improving the Quality of Products or Services	3	3
D/500/4592	Choose supplies and suppliers for your business	1	2
L/500/4586	Choose supplies and suppliers for your business	2	3
J/601/6133	Bidding for Work	2	2
D/601/6137	Bidding for Work	3	3
H/601/4406	Contract the Business Premises	2	2
K/601/5783	Impact of the Environment on a Business	3	2
F/601/5854	Prepare Wages	2	2
J/601/5855	Prepare Wages	4	3
M/601/4408	Run a Business from Home	3	2
T/601/4409	Run a Business from Home	3	3
H/601/6169	Sell Products or Services using the Internet	3	2
D/601/5859	Sub-Contract Work	2	2
Y/601/5861	VAT Registration and Returns	3	2
H/601/5863	VAT Registration and Returns	4	3

Optional unit group 28 (Animals in education and entertainment) – learners must achieve all 41 credits from this group and 19 credits from optional unit groups 29 and/or 30 (subject to group limitations).

Unit reference number	Unit title	Credit	Level
Y/502/0676	Recommend animals to meet entertainment and educational requirements in the audio-visual industries	5	3
D/502/0680	Provide budgetary information for the animal's role for audio-visual requirements	7	4
L/502/1453	Plan diets and feeding regimes for animals	6	3
R/502/1454	Monitor and evaluate the feeding of animals	3	3
L/502/1601	Select animals for training	4	3
R/502/1602	Design individual training programmes for animals	4	3
Y/502/1603	Implement individual training programmes for animals	4	3
D/502/1604	Evaluate and improve training programmes which enable animals to achieve specific objectives	2	3
K/502/1492	Load and unload animals for transportation	3	2
Y/502/1469	Establish animals in a new environment	3	3

Optional unit group 29 (Animals in education and entertainment) — learners must achieve a minimum of 7 credits from this group and remaining credits from optional unit groups 30 and/or 31 (subject to group limitations).

Unit reference number	Unit title	Credit	Level
A/502/1609	Welcome, receive and care for visitors to sites	3	2
R/502/1020	Provide advice and guidance on the choice and care of animals to prospective keepers	7	3

Unit reference number	Unit title	Credit	Level
R/502/0675	Provide information on how to maintain the behaviour, health and welfare of animals	2	3
L/502/1632	Recognise and interpret the behaviour of animals	4	3
A/502/1612	Evaluate the match between individuals and animals	4	3
R/502/1616	Design integrated training programmes for people and animals to realise their combined potential	4	3
F/502/1613	Implement integrated training programmes for individuals and animals to realise their agreed outcomes	5	3
M/502/1638	Evaluate integrated training programmes for people and animals against agreed outcomes	4	3
R/502/1664	Plan the transportation and transfer of animals for entertainment and education	3	3
D/502/0677	Plan temporary accommodation for animals in entertainment and education environment	3	3
A/500/4938	Organise the receipt and storage of goods in a retail environment	11	3
H/601/1232	Improve the customer relationship	7	3
K/500/8919	Work with others to improve customer service	7	3
K/601/1555	Develop your own and others' customer service skills	8	3
Y/502/1665	Plan the care of animals in entertainment and education	3	3
H/502/0678	Prepare the animal for entertainment and education	6	3
K/502/0679	Prepare artiste to work with the animal	4	3
L/502/0674	Work the animal to achieve entertainment and education requirements	3	2
D/502/1523	Promote, monitor and maintain health, safety and security of the workplace	6	3
J/502/1466	Handle animals	2	2

Unit reference number	Unit title	Credit	Level
K/502/1525	Plan the accommodation of animals	4	3
M/502/1526	Monitor and evaluate the accommodation of animals	4	3
K/502/1606	Determine and agree policies for the management of animals	5	3
H/502/1605	Monitor and evaluate the implementation of animal management policies	4	3

Optional unit group 30 (Animal care and welfare) — learners may select up to a maximum of 12/3 units credits this group.

Unit reference number	Unit title	Credit	Level
J/500/4604	Develop your business idea	1	2
Y/500/4591	Develop your business idea	1	3
R/500/4606	Explore your business motives	1	2
K/500/4594	Explore your business motives	1	3
Y/500/4607	Improve your business skills	1	2
D/601/5800	Keep Financial Records	4	2
M/601/5803	Keep Financial Records	4	3
T/601/4412	Keeping Up to Date with Current Legislation in a Business	2	2
K/601/4374	Define the Product or Service of the Business	3	2
M/601/4375	Define the Product or Service of the Business	3	3
R/601/5356	Carry out Banking for a Business	2	2
Y/601/5357	Carry out Banking for a Business	3	3
F/601/4378	Carry out Plans for a Business	3	3
Y/601/5925	Check what Customers Need from the Business	3	3
Y/601/5360	Controls for Customer Payments	3	2
M/601/6207	How to Treat Business Customers	3	2
T/601/4393	Obtaining Support for a Business Idea	3	2
A/601/4394	Obtaining Support for a Business Idea	3	3

Unit reference number	Unit title	Credit	Level
Y/601/5939	Plan how to let customers know about products or services	2	2
H/601/5944	Plan how to let customers know about products or services	3	3
J/601/6245	Seek Advice and Help for the Business	2	2
H/601/6236	Seek Advice and Help for the Business	3	3
L/601/4383	Improving the Quality of Products or Services	3	2
R/601/4384	Improving the Quality of Products or Services	3	3
D/500/4592	Choose supplies and suppliers for your business	1	2
L/500/4586	Choose supplies and suppliers for your business	2	3
J/601/6133	Bidding for Work	2	2
D/601/6137	Bidding for Work	3	3
H/601/4406	Contract the Business Premises	2	2
K/601/5783	Impact of the Environment on a Business	3	2
F/601/5854	Prepare Wages	2	2
J/601/5855	Prepare Wages	4	3
M/601/4408	Run a Business from Home	3	2
T/601/4409	Run a Business from Home	3	3
H/601/6169	Sell Products or Services using the Internet	3	2
D/601/5859	Sub-Contract Work	2	2
Y/601/5861	VAT Registration and Returns	3	2
H/601/5863	VAT Registration and Returns	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 the units in these qualifications is 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.

Unit reference number:

> This code is a unique reference number for the 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: Implement, monitor and evaluate plans for the health and welfare of animals

Unit code: L/502/1565

QCF level: 3

Credit value: 6

Guided learning hours: 39

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to implement, monitor and evaluate plans for the health and welfare of animals in a broad sense.

It involves the implementation of plans to maintain animal health and welfare in relation to health promotion measures, feeding, maintenance of living conditions and exercise and promoting health and safety.

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 implement plans to maintain animal health and welfare	1.1	Establish routines which allow for the effective implementation of plans:			
			(i) health promotion measures			
			(ii) feeding and watering			
			(iii) maintenance of the animal			
			(iv) type, preparation and maintenance of living conditions			
			(v) exercise			
			(vi) methods and systems for promoting health and safety			
			(vii) management of waste			
			(viii) maintaining bio-security			
		1.2	Implement the necessary recording and reporting arrangements and prepare any required forms ready for use			
		1.3	Obtain the resources essential to the maintenance of animal health and development to meet requirements specified within the plan			
		1.4	Present the requirements of the plan in a suitable way for those who are also involved in implementation			
		1.5	Organise personnel requirements to support routines and schedules			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.6	Establish a schedule for reviewing the plan.			
		1.7	Implement plans which promote health and safety, and are consistent with current legislation and codes of practice			
2	Be able to review plans for the maintenance of animal health and welfare	2.1	Monitor and evaluate the implementation of the plan against specified criteria as follows:			
			(i) quality of outcomes			
			(ii) quality of working methods, practice and scheduling			
			(iii) resource use			
		2.2	Recommend and carry out modifications where appropriate			
		2.3	Maintain records in accordance with organisational requirements			
		2.4	Maintain effective communication with the relevant people to facilitate the effective running of the plan			
3	Be able to promote health and safety and environmental good practice	3.1	Work in a way which promotes health and safety, animal welfare and is consistent with relevant legislation and codes of practice			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Understand how to implement plans to maintain animal health and welfare	4.1	Explain how to establish an effective plan to maintain animal health and welfare covering: (i) health promotion measures (ii) feeding and watering (iii) maintenance of the animal (iv) type, preparation and maintenance of living conditions (v) exercise (vi) methods and systems for promoting health and safety (vii) management of waste (viii) maintaining bio-security			
	4.2	Explain how the following resources can be obtained: – feed – services – people – finance – accommodation – equipment and consumables			
	4.3	Describe the legislation and codes of practice relevant to animal health and welfare and explain how these relate to the development of plans			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.4	Explain the reporting and recording arrangements which are necessary under legislation and codes of good practice and which enable animal health and welfare to be effectively monitored			
		4.5	Explain how to present plans in a form which is capable of use by those who are to implement them			
		4.6	State why it is necessary to include arrangements for reviewing the plans and how this can best be done			
5	Understand how to review plans for the maintenance of animal health and welfare	5.1	Explain the actions you should take if there are variations from the plans, including:			
			(i) feedback information to those setting the plan			
			(ii) feedback information to those implementing plan			
			(iii) propose changes where appropriate			
		5.2	Explain how to monitor the effectiveness of plans to maintain animal health and welfare against the following:			
			(i) quality of outcomes			
			(ii) quality of working methods, practice and scheduling			
			(iii) resource use			
		5.3	Outline the procedure for recommending modifications to the plan			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	5.4	State the reasons for keeping records and the importance of their accuracy			
	5.5	Explain the value of effective communication			
	5.6	Summarise current health and safety legislation and codes of practice			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 2: Promote, monitor and maintain health, safety and security of the workplace

Unit code: D/502/1523

QCF level: 3

Credit value: 6

Guided learning hours: 39

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required for monitoring and maintaining the safety and security of the workplace. It also covers carrying out risk assessments, promoting good standards of health and safety and understanding how to deal with any accidents or health emergencies.

Relationship to National Occupational Standards: O29NCU3.1, 2, 3.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to monitor and maintain the health, safety and security of the work area	1.1 Explain the legal and organisational responsibilities in relation to health, safety and security covering: (i) people (ii) equipment and materials (iii) the work area			
	1.2 Explain the importance of carrying out risk assessments for all work activities including assessing risks from new and non-routine activities			
	1.3 Explain the importance of assessing security issues associated with the work area covering: (i) bio-security (ii) building security (iii) data security (iv) personal security			
	1.4 Describe how to carry out and evaluate a risk assessment			
	1.5 Explain the hierarchy of measures to control risks (including elimination, substitution, relevant engineering controls, safe systems of work, training/instruction and personal protective equipment)			
	1.6 Outline safe systems of work when people are working alone or at risk of abuse			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.7	Explain safe methods and systems of working with hazardous materials and equipment in line with relevant legislation			
		1.8	Explain how hazardous and non-hazardous waste should be managed in line with legislation			
2	Understand how to promote good standards of health and safety	2.1	Explain the methods of communicating health and safety precautions to others entering the work area			
		2.2	Explain how good standards of health and safety contribute to the management and efficiency of businesses or organisations			
3	Understand how to deal with health emergency situations	3.1	Describe the types of accidents or incidents which may occur and the correct actions to take			
		3.2	Explain the importance of not carrying out actions beyond own capabilities			
		3.3	Explain the potential risks to others from an emergency situation			
		3.4	Explain the reasons for offering support and help to others involved in the accident or incident and how this should be achieved			
4	Understand the records required and their importance	4.1	Explain the responsibility for and types of records required and the importance of accurate record keeping			
		4.2	Explain the relevant legislative requirements for completing records of accidents and incidents			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Monitor and maintain the health, safety and security of the work area	5.1	Carry out risk assessments in accordance with relevant legal and organisational requirements			
		5.2	Evaluate the risks which have been identified and implement appropriate control measures			
6	Promote good standards of health and safety	6.1	Ensure appropriate clothing and protective equipment is worn which is consistent with recognised health and safety practice and in line with risk assessment			
		6.2	Communicate any health and safety precautions that are being applied in the work area to others entering the area			
		6.3	Use approved safe methods of lifting and handling when carrying out work			
		6.4	Ensure standard procedures for personal hygiene are followed at all times			
		6.5	Adopt safe systems of work which are consistent with organisational procedures and the findings of the risk assessment			
		6.6	Take appropriate action if there is a danger of accidents or injury			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
7 Respond to health emergencies within the work area	7.1	Implement procedures safely, correctly and without delay in an emergency situation			
	7.2	Summon assistance immediately for any health emergency and initiate action appropriate to the condition and situation			
	7.3	Give assistance as required within the limits of your capability, including suitable verbal support			
	7.4	Make the immediate vicinity as safe as possible			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 3: Plan the handling and restraint of animals

Unit code:	R/502/1468
QCF level:	3
Credit value:	4
Guided learning hours:	26

Unit summary

The aim of this unit is to provide the learner with knowledge, understanding and skills to handle and restrain animals. The learner will assess the risks involved and identify appropriate methods of restraint. The unit also requires the learner to supervise others handling animals.

Relationship to National Occupational Standards: CU115.1.

Assessment requirements/evidence requirements

Approach, handle and restrain animals that are:

(i) new to you

(ii) have a physical condition that may affect their handling and restraint

(iii) have a behavioural condition that may affect their handling and restraint

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to plan for handling and restraining animals	1.1	Plan the handling and restraint of animals by identifying the reason for handling and the possible risks involved			
		1.2	Identify a range of suitable methods for restraining the animal and the appropriate equipment required for each method			
		1.3	Prepare the environment to ensure that the risks to the animal, others and themselves are minimised.			
		1.4	Ensure that authorisation has been obtained for the animal to be handled and restrained using the method selected if required			
2	Be able to handle and restrain animals	2.1	Select a method of handling and restraint that is appropriate for the animal concerned, minimises the risks to the animal, the handler and others			
		2.2	Approach the animal in a manner which promotes animal welfare, minimises stress to the animal			
		2.3	Adapt the handling and restraint of the animal in response to its reactions and behaviour			
		2.4	Assess the situation and seek assistance if there is a risk to the animal, security or health and safety			
		2.5	Supervise others in the handling and restraint of animals			
		2.6	Record the handling and restraint of the animal using the correct system.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to promote health and safety and environmental good practice	3.1	Work in a way which promotes health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements			
		3.2	Ensure the appropriate protective clothing and wear it correctly			
4	Understand how to plan the handling and restraint of animals	4.1	Explain how to plan the handling and restraint of animals and how to assess the risks inherent in restraining animals			
5	Understand how to handle and restrain animals	5.1	Explain why animals may require handling and restraint and how this may affect the method selected			
		5.2	Describe the different methods of handling and restraining animals and the range of equipment used			
		5.3	Explain how to identify the possible risks and hazards involved with handling and restraint of animals and how to minimise and respond to them			
		5.4	Explain how animals should be approached in order to minimise stress, promote animal welfare and maintain health and safety			
		5.5	Explain how to recognise and assess the signs of stress and alarm in the animals being handled and restrained			
		5.6	Explain why it is important to work within their own limitations and experience when working with animals			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
	5.7	Explain how to identify situations where it is not suitable for a person to approach, handle or restrain an animal without assistance and the possible consequences of doing so			
	5.8	Describe the types of conditions that may affect the approach, handling and restraint of animals – physical – behavioural			
	5.9	Explain how to supervise others in the safe handling and restraint of animals			
	5.10	Describe how to, and from whom, to obtain the necessary authority for handling and restraining of animals and when this may be necessary			
6 Understand relevant health and safety legislation	6.1	Summarise current health and safety, animal health and welfare legislation, codes of practice and any additional requirements			
	6.2	Describe the range of protective clothing which may be required and the reasons for its use			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 4: Plan, supervise and control the movement of animals

Unit code:	L/502/1470
QCF level:	3
Credit value:	4
Guided learning hours:	26

Unit summary

The aim of this unit is to provide the learner with the skills, knowledge and understanding to plan, supervise and control the movement of animals from one place to another, taking into account condition of animals, their health, environmental conditions, welfare and behaviour.

Relationship to National Occupational Standards: O29NCU115.2.

Assessment requirements/evidence requirements

Learners will be able to move animals using an appropriate method, to include animals that:

(i) are new to them

(ii) have a physical condition that may affect their movement

(ii) have a behavioural condition that may affect their movement.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to plan the movement of animals	1.1 Plan the movement of animals with others to select the method of movement and identify the risks involved based on: (i) condition of animals (ii) their health (iii) environmental conditions (iv) their welfare (iii) their behaviour			
	1.2 Identify the animal to be moved and assess their suitability for movement			
	1.3 Assess the new location to ensure that it meets animal's requirements			
	1.4 Identify the appropriate method for moving the animal and prepare the necessary equipment			
	1.5 Communicate the movement plan to others to ensure that animal's welfare is maintained and the risks to others are reduced			
	1.6 Ensure that authorisation has been obtained for the animal to be moved, if necessary			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to supervise the movement of animals	2.1	Ensure others approach the animal in a appropriate manner in order to minimise stress to the animal and maintain health and safety			
		2.2	Supervise others to move the animal to its new location maintaining health and safety and welfare of the animal or other animals in the vicinity			
		2.3	Record the movement of animals using the correct method and documentation clearly and accurately			
3	Be able to promote health and safety	3.1	Work in a way which promotes health and safety, animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements			
4	Understand how to plan, supervise and control the movement of animals	4.1	Explain the reasons for moving the animal and how this may affect the method used			
		4.2	Describe different methods of identification for animals			
		4.3	Explain the range of handling and restraint methods available			
		4.4	Describe the conditions that may affect the movement of animals (i) physical condition (ii) environmental conditions (iii) welfare (iv) behaviour			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.5	Explain the how the pace of the animal affects the movement plan			
	4.6	Explain how to assess the risks involved with approaching and the movement of animals and how to minimise them			
	4.7	Explain how to supervise others in the safe movement of animals			
	4.8	Explain the information to be recorded when animals are moved and the reasons for doing			
	4.9	Explain how to assess the suitability of a new location to meet the animal's requirements			
	4.10	Explain how to identify a suitable route to meet the animal's requirements			
5 Understand relevant health and safety legislation and environmental good practice	5.1	Summarise current health and safety legislation, animal welfare and codes of practice and any additional requirements			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 5: 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.

Learners should be aware of their limitations and should not put themselves in potentially dangerous situations to achieve this unit.

Relationship to National Occupational Standards: AC6.

Assessment requirements/evidence requirements

Simulation will not be acceptable.

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			
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			
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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	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 6: Investigate reported abuse or harm to animals and act appropriately

Unit code:	D/502/1635
QCF level:	3
Credit value:	8
Guided learning hours:	52

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to collect and collate information relating to investigating reports of abuse or harm to animals. Where necessary, the learner will need to involve the appropriate law enforcement agencies.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to investigate reported abuse or harm of animals	1.1	Receive and record reports of abuse or harm to include: (i) cruelty (ii) abandonment (iii) straying (iv) nuisance			
		1.2	Gather sufficient information to enable appropriate action to be taken			
		1.3	Review the information and assess potential risks taking into account: (i) the seriousness of the allegation (ii) the urgency of the situation (iii) welfare considerations (iv) risk to public, self and animal			
		1.4	Involve law enforcement agencies and/or other specialists as appropriate			
		1.5	Follow procedures to identify responsibility for the animal			
		1.6	Select investigation methods that take account of all the relevant factors			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.7 Obtain evidence from appropriate sources which could include: (i) photographs (ii) specimens (iii) veterinary records (iv) written statements (v) physical items			
	1.8 Inform the individual responsible of their legal rights where there are grounds to suspect an offence has been committed			
	1.9 Summon assistance without delay to prevent injury or harm to self, members of the public and animals, where the behaviour of individuals suggests the possibility of aggressive or abusive behaviour			
	1.10 Carry out your work in accordance with the law			
	1.11 Produce investigation reports and findings that are accurate and complete, and pass them to the appropriate authority			
	1.12 Store all information relating to the investigation securely			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to investigate reported abuse or harm of animals	2.1	Explain how to obtain accurate and precise information from individuals			
		2.2	Explain the importance of completing records accurately and contemporaneously			
		2.3	Summarise current legislation relating to animal welfare with regard to: (i) cruelty (ii) abandonment (iii) straying (iv) nuisance			
		2.4	Explain the role of the enforcement agencies and the powers and duties of each (including police, local and national government, voluntary sector)			
		2.5	Describe techniques to minimise and manage aggressive and abusive behaviour and encourage co-operation			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.6	Describe the techniques for the collection, and methodology for collation and storage of each type of information: (i) photographs (ii) specimens (iii) veterinary records (iv) written statements (v) physical items			
	2.7	Explain current legislation relating to the collection, storage and disclosure of information			
	2.8	Review and analyse investigation methods used			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 7: Co-ordinate the care of animals that have strayed been abused, harmed or abandoned

Unit code: Y/502/1634

QCF level: 3

Credit value: 5

Guided learning hours: 33

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to co-ordinate the care of animals that have been abused, harmed, picked up as stray or abandoned. This includes liaison with the animal's keeper, the organisation of veterinary care where this is needed and the keeping of full records.

In this unit, the term 'keeper' is used to denote the individual responsible for the control and welfare of the animal – this may or may not be the owner.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to co-ordinate the care of animals that have been abused, harmed, been picked up as stray or abandoned	1.1	Establish the condition and assess the behaviour of the animal			
		1.2	Review the situation and assess any potential risks			
		1.3	Record the condition of the animal and the environment			
		1.4	Identify where the animal requires the attention of a qualified practitioner or specialist handler and obtain as appropriate			
		1.5	Accurately record advice and directions on:			
			(i) medication and treatment			
			(ii) behaviour			
			(iii) diet			
			(iv) environment			
			(v) handling			
			and communicate to those who need to know			
		1.6	Produce a care plan which gives clear instructions and advice regarding the remedial course of action to be followed			
		1.7	Co-ordinate the careful handling of the animal and its establishment in a suitable environment			
		1.8	Maintain up to date, accurate and complete records			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.9	Communicate with colleagues, qualified veterinary staff and specialists on the care of the animal			
2	Understand how to co-ordinate the care of animals that have been abused, harmed, been picked up as stray or abandoned	2.1	Summarise the legal requirements and duties relating to the removal and care of animals			
		2.2	Explain how to obtain the relevant consents and waivers where the animal has been voluntarily signed and where animals are removed to safe accommodation			
		2.3	Describe the considerations to be taken into account when producing a care plan for the animal including advice and remedial course of action			
		2.4	Explain the importance of accurate record keeping and monitoring in a welfare situation			
		2.5	Describe the considerations to be taken into account when selecting appropriate environments for animals that have been abused			
		2.6	Critically compare actions and outcomes of a case			
		2.7	Explain how to co-ordinate the careful handling of the animal and its establishment in a suitable environment			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 8: Provide advice and guidance on the choice and care of animals to prospective keepers

Unit code: R/502/1020

QCF level: 3

Credit value: 7

Guided learning hours: 46

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to provide advice and guidance to prospective keepers on the choice and care of animals.

It covers the likely needs, temperament and behaviour of animals for which they may wish to provide a home. It reflects the need to assess and verify that prospective owners recognise and understand their duties and obligations as keepers of an animal, and that the facilities that they are able to offer are suitable for the animal. It includes advising on the suitability of an animal, the care required by an animal and the likely costs of keeping them. This information needs to be clearly and effectively communicated.

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 advise prospective keepers on the choice and care of animals	1.1	Give advice on the likely growth and behaviour patterns of a young animal, clearly and in a manner and pace suitable for the individual			
		1.2	Clearly explain the animal's needs in relation to meeting the five freedoms noted in the Animal Welfare Act 2006			
		1.3	Clearly detail the likely maintenance costs over an average lifetime:			
			(i) food			
			(ii) medical and care fees			
			(iii) training			
			(iv) accessories			
			(v) adaptations to living space and vehicles			
		1.4	Offer and explain written information to reinforce advice and information			
		1.5	Encourage potential keepers to ask questions, seek clarification and make comments at appropriate stages in the discussion			
		1.6	Make recommendations regarding the choice of animal and its care which are tactful and clearly related to the animal's needs and the care and facilities that the potential keeper can offer			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	1.7	Accurately assess the animal's temperament and its likely reaction to factors in the new environment and communicate your assessment to the potential keeper. Provide advice relating to the following factors in the new environment: (i) presence of other animals (ii) presence of people (iii) access to space for recreation (iv) space (v) security			
	1.8	Clearly explain any conditions, care and support services offered by the organisation (if applicable)			
	1.9	Inform prospective keepers of any behavioural or medical conditions that the animal has that may affect their decision			
	1.10	Confirm the prospective keeper's understanding of advice about the animal and their intention to proceed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to advise prospective keepers on the choice and care of animals	2.1	Describe the normal behaviour patterns, temperament and growth of a selection of animals relevant to the organisation			
		2.2	Explain the needs of animals for company, exercise, food, and space			
		2.3	Explain how to estimate maintenance costs for an animal and the factors that should be included: (i) food (ii) medical and care fees (iii) training (iv) accessories (v) adaptations to living space and vehicles			
		2.4	Explain the training options for different types of animals			
		2.5	Describe how to adapt communication methods to meet the needs of individuals			
		2.6	State the sources of information and specialist advice			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.7	Assess and explain the likely reactions of animals to new environments:			
		(i) presence of other animals			
		(ii) presence of people			
		(iii) access to space for recreation			
		(iv) space			
		(v) security			
	2.8	Define and explain the five freedoms as noted in the Animal Welfare Act 2006			
	2.9	Explain any additional requirements or conditions that may be required from prospective keepers to meet their responsibilities within the legislation and codes of practice			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)   Date: _____

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Unit 9: Assess the suitability of new environments for the placement of animals

Unit code:	F/502/1014
QCF level:	3
Credit value:	7
Guided learning hours:	46

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to assess the suitability of new environments for the placement of animals.

The learner will be able to accurately assess conditions, deal with unrealistic expectations on the part of prospective keepers and to carry out follow-up checks on animal placements.

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 suitability of new environments to meet the five freedoms	1.1	Identify the potential keeper's expectations and the care and facilities they can offer the animal to meet the requirements of the five needs			
		1.2	Assess the suitability of the new environment for the animal to identify the criteria covering:			
			(i) presence of other animals			
			(ii) presence of adults and children			
			(iii) care and facilities			
		1.3	Produce criteria that takes into account the history and welfare of the animal, and the interests of the potential keeper			
		1.4	Accurately record information relating to the new environment, the prospective keeper and their lifestyle			
		1.5	Analyse, report and communicate information about decisions from the results of the assessments			
		1.6	Confirm arrangements for post-placement checks if applicable			
		1.7	Work in a way which promotes health and safety, and is consistent with relevant legislation and codes of practice			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to assess the suitability of new environments for the placement of animals	2.1	Explain the methods available for determining the suitability of environments			
		2.2	Identify the available sources of information and specialist advice			
		2.3	Explain how to assess the suitability of new environments to meet the five needs for the specified animal and one other type of animal.			
		2.4	Explain how the presence of children or other animals may affect the suitability of a prospective new home			
		2.5	Describe how and when post-placement checks should be undertaken			
		2.6	Describe the relevant health and safety legislation and codes of practice			
		2.7	Evaluate the criteria used to assess suitability of new environment and the prospective keeper.			
		2.8	Explain why it is important to record and report information on the assessment process and decisions			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 10: Plan the establishment and management of wild animal populations

Unit code:	H/502/1636
QCF level:	3
Credit value:	5
Guided learning hours:	33

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan the establishment of a population of wild animals or animals for release into the wild.

The learner will produce plans that achieve a balance between the intended purpose of the establishment/management and the opportunities and constraints relating to the activity.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to plan the establishment and management of wild animal populations	1.1	Establish the intended purpose of the animal population			
		1.2	Identify the following opportunities and constraints relevant to establishing and managing the animal population: (i) legal (ii) environmental (iii) social, cultural and aesthetic (iv) economic (v) physical (vi) organisational (vii) timing/seasonality			
		1.3	Produce plans that achieve the best balance between the intended purpose and the opportunities and constraints			
		1.4	Identify the following resources required to achieve the plan and establish their availability: (i) human (ii) financial (iii) material (iv) capital (v) animal			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.5 Produce plans that contain the following types of information as necessary for their effective implementation in the context of the specific site: (i) site preparation (ii) methods of work (iii) sequence of operations (iv) disposal of waste (v) site maintenance (vi) health and safety requirements. 1.6 Present your plans in a way which is suitable for those who are to use them			
2 Understand how to plan the establishment and management of wild animal populations	2.1 Explain planning methods and the circumstances in which they apply when establishing or managing wild animal populations 2.2 Explain the methods for identifying the opportunities and constraints to establishing and managing animal populations: (i) legal (ii) environmental (iii) social, cultural and aesthetic (iv) economic (v) physical (vi) organisational (vii) timing/seasonality			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.3	Summarise the requirements and legislation relating to the establishment and management of populations			
	2.4	Identify the sources of information covering:			
		(i) site preparation			
		(ii) methods of work			
		(iii) sequence of operations			
		(iv) disposal of waste			
		(v) site maintenance			
		(vi) health and safety requirements.			
	2.5	Summarise the legislation relating to planning and use of sites for the care and breeding of animals			
	2.6	Describe the methods available for assessing population growth targets			
	2.7	Describe the methods available for calculating the size and types of facilities required for the assessed population growth			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Understand relevant health and safety legislation and environmental good practice	3.1	Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

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Unit 11: Monitor and evaluate the establishment and management of wild animal populations

Unit code:	K/502/1637
QCF level:	3
Credit value:	4
Guided learning hours:	26

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to monitor and evaluate progress of the establishment and management of wild animal populations and to intervene where establishment and management are not going according to plan.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to monitor and evaluate the establishment and management of wild animal populations	1.1 Select monitoring methods which are appropriate to the establishment and management plan and those implementing it			
	1.2 Monitor establishment and management at optimal frequencies to evaluate progress against the following aspects of adherence to plan: (i) quality of outcomes (ii) quality of working methods and practice (iii) resource use (iv) scheduling (v) progress			
	1.3 Take the appropriate action as necessary when monitoring reveals deviations from the plan. Action to include: (i) cessation of work (temporary or permanent) (ii) reporting to others in responsibility (iii) feedback information for review of plan			
	1.4 Take the appropriate action where unforeseen circumstances arise during establishment and management			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Understand how to monitor and evaluate the establishment and management of wild animal populations	2.1	Describe how to select appropriate methods for monitoring adherence to plan covering: (i) quality of outcomes (ii) quality of working methods and practice (iii) resource use (iv) scheduling (v) progress			
	2.2	Explain the factors which damage the establishment of animal populations and how these can be countered			
	2.3	Assess the factors that aid population growth and describe how these can be encouraged			
	2.4	Explain actions to be taken when monitoring reveals deviation from plan: (i) cessation of work (temporary or permanent) (ii) reporting to others in responsibility (iii) feedback information for review of plan			
	2.5	Describe the methods available for determining the appropriate responses to unforeseen circumstances			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 12: Provide information on how to maintain the behaviour, health and welfare of animals

Unit code: R/502/0675

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 and skills required to provide information on how to maintain the behaviour, health and welfare of animals. It is not intended for those who specialise in animal behaviour or animal health.

The learner will prepare and provide accurate and complete information and present it in a manner that is suitable for the audience.

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 information on how to maintain the behaviour, health and welfare of animals	1.1	Supply appropriate information on maintaining the health and welfare of animals which is consistent with organisation policy on health promotion			
		1.2	Supply appropriate information on the behaviour which is typical of the animal			
		1.3	Provide guidance on alternative sources of information where individuals might benefit from it			
		1.4	Provide health promotion and risk reduction advice in a manner, and at a level and pace, which is appropriate to the individual(s) you are advising			
		1.5	Offer individuals the opportunity to discuss and seek clarification on any health matters			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know what information to provide on how to maintain the behaviour, health and welfare of animals	2.1	Explain the different ways in which animal health and welfare can be promoted			
		2.2	Explain the general requirements for maintaining health and welfare, including: (i) diet (ii) accommodation (iii) exercise (iv) handling (v) physical condition (vi) specific measures to promote health (e.g. preventative measures, identification etc.) (vii) maintaining the body and appearance of the animal			
		2.3	List the main sources of information e.g. organisations, references, legislation			
		2.4	Assess the limitations of your own knowledge and competence and how this influences the amount of information you can provide			
		2.5	Describe the potential problems which may arise if the wrong information is given			
		2.6	Describe how to recognise abnormal behaviour in animals			
		2.7	State the importance of maintaining confidentiality			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.8 Explain your own responsibility under health and safety and animal welfare legislation when providing information			
	2.9 Explain how good practice can be promoted to others and how your own behaviour can influence this.			
	2.10 Explain the main requirements for risk reduction covering: – encouraging the individual to change the way they currently care for the animal – medication for particular conditions – health and safety to the animal and the owner			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 13: Recognise and interpret the behaviour of animals

Unit code:	L/502/1632
QCF level:	3
Credit value:	4
Guided learning hours:	26

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to recognise and interpret the behaviour of animals in order to identify options for action which are best for the individual animal and the person.

It is not intended for those who specialise in animal behaviour but is for those who carry out such interpretation in a support capacity.

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 recognise and interpret the behaviour of animals	1.1	Obtain relevant information on the individual animal behaviour to determine the nature of its behaviour or whether the animal is behaving abnormally. Information may be obtained by: (i) personal observation (ii) reports of owners (iii) reports from others			
		1.2	Evaluate the range of situations and influences which may be affecting the animal, and identify those which are most likely to be affecting the animal. Influences could include: (i) the behaviour of people (ii) the behaviour of other animals (iii) the environment			
		1.3	Analyse the impact of the owner's behaviour on the animal: (i) the ways in which animals are conditioned to respond (ii) the ways in which animals react to particular incidents (iii) the influence of animals' previous experience of humans in particular situations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.4 Explore the possible options for action and identify the best for the individual animal and person. Options could include: (i) individuals changing their behaviour (ii) changing animals' environment (iii) altering the other animals who are present 1.5 Monitor the result of changing animal and individual behaviour and give follow-up advice where necessary			
2 Understand how to recognise and interpret the behaviour of animals	2.1 Explain the following animal behaviour: (i) behaviour which is normal to the type (ii) behaviour which is normal to the animal concerned (iii) unexpected/abnormal behaviour to the animal or type 2.2 Describe the effective ways of handling and managing animals which contributes to their health and welfare			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.3	Explain the effects of human behaviour on animals and how animals can learn responses from humans covering:			
		(i) the ways in which animals are conditioned to respond			
		(ii) the ways in which animals react to particular incidents			
		(iii) the influence of animals' previous experience of humans in particular situations			
	2.4	Assess the limitations of own knowledge and competence and hence the amount of information which can be provided			
	2.5	Describe the potential problems which may arise if the wrong information is given			
	2.6	Explain how situations and influences may affect the behaviour of the animal:			
		(i) the behaviour of people			
		(ii) the behaviour of other animals			
		(iii) the environment			
	2.7	Describe how to assess what may be affecting animal behaviour			
	2.8	Describe how to encourage individuals to think through how their own behaviour may be affecting animals and how they may alter it constructively			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.9 Explain the possible options for action when there are changes in animal behaviour: (i) individuals changing their behaviour (ii) changing animal's environment (iii) altering the other animals who are present 2.10 Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) _____ Date: _____

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Unit 14: Contribute to the prevention of aggressive and abusive behaviour of people

Unit code: J/502/1631

QCF level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

The aim is this unit is to provide the learner with the knowledge, understanding and skills required to contribute to the prevention of aggressive and abusive behaviour. The learner will identify signs of disruptive behaviour and how their own actions and behaviour can affect that of others.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to take action to discourage aggressive and abusive behaviour of people	1.1	Approach individual/s in a manner which is likely to be perceived as non-threatening and which is consistent with any legal and organisational constraints			
		1.2	Communicate with individual/s in a manner which:			
			(i) is free from discrimination and oppression			
			(ii) is not likely to antagonise the situation			
			(iii) encourages an open exchange of information			
			(iv) is appropriate			
			(v) acknowledges the rights of everyone present			
		1.3	Explain clearly to the individual what your role is and the required outcome of the encounter			
		1.4	Ensure your behaviour towards individual/s is supportive of diverting aggression or abuse, and resolving the situation peacefully			
		1.5	Monitor the situation and give appropriate warnings to people who are becoming aggressive or abusive consistent with good practice and relevant legislation.			
		1.6	Take appropriate action if the situation deteriorates			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the actions to take to discourage aggressive and abusive behaviour of people	2.1 Describe the signs of potentially disruptive behaviour – verbal and non-verbal			
	2.2 Explain how the principles of equality, diversity and anti-discriminatory practice apply and the dangers of stereotyping			
	2.3 Explain how to communicate effectively and how this may promote the behaviour wanted			
	2.4 Explain how your own behaviour and language could be interpreted			
	2.5 Describe the types of constructive behaviour and techniques which can be taken to diffuse situations			
	2.6 Describe actions that could trigger aggressive or abusive behaviour			
	2.7 Explain the warnings which may be necessary to give people in relation to their behaviour			
	2.8 Explain the importance of constantly assessing the risks of a situation and what actions to take if the situation deteriorates			
	2.9 Summarise how to report and record incidents of abusive and aggressive behaviour			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 15: Contribute to managing aggressive and abusive behaviour of people

Unit code: F/502/1627

QCF level: 3

Credit value: 5

Guided learning hours: 33

Unit summary

The aim is this unit is to provide the learner with the knowledge, understanding and skills required to contribute to managing episodes of aggressive and abusive behaviour in a manner which seeks to maintain personal safety and the safety of others.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to the management of episodes of aggressive and abusive behaviour of people	1.1	Recognise when a situation is leading to aggressive and abusive behaviour			
		1.2	Assess whether there are any immediate actions that can be taken to reduce the risk of aggressive and abusive behaviour			
		1.3	Act in a manner which is likely to promote calm and reassurance			
		1.4	Take the appropriate action without delay to protect yourself and others who are potentially at risk from the situation			
		1.5	Summon assistance or leave the situation without delay when you feel endangered and you are on your own			
		1.6	Manage physically aggressive behaviour in ways which are consistent with legal and organisational requirements			
		1.7	Record the circumstances surrounding any incident and report them to the appropriate people without delay			
		1.8	Discuss and review incidents of aggression or abuse with appropriate people and identify and agree possible ways of preventing future occurrence			
		1.9	Offer support to others affected by the incident			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to contribute to the management of episodes of aggressive and abusive behaviour of people	2.1	Describe effective methods of monitoring behaviour			
		2.2	Explain the signs of potentially disruptive behaviour verbal and non-verbal			
		2.3	Explain actions that could be taken to try to reduce the risk of aggressive and abusive behaviour and how to prevent the escalation of aggression during an outburst			
		2.4	Explain actions that could trigger aggressive and abusive behaviour			
		2.5	Describe the routes out of the situation and methods of manoeuvring oneself into the safest position			
		2.6	Explain how to plan actions to be taken if the situation deteriorates			
		2.7	Explain the safe methods of restraint which are consistent with legally permissible methods of control			
		2.8	Explain how to control your own emotions and feelings while an outburst is happening and why it is necessary to manage your own feelings after the incident			
		2.9	Explain how to portray a calm and reasoned approach whilst the aggression is happening and why it is important to do so even if you do not feel calm			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.10 Explain why it is important to discuss incidents of aggression or abuse with the appropriate people to try to prevent future occurrence			
	2.11 Describe the legal aspects of dealing with aggression e.g. statutory powers of entry or seizure			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 16: Assess and plan dog grooming work

Unit code: K/502/1699

QCF level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to assess and plan the work to be done in terms of grooming a dog. The learner will consider what methods will be used to carry out the work as well as the tools and techniques to use when conducting the grooming.

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 and plan the work to be done	1.1	Accurately assess the appearance of the dog			
		1.2	Plan the work according to the client request, the breed of dog and its appearance for three of the following:			
			(i) round head			
			(ii) head with short split eyebrows			
			(iii) head with long split eyebrows			
			(iv) head with centre fall eyebrows			
			(v) clean head			
			(vi) clean face			
		1.3	Plan two required trimming methods for the work:			
			(i) scissored coat			
			(ii) hand-stripped coat			
			(iii) clipped coat			
		1.4	Discuss any problems with the planned work with the client and suggest suitable ways forward			
		1.5	Prepare the work area to meet the needs of the planned activity			
		1.6	Keep accurate records of the client's request and the assessed work plan			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to maintain and use relevant equipment	2.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout			
		2.2	Select the appropriate tools and equipment for the work: (i) clippers and blades (ii) scissors (iii) thinning scissors (iii)stripping tools			
3	Be able to promote health and safety and environmental good practice	3.1	Work in a way which promotes health and safety, animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements			
4	Understand how to assess and plan the work to be done	4.1	Explain how to plan the work according to the client request, the breed of dog and its appearance: (i) round head (ii) head with short split eyebrows (iii) head with long split eyebrows (iv) head with centre fall eyebrows (v) clean head (vi) clean face			
		4.2	Explain the necessary appearance and condition of the dog			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.3	Explain the types of problems which may occur and how these should be dealt with			
	4.4	Explain the importance of maintaining the condition of the work area for the work			
	4.5	Explain how to plan the required trimming methods for the work: (i) scissored coat (ii) hand-stripped coat (iii) clipped coat			
5 Understand the reasons for maintaining equipment	5.1	Explain the importance of maintaining equipment for use			
	5.2	Describe the types of tools and equipment for the work: (i) clippers and blades (ii) scissors (iii) thinning scissors (iii) stripping tools			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand relevant health and safety legislation and environmental good practice	6.1	Summarise current health and safety, animal welfare legislation, codes of practice and any additional requirements			
		6.2	Describe the possible environmental damage that could occur and how to respond appropriately			
		6.3	Explain the correct and appropriate methods for disposing of waste			
		6.4	Explain the records required for management and legislative purposes and the importance of maintaining them			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 17: Sell over the counter medicines and treatments for the care of animals

Unit code: D/502/1621

QCF level: 3

Credit value: 7

Guided learning hours: 26

Unit summary

The aim of this unit is to provide the learner with the knowledge understanding and skills required in the sale of medicines and treatments for animals in pet retail outlets.

It covers establishing customer requirements, identifying the most suitable item and advising customers about how medicines and treatments should be used.

It applies to the sale of General Sales List (GSL) and products, and not to the sale of Prescription Only Medicines (POM), Pharmacy Merchants' List (PML) or Pharmacy Medicines (PM) - items that should be obtained from a veterinary surgeon, pharmacist or registered animal health distributor.

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 sell over the counter medicines and treatments for animals	1.1	Correctly identify the customer's requirements including: (i) routine requirements (ii) special requirements			
		1.2	Request any further details about the animal and confirm the details provided with the customer			
		1.3	Establish the customer's experience of using products which are requested by name, and give appropriate and accurate advice			
		1.4	Advise customers on the administration, dosage, storage and disposal of medicines and treatments			
		1.5	Give the customer sufficient opportunities to examine products and to seek clarification on how to use the product			
		1.6	Treat customers courteously and in a manner that promotes trust and loyalty			
		1.7	Respond in an appropriate way to requests for medicines and treatments that cannot be sold to customers			
		1.8	Package products correctly and, if necessary, discreetly			
		1.9	Work in a way which promotes health and safety and animal welfare, and is consistent with relevant legislation and codes of practice			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.10 Keep accurate records of the sale of animal medicine and treatment products			
	1.11 Advise customers to seek veterinary advice as required			
2 Understand how to sell over the counter medicines and treatments for animals	2.1 Explain the differences between items which can be sold to customers and prescription medicines which must be obtained from a veterinary surgeon			
	2.2 State what questions to ask, and how to ask questions clearly			
	2.3 Explain which products require special precautions or sales procedures, including when to advise customers on the use of products			
	2.4 Specify what the active ingredients in products are, and explain how to identify them, and what effect they may have			
	2.5 State the factors that affect the choice and use of medicines			
	2.6 Explain which items require special storage, dosage or disposal precautions			
	2.7 State whom to approach for advice and when to do so			
	2.8 Explain the range of products stocked, how they should be used and the possible consequences of misuse.			
	2.9 Explain what records need to be kept and the reasons for doing so			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.10 Summarise your responsibilities under the relevant legislation and codes of practice for the selling of medicines and treatments for animals			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 18: Provide information to customers seeking advice about symptoms and over-the-counter medications for the care of animals

Unit code:	R/502/1633
QCF level:	3
Credit value:	7
Guided learning hours:	46

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to provide information to customers seeking advice about symptoms and over-the-counter medications for the care of animals.

It covers establishing customer requirements, giving information and advice to customers and identifying where the involvement of a veterinary surgeon is required and advising customers of this.

It applies to the sale of General Sales List (GSL) and products, and not to the sale of Prescription Only Medicines (POM), Pharmacy Merchants' List (PML) or Pharmacy Medicines (PM) - items that should be obtained from a veterinary surgeon, pharmacist or registered animal health distributor.

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 information to customers seeking advice about symptoms and over-the-counter medications	1.1	Accurately identify the customer's requirements for information and advice: (i) about products (ii) about symptoms			
		1.2	Seek clarification promptly and politely if the customer's request is unclear or ambiguous			
		1.3	Use information obtained from the customer, together with the animal medicines classification system, to decide whether to advise the customer or to refer the request to a veterinary surgeon			
		1.4	Give information and advice to the customer that is accurate and complete			
		1.5	Inform the customer and direct them to the appropriate source of specialist advice if their request cannot be met			
		1.6	Treat customers courteously and in a manner that promotes trust and loyalty			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to provide information to customers seeking advice about symptoms and over-the-counter medications	2.1	Explain what questions to ask, questioning techniques and how to ask questions clearly			
		2.2	Describe how to obtain information from the customer to establish:			
			(i) what animal has the symptoms,			
			(ii) what the symptoms are,			
			(iii) how long they have been apparent,			
			(iv) what action has already been taken,			
			(v) what other medicine or treatment, if any, the animal is taking			
		2.3	Explain what the animal medicines classification system is, how to use it, and why it is important to follow it			
		2.4	Explain the sources of information to use, what information to give the customer and what types of information/advice leaflets are available			
		2.5	Explain the limitations on the advice that can be given and what requests for information or goods need to be referred to a veterinary practitioner.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 19: Evaluate the match between individuals and animals

Unit code: A/502/1612

QCF level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to evaluate the compatibility between individuals and animals in relation to physical characteristics, capability, temperament and potential.

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 evaluate the match between individuals and animals	1.1	Establish the purpose of the match between person and animal			
		1.2	Obtain relevant information associated with assessing the person's and the animal's capabilities from the appropriate sources, covering: (i) training programme (ii) the individual animal (iii) the person and their readiness for the work			
		1.3	Collect the necessary resources to make an assessment and prepare them ready for use			
		1.4	Carry out an assessment appropriate to the individual animal and person, and the specific purpose for which they are being brought together			
		1.5	Identify the interrelated strengths and weaknesses of the animal and person from the assessment			
		1.6	Encourage the person and the animal to develop an effective relationship through: (i) verbal communication (ii) non-verbal communication and make an assessment as to their compatibility			
		1.7	Encourage individuals to contribute to the assessment process			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.8	Report and record the outcomes of the assessment to the individual and other relevant parties			
2	Be able to promote health and safety	2.1	Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements			
3	Know how to evaluate the match between individuals and animals	3.1	Explain the different factors to take into account when matching individuals and animals, including: (i) physical characteristics (ii) capability (iii) potential (iv) temperament and how these interrelate between the individual and the animal and the purpose for which they are being trained			
		3.2	Explain the importance of accurately identifying the characteristics of the individual and the animal to meet the objectives of the training programme			
		3.3	Explain the sources of information which may enable a valid assessment to be made covering: (i) training programme (ii) the individual animal (iii) the person and their readiness for the work			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.4 Explain the different methods of assessment which may be used in relation to the purpose of the training			
	3.5 Describe the resources which may be used for the training and explain their correct methods of use			
	3.6 Explain the importance of maintaining confidentiality			
	3.7 Explain how to conduct the assessment to reveal both the strengths and weaknesses of the animal and the individual and their interrelationship			
	3.8 Explain appropriate communication techniques and the importance of using them correctly covering: (i) verbal communication (ii) non-verbal communication			
	3.9 Explain the importance of developing a positive relationship between individual and animal			
	3.10 Explain how individuals and animals learn to work together			
	3.11 Explain how best to communicate the results of the assessment back to those concerned in a constructive way			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Understand relevant health and safety legislation	4.1	Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

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Unit 20: Design integrated training programmes for people and animals to realise their combined potential

Unit code: R/502/1616

QCF level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to design and develop training programmes for people and animals by setting objectives and targets so that individuals and animals can reach their combined potential.

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 design integrated training programmes for people and animals to realise their combined potential	1.1	Agree the purpose and intended outcomes of the training with the individual concerned and other interested parties. Outcomes to include: (i) individual development (ii) animal development (iii) joint development			
		1.2	Specify the training needs accurately and establish suitable training objectives			
		1.3	Set realistic training targets for the animal-person team			
		1.4	Select appropriate training activities to enable the animal-person team to meet training targets			
		1.5	Identify and consider any additional requirements which are specific to the animal-person team and include them in the training programme, including: (i) environmental requirements (ii) welfare (iii) physical needs of the person concerned			
		1.6	Identify resources for the training activities and include them in the training programme			
		1.7	Include methods of evaluating and recording progress in the programme			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to promote health and safety	2.1	Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements			
3	Understand how to design integrated training programmes for people and animals to realise their combined potential	3.1	Explain how individuals and animals learn			
		3.2	Explain the physiological and psychological effects which training activities may have on the animal and the individual			
		3.3	Describe the seasonal and environmental effects on specific activities			
		3.4	Explain the intended purposes of the training programme and the relationship of this to content and process covering: (i) individual development (ii) animal development (iii) joint development			
		3.5	Explain how to identify the objectives of the training programme for the individual and the animal covering: (i) individual development (ii) animal development (iii) joint development			
		3.6	Explain the advantages and disadvantages of different training methods and activities			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.7	Explain how to set realistic training targets in conjunction with the individual concerned			
	3.8	Explain the requirements which the animal and individual may have to enable them to achieve the training objectives in relation to environment, diet, living conditions, health and exercise			
	3.9	Describe the aspects which may prevent the animal and the individual achieving the required standard			
	3.10	Describe the factors which limit the trained animal's performance in its role			
	3.11	Explain how to identify and make use of suitable training resources			
	3.12	Explain the methods of evaluating animals' and individuals' progress towards objectives and targets			
4 Understand relevant health and safety legislation	4.1	Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)   Date: _____

Unit 21: **Implement integrated training programmes for individuals and animals to realise their agreed outcomes**

Unit code: F/502/1613

QCF level: 3

Credit value: 5

Guided learning hours: 33

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to design and develop training programmes for people and animals by setting objectives and targets so that individuals and animals can reach their combined potential.

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 implement integrated training programmes for individuals and animals to realise their agreed outcomes	1.1	Prepare the animal and individual ready to implement training programmes for: (i) individual development (ii) animal development (iii) joint development			
		1.2	Ensure that appropriate resources are available for the training programme including: (i) training environment (ii) equipment (iii) materials (iv) personnel			
		1.3	Use training activities in accordance with the training programme			
		1.4	Monitor the condition and behaviour of the animal, individual and team during training			
		1.5	Handle the animal correctly throughout the training in a way which promotes the animal's health and welfare			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	1.6	Provide individuals with appropriate feedback and support to enable them to develop their skills			
	1.7	Encourage the individual to provide appropriate support and feedback to the animal to develop an effective relationship			
	1.8	Modify training methods and activities when training objectives are not being met, including: (i) cease the activity (ii) find an alternative activity (iii) adapt the activity			
	1.9	Report progress to the individual and other interested parties			
2 Be able to promote health and safety	2.1	Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to implement integrated training programmes for individuals and animals to realise their agreed outcomes	3.1	Explain the psychological and physiological effects which training activities may have on the animal and the individual			
		3.2	Describe the seasonal and environmental effects on specific activities			
		3.3	Explain the difference between basic training and training for specific activities			
		3.4	Explain the preparation requirements for training to take place covering: (i) training environment (ii) equipment (iii) materials (iv) personnel			
		3.5	Describe the signs which indicate the mental condition and physical behaviour of the breed of animals			
		3.6	Explain how to assess the indication of readiness in the individual concerned			
		3.7	Explain how to assess the animal's behaviour and condition and the appropriate action to take			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.8	Explain how to assess animals' and individuals' confidence levels and how these are related to performance			
	3.9	Explain the correct ways of handling the animal concerned for the safety of the animal, self and others			
	3.10	Explain the importance of adapting techniques to reach the required standard			
	3.11	Explain how to recognise the limits to which effective training can be applied to achieve success			
	3.12	Explain how to provide appropriate and constructive feedback to the individual and the animal			
	3.13	Explain the methods of encouraging the individual and the animal to develop a good working relationship			
	3.14	Identify and explain effective ways of assessing progress towards objectives and why they should be reported			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.15 Explain how and when to modify training methods and activities covering: (i) cease the activity (ii) find an alternative activity (iii) adapt the activity				
4 Understand relevant health and safety legislation	4.1 Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements				

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 22: Evaluate integrated training programmes for people and animals against agreed outcomes

Unit code: M/502/1638

QCF level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to evaluate the results of integrated training programmes for people and animals by checking set objectives, giving feedback and adapting targets to meet needs.

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 evaluate integrated training programmes for people and animals against agreed outcomes	1.1	Evaluate the results of training activities against training objectives			
		1.2	Obtain feedback on the outcome of the activities from observation of the animal and the person and their achievements as a team			
		1.3	Encourage individuals to contribute to the evaluation of the training and suggest ways in which it could be modified			
		1.4	Take action to resolve situations where training activities, methods and resources are found to be inappropriate			
		1.5	Modify training programmes appropriately where the training objectives and targets prove to be unsuitable for the animal-person team covering:			
			(i) are too difficult for the animal-person team to achieve			
			(ii) are set too low			
			(iii) show the animal-person team has more potential in another area			
2	Be able to promote health and safety	2.1	Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Understand how to evaluate integrated training programmes for people and animals against agreed outcomes	3.1	Explain the psychological and physiological effects which training activities may have on the animal and the individual			
	3.2	Describe the seasonal and environmental effects on specific activities			
	3.3	Explain the methods and value of regular evaluation			
	3.4	Explain how training can be modified to improve its outcomes for the animal and the individual and their work as an entity			
	3.5	Identify when training outcomes may indicate that the animal and/or the individual is not suited for the activity for which they are being trained or not best suited to work together			
	3.6	Explain why it is important to agree future alterations with all relevant personnel			
	3.7	Identify and explain the suitable modifications that may be required to training targets, training activities and methods, animal health and wellbeing, physical needs of the individual, and health and safety			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.8	Explain how and why to modify training programmes that: (i) are too difficult for the animal-person team to achieve (ii) are set too low (iii) show the animal-person team has more potential in another area			
4 Understand relevant health and safety legislation	4.1	Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 23: Plan and prepare to release native animals into natural habitats

Unit code:	F/502/1563
QCF level:	3
Credit value:	5
Guided learning hours:	33

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan and prepare for the release of native animals into natural habitats.

The learner will be able to determine the suitability of the habitat and identify the animal in preparation for release monitoring. It will also be necessary to assess the risks involved in releasing the animal, adopt appropriate methods of release and use these methods effectively and safely. The learner will also be required to transport and handle the animal in a manner that is appropriate, reduces stress and is safe.

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 plan to release animals	1.1	Assess suitability for the animal to be released			
		1.2	Assess the site to determine the suitability of habitat			
		1.3	Prepare site for release of animals			
		1.4	Ensure your own actions minimise the impact of interference to the planned release from one of the following:			
			(i) human/s			
			(ii) pest and/or predators			
		1.5	Select and use at least one of the following methods, to identify the animal, in preparation for release monitoring:			
			(i) ringing			
			(ii) tagging			
			(iii) identichip			
			(iv) tattoo			
			(v) individual markings			
			(vi) centre records			
			(vii) hair clippings (short-term solution)			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to maintain and use relevant equipment	2.1	Ensure the necessary equipment is correctly and safely prepared for use: (i) equipment for identification (ii) transporting (iii) release (iv) handling			
3	Be able to release animals	3.1	Transfer the animal safely to release area in a way which minimises stress			
		3.2	Release the animal in a manner which maintains their welfare and minimises stress			
		3.3	Observe behaviour and condition of the animal for signs of stress or disorder – before, during and after release			
		3.4	Delay release if necessary according to site and animal conditions			
4	Be able to maintain records	4.1	Provide clear and accurate information for recording purposes			
5	Be able to promote health and safety and environmental good practice	5.1	Work in a way which promotes health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements			
		5.2	Ensure work is carried out in a manner which minimises environmental damage			
		5.3	Comply with relevant legislation for handling transport and release of animals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand how to release animals	6.1	Explain how to determine the suitability of the site			
		6.2	Explain why and when you identify the animal for release			
		6.3	Describe the interferences that can affect the release and explain how they can be minimised/controlled covering: (i) human/s (ii) pest and/or predators			
		6.4	Explain how to minimise damage to natural habitat and wildlife during release			
		6.5	Explain the appropriate methods of release for the animals you have identified			
7	Know the type of equipment used for release	7.1	Describe the types of equipment used within the release process			
		7.2	Explain the methods and importance of maintaining equipment for use			
8	Understand how to maintain the health and welfare of animal for release	8.1	Explain the conditions required to maintain the animals' health, safety and welfare during transfer			
		8.2	Describe the signs which indicate stress and disorder in animals and the appropriate action to take			
		8.3	Explain expected behaviour during release and the actions to be taken if behaviour varies from the norm			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
9	Understand how to monitor and record release	9.1	Describe how and when post-release monitoring and recording is undertaken			
		9.2	Explain the records required for management and legislative purposes and the importance of maintaining them			
10	Understand relevant health and safety legislation and environmental good practice	10.1	Summarise 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 24: Recommend animals to meet entertainment and educational requirements in the audio-visual industries

Unit code: Y/502/0676

QCF level: 3

Credit value: 5

Guided learning hours: 33

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to recommend specific animals to meet entertainment and educational requirements in the audio-visual industries.

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 recommend animals to meet audio-visual requirements	1.1	Breakdown the script to accurately identify the animals required			
		1.2	Analyse the script to identify the requirements of the specific animals			
		1.3	Source specific animals that meet the requirements for the production according to:			
			(i) the length of time they are required			
			(ii) the type of action required including any interaction with humans and other animals			
			(iii) the kind of environment where the filming will take place			
		1.4	Recommend suppliers and individual animals that match the requirements for the production			
		1.5	Provide accurate information about chosen animals to the relevant people			
		1.6	Determine any specific needs for the animal that may impact on cost			
2	Be able to promote health and safety and environmental good practice	2.1	Work in a way that promotes animal welfare, and is consistent with relevant legislation and codes of practice			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to recommend suitable animals to meet audio-visual requirements	3.1	Explain how to accurately breakdown and analyse a script to meet the animal input covering: – the length of time they are required – the type of action required including any interaction with humans and other animals – the kind of environment where the activity will take place			
		3.2	Describe where to source and how to identify suitable animals to meet different audio visual requirements including: – correct breed – correct gender – have required temperament – desired appearance – have a lifespan consistent with the filming requirements – suitable age – fulfil health and safety requirements			
		3.3	Identify and explain own responsibilities under the legislation relating to supplying animals for audio visual requirements			
		3.4	Describe the behavioural and physiological factors that may affect an animal's ability to fulfil audio visual requirements			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.5	Explain why it is important to provide accurate information about chosen animals, and who needs this information			
	3.6	Describe the methods of communicating information about animals			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 25: Provide budgetary information for the animal's role for audio-visual requirements

Unit code: D/502/0680

QCF level: 4

Credit value: 7

Guided learning hours: 35

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to carry out the activities to provide budgetary information for an animal's role in audio visual requirements.

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 budgetary information for the animal's role for audio-visual requirements	1.1	Accurately calculate costs of using animals in a performance			
		1.2	Prepare a draft budget and give it to the relevant person in time for negotiations to take place			
		1.3	Provide accurate information to others to enable them to assess the impact that following potential contingencies would have on a budget: (i) going over the allocated time (ii) new shots being requested (iii) re-scheduling of shots			
		1.4	Store supporting information and calculations in a way that allows them to be retrieved easily by those who need them			
2	Understand how to prepare budgetary information for the animal's role in the audio-visual requirement	2.1	Explain the methods of budgeting and budget preparation in relation to audio visual performances			
		2.2	Explain the full range of costs that can occur when using animals for performance			
		2.3	Describe the contingencies that can affect performance budgets and explain what information you need to provide for these including: – filming going over the allocated time – new shots being requested – re-scheduling of shots			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.4	Explain the methods of presenting budgetary information			
	2.5	Explain the methods of recording and storing supporting information and calculations			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 26: Plan the transportation and transfer of animals for entertainment and education

Unit code: R/502/1664

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 plan the transportation and transfer of animals for entertainment and education.

Drivers and attendants involved in the transportation and transfer of animals must hold the appropriate qualification.

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 plan the transportation and transfer of animals	1.1	Identify the route and means of transportation and transfer of animals			
		1.2	Apply for the necessary travel permits for the animal to be transported in time for the transfer where appropriate			
		1.3	Inform the necessary authorities where permits are required before transportation occurs			
		1.4	Identify the required feeding and exercise breaks on journeys where appropriate			
		1.5	Prepare for animals to be loaded and unloaded before and after transportation using appropriate equipment and methods			
		1.6	Prepare for appropriate containment or restraint to be maintained during transportation			
		1.7	Prepare for the required welfare conditions for the particular animal to be maintained during transportation			
		1.8	Provide clear and accurate information for recording purposes			
2	Be able to promote health and safety and environmental good practice	2.1	Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to plan the transportation and transfer of animals	3.1	Explain different methods of containment, restraint and travelling accommodation required by 3 different animal types			
		3.2	Explain how transport should be prepared for 3 different animal types in relation to their health, safety, security and welfare			
		3.3	Describe when travel permits are required and how to apply for them			
		3.4	Explain the feeding and exercise requirements of 3 different animal types			
		3.5	Explain how 3 different animal types should be loaded and unloaded onto transportation			
		3.6	Describe the Five Needs of animal welfare and explain how they are implemented, monitored and maintained			
		3.7	Explain the legal and statutory requirements that affect the transportation of animals including: (i) stocking density (ii) numbers and types of animals (iii) length of journey (iv) exercise requirements (v) feeding and watering (vi) driver and attendant requirements			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.8	Describe how to establish what arrangements are needed in order to transfer animals from their accommodation base to their working environment			
	3.9	Explain factors that can cause stress to different animals during transportation and explain how this can be minimised			
4 Understand relevant health and safety legislation and environmental good practice	4.1	Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 27: Plan temporary accommodation for animals in entertainment and education environment

Unit code: D/502/0677

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 plan the temporary accommodation for animals in entertainment and education industries.

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 plan temporary accommodation	1.1	Identify the temporary accommodation needed by three different animal species			
		1.2	Confirm that temporary accommodation is sited close enough to the working environment			
		1.3	Arrange for the required temporary accommodation to be available on arrival and for the duration of the animal's stay			
		1.4	Ensure that the temporary accommodation will meet the animal's safety, security and health requirements.			
		1.5	Ensure that the correct measures are in place to keep humans safe from animals where appropriate			
		1.6	Confirm that different animals can be temporarily accommodated in a way that doesn't cause them stress			
2	Be able to promote health and safety and environmental good practice	2.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements which apply to planning temporary accommodation for animals			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Understand how to plan temporary accommodation	3.1	Explain the types of temporary accommodation that is required by three different animal species to meet their health, safety, welfare needs			
	3.2	Describe the types of animals that can be safely accommodated near to each other			
	3.3	Identify the relevant people who need to be contacted to arrange for temporary accommodation to be available			
	3.4	Explain the measures that are needed to ensure the safety of humans when animals are temporarily accommodated in working environments			
	3.5	Explain how to find and choose specialist builders who can be commissioned to build temporary accommodation for animals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand relevant health and safety legislation and environmental good practice	4.1	Explain current health and safety legislation, codes of practice and any additional requirements			
		4.2	Explain the records required for management and legislative purposes and the importance of maintaining them			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 28: Plan the care of animals in entertainment and education

Unit code: Y/502/1665

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 for planning the care of animals in entertainment and education industries.

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 plan the care of animals in the working environment	1.1	Confirm that sufficient qualified personnel will be available to care for the animal			
		1.2	Confirm that animal carers will be adequately supervised when looking after the animal			
		1.3	Confirm that sufficient quantities of the correct supplies will be available to care for the animal during its stay			
		1.4	Confirm with relevant people that the working environment will be safe and complies with relevant legislation			
		1.5	Liaise with a veterinary surgeon where appropriate to ensure that adequate health care will be available for the animal if needed			
		1.6	Confirm that relevant legal requirements relating to the animal's health, safety and welfare will be maintained at all times during the animal's stay			
		1.7	Maintain accurate records relating to the plans and arrangements made for the animal's care			
2	Be able to promote health and safety and environmental good practice	2.1	Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to plan care of animals in the working environment	3.1	Explain the requirements for care of animals in the working environment including: (i) personnel (ii) supplies (iii) healthcare			
		3.2	Outline the qualifications that are required of specific animal carers			
		3.3	Explain the Five Needs for animal welfare in line with current legislation			
		3.4	Explain the records required for management and legislative purposes and the importance of maintaining them			
		3.5	Explain when liaison with a veterinary surgeon will be necessary to ensure that adequate health care will be available for the animal if needed			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Understand relevant health and safety legislation and environmental good practice	4.1	Explain 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 29: Prepare the animal for entertainment and education

Unit code:	H/502/0678
QCF level:	3
Credit value:	6
Guided learning hours:	39

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to prepare animals for the entertainment and education environment.

It is about getting the animal used to the working environment and helping them to feel at ease and able to work without stress.

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 the animal for working in education and entertainment	1.1	Introduce the animal to the working environment in a manner that is appropriate to the health and wellbeing of the animal			
		1.2	Check within the working environment that the animal is able to perform the required action in accordance with its prior training			
		1.3	Suggest alternatives when the animal is not comfortable or able to perform in a working environment			
		1.4	Check regularly that the animal is not experiencing undue stress in the working environment and its welfare needs are met			
		1.5	Introduce the animal to people they are working with using appropriate and safe methods			
		1.6	Confirm the animal's welfare needs are properly maintained during their stay in the working environment			
		1.7	Check that all relevant legal requirements are maintained at all times whilst the animal is in the working environment set and report any causes for concern to the appropriate person			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to promote health and safety and environmental good practice	2.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements			
3	Understand why it is important to prepare animal for the entertainment and education environment	3.1	Describe how to find out about the kinds of environments that different animals are likely to find acceptable or unduly stressful			
		3.2	Explain three different methods by which individual animals can be introduced to different locations.			
		3.3	Describe the symptoms of stress in three different species of animal			
		3.4	Assess and explain the kind of alternatives that may be available if animals find the working environment set an unduly stressful location			
		3.5	Explain the Five Needs and their importance to animal welfare			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Understand relevant health and safety legislation and environmental good practice	4.1	Explain current health and safety legislation, codes of practice and any additional requirements			
	4.2	Describe the legal requirements and own responsibilities for caring for and working animals in entertainment and education on production locations and own responsibilities			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 30: Prepare artiste to work with the animal

Unit code: K/502/0679

QCF level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to prepare an artiste to handle animals. It covers teaching the artiste handling and command techniques as well as ensuring the health and safety of both the animal and the artiste are properly maintained.

Assessment requirements/evidence requirements

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

Artiste in this unit refers to a person not familiar to the specific animal.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare artiste to work with the animal	1.1	Instruct the artiste on the nature and temperament of the animal they are working with			
		1.2	Instruct the artiste in handling techniques and commands to help them work with the animal			
		1.3	Assist the artiste to become familiar with the animal			
		1.4	Offer hints, tips and encouragement to the artiste if they find it difficult to relate to the animal			
		1.5	Monitor and maintain the safety and welfare of the animal and the artiste at all times			
		1.6	Take appropriate action when the animal, artiste or any other people are in danger			
		1.7	Liaise with relevant people on the health and safety implications of having the animal in the working environment			
		1.8	Report to relevant people any problems or potential difficulties in introducing the animal and the artiste to each other			
		1.9	Ensure specialist veterinary surgeons are available for emergency situations where appropriate			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to promote health and safety and environmental good practice	2.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements			
3	Understand why it is important to prepare artiste to work with the animal	3.1	Explain appropriate, safe and effective ways to handle and command specific animals			
		3.2	Describe the instructional techniques to help artistes in the handling of animals			
		3.3	Explain how to reassure and encourage artistes in becoming familiar with animals			
		3.4	Assess and explain the safety needs of both animals and artistes when they are working together			
		3.5	Explain signs of stress in the artiste and animal and what action should be taken			
		3.6	Explain the potential difficulties and problems in introducing the animal and the artiste to each other the relevant people to report these including:

– health and safety staff

– producer

– line manager | | | |

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Understand relevant health and safety legislation and environmental good practice	4.1	Explain current health and safety legislation, codes of practice and any additional requirements			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 31: Work the animal to achieve entertainment and education requirements

Unit code:	L/502/0674
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, understanding and skills required to work animals in the entertainment and education environment. It requires that all relevant personnel are instructed in how to treat the animal correctly as well as getting the best possible performance from the animal.

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 work animal to achieve entertainment and education requirements	1.1	Take the animal safely in or out of the working environment as appropriate			
		1.2	Advise the appropriate person(s) on the animal's required working conditions.			
		1.3	Instruct people in the working environment on how not to frighten or disturb the animal			
		1.4	Deal appropriately with at least 4 of the following contingencies: (i) animal suffering stress (ii) artiste(s) encountering difficulties working with the animal (iii) rescheduling of activities (iv) animal not performing (v) emergencies and injuries (vi) emergency evacuation			
		1.5	Work in a way which fulfils the Five Needs of the animal			
2	Be able to promote health and safety and environmental good practice	2.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand why it is important for an animal in entertainment and education to achieve its requirements	3.1	Explain the safety needs and working condition of 3 different species of animal including: (i) temperature (ii) light (iii) space (iv) optimum working times (v) duration of time in action (vi) associated equipment			
		3.2	Describe the kind of working conditions that 3 different animal species require			
		3.3	Describe the contingencies that may occur when working with animals and explain what action to take in each case, covering: (i) animal suffering stress (ii) artiste(s) encountering difficulties working with the animal (iii) rescheduling of activities (iv) animal not performing (v) emergencies and injuries (vi) emergency evacuation			
		3.4	Explain why trainers need to remain available when animals are working			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand relevant health and safety legislation and environmental good practice	4.1 Explain current health and safety legislation, codes of practice and any additional requirements			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) _____ Date: _____

Unit 32: Carrying out styling and finishing of dogs

Unit code:	T/502/1706
QCF level:	3
Credit value:	6
Guided learning hours:	39

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to carry out styling and finishing for dogs using various trimming methods ensuring the methods are suitable for both the dog and the client.

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 carrying out styling and finishing for dog	1.1	Use the correct trimming methods for the work (i) scissored coat (ii) hand-stripped coat (iii) clipped coat			
		1.2	Produce three of the required head shapes and style the dog in accordance with the agreed plan and the type of breed: (i) round head (ii) head with short split eyebrows (iii) head with long split eyebrows (iv) head with centre fall eyebrows (v) clean head (vi) clean face			
		1.3	Carry out your work with due attention to the welfare of the dog			
		1.4	Complete your work in the required timescale			
2	Be able to maintain and use relevant equipment	2.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout			
		2.2	Accurately record the equipment and styling and finishing methods used			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to promote health and safety and environmental good practice	3.1	Work in a way which promotes health and safety, animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements			
		3.2	Ensure work is carried out in a manner which minimises environmental damage			
		3.3	Manage and dispose of waste in accordance with legislative requirements			
4	Understand how to carrying out styling and finishing for dog	4.1	Explain the techniques for styling and finishing			
		4.2	Explain all the different trimming methods:			
			(i) scissored coat			
			(ii) hand-stripped coat			
			(iii) clipped coat			
		4.3	Explain how to produce all the required head shapes and style the dog in accordance with the agreed plan and the type of breed:			
			(i) round head			
			(ii) head with short split eyebrows			
			(iii) head with long split eyebrows			
			(iv) head with centre fall eyebrows			
			(v) clean head			
			(vi) clean face			
		4.4	Explain why it is important to discuss and follow the client's requests for styling			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.5	Identify different types of breeds and explain how styling is achieved for each			
	4.6	Describe how to maintain the welfare of the dog during the work			
5	Understand the reasons for maintaining equipment	5.1	Explain the importance and methods of maintaining equipment for use			
	5.2	Describe the type of equipment used for styling and finishing and how to use the equipment correctly: (i) clippers and blades (ii) scissors (iii) thinning scissors (iv) stripping tools			
6	Understand relevant health and safety legislation and environmental good practice	6.1	Summarise current health and safety legislation, animal welfare, codes of practice and any additional requirements			
	6.2	Describe the possible environmental damage that could occur and how to respond appropriately			
	6.3	Explain the correct and appropriate methods for disposing of waste			
	6.4	Explain how to maintain health and safety for themselves, colleagues and others			
	6.5	Explain the records required for management and legislative purposes and the importance of maintaining them			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 33: Prepare and construct new structures or surfaces

Unit code:	J/502/1452
QCF level:	3
Credit value:	5
Guided learning hours:	33

Unit summary

The aim of this unit is to provide the learner with the understanding, knowledge and skills required to construct new structures and surfaces on land-based sites. Structures may be permanent or temporary and could include: drains, permanent drainage systems, boundaries, animal holding pens and poly tunnels etc. Surfaces may include: standing areas, container beds and pathways.

Relationship to National Occupational Standards: O29NCU21.1,2.

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	Prepare to construct new structures and surfaces	1.1	Prepare the site in a manner appropriate for the structure or surface and which minimises the effects on the surrounding environment			
		1.2	Prepare the necessary materials for construction			
2	Construct new structures and/or surfaces	2.1	Construct the structure or surface in accordance with the specification (i) setting out and location (ii) materials and resources (iii) timescale (iv) working methods (v) waste management (vi) restitution of site (vii) the relationship of the structure and surface to its context			
		2.2	Ensure the structure or surface meet the specification and is fit for purpose on completion of the work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to promote health and safety and environmental good practice	3.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements			
		3.2	Ensure work is carried out in a manner which minimises environmental damage			
		3.3	Manage and dispose of waste in accordance with legislative requirements and codes of practice			
4	Be able to maintain and use relevant equipment	4.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout			
5	Understand how to construct new structures and surfaces	5.1	Explain how to interpret specifications and the importance of following them covering: (i) setting out and location (ii) materials and resources (iii) timescale (iv) working methods (v) waste management (vi) restitution of site (vii) the relationship of the structure and surface to its context			
		5.2	Explain the problems that may arise and how to minimise and the appropriate action to take including; remedying the situation and/or informing those who need to act			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.3	Describe methods of constructing the structure or surface and the relationship of this to its planned use.			
		5.4	Explain how the planned use of the surface or structure may affect the methods of construction used			
6	Understand relevant health and safety legislation and environmental good practice	6.1	Summarise current health and safety legislation, codes of practice and any additional requirements			
		6.2	Describe the possible environmental damage that could occur and how to respond appropriately			
		6.3	Explain the correct and appropriate methods for disposing of waste			
7	Understand the reasons for maintaining equipment	7.1	Explain the importance and methods of maintaining equipment for use			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 34: Promote and maintain the health and wellbeing of animals

Unit code:	H/502/1507
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 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: CU32.1.

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 is 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	Identify, record and report five abnormal signs that might indicate the following:			
			(i) disease			
			(ii) disability			
			(iii) disorders			
			(iv) pest infestation			
			(v) trauma			
			(vi) stress			
		1.5	Carry out two of the following procedures to promote an 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to maintain accurate records	3.1	Provide clear and accurate information for recording purposes			
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.7	State how the environment may be adjusted to maintain two species of animals' health and welfare			
		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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 35: Handle animals

Unit code: J/502/1466

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 approach and handle animals in a manner that minimises risk and distress. The learner will also monitor the animal's responses to handling and take the appropriate action if there are significant changes.

Relationship to National Occupational Standards: O29NCU27.1,2.

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 handle animals	1.1	Approach and handle animals in a manner that:			
			(i) minimises stress			
			(ii) takes into account the species			
			(iii) takes into account the animal's current temperament			
			(iv) takes into account known behaviour patterns			
		1.2	Monitor the animal's behaviour and its response to handling, noting any significant changes and take the appropriate action if required			
2	Be able to work safely	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	Wear the appropriate personal protective equipment			
3	Know how to handle animals	3.1	State how and where to obtain information about the temperament and the usual behaviour patterns of animals			
		3.2	Describe safe and effective methods of handling animals			
		3.3	Explain why it is important to monitor an animal's response to handling.			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.4	Describe negative responses to handling and to whom these should be reported and the consequences of not doing so			
	3.5	Describe the different factors that can affect an animal's behaviour and what to do if these are observed			
	3.6	Describe how to deal with any contingencies which may arise, before approaching the animal			
	3.7	Describe the limits of responsibility in handling animals and what to do if assistance is required			
4 Know relevant health and safety legislation	4.1	Outline the current health and safety legislation, animal welfare legislation, codes of practice and any additional requirements			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)   Date: _____

Unit 36: Plan diets and feeding regimes for animals

Unit code: L/502/1453

QCF level: 3

Credit value: 6

Guided learning hours: 39

Unit summary

The aim and purpose of this unit is to provider the learner with the knowledge, skill and understanding to identify and plan appropriate diets and feeding regimes for animals. The learner will identify nutritional requirements and associated resources needed to meet requirements and communicate these requirements to those responsible for feeding animals. Evaluation of the feeding plan is covered in a separate unit.

Relationship to National Occupational Standards: O29NCU35.1

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to plan animal diets and feeding regimes	1.1	Identify the objectives of the feed plan			
		1.2	Identify the nutritional requirements of animals taking into account all of the following factors. Factors to include:			
			(i) type of animals			
			(ii) age of animals			
			(iii) condition of animals			
			(iv) purpose for which animals are being kept			
			(v) animal health and wellbeing			
		1.3	Ensure that resources are available to meet the requirements of the feed plan including staffing routines and procedures			
		1.4	Develop feed plan with sufficient level of detail to allow others to implement			
		1.5	Implement and organise resources to meet requirements of the plan			
		1.6	Communicate the feed plan clearly and effectively			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to plan animal diets and feeding regimes	2.1	Identify sources of information to establish dietary requirements			
		2.2	Identify essential nutrients and explain how these impact upon the health and welfare of animals			
		2.3	Analyse the factors which influence the development of the feeding plans, such as: (i) type of animals (ii) age of animals (iii) condition of animals (iv) purpose for which animals are being kept (v) animal health and wellbeing (vi) presentation (vii) purpose (viii) cost (ix) staffing (x) methods of feeding			
		2.4	Summarise the current legislation which relates to the inclusion of additives or substitutes			
		2.5	Explain the common side effects of inaccurately calculating levels of feeding substitute food or supplements			
		2.6	Explain the types and different purposes of dietary additives and substitutes			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.7	Explain the reasons for using different feeding systems			
	2.8	Describe common diseases and illnesses which require special diets and explain appropriate feeding regimes			
	2.9	Explain the actions to be taken if there are insufficient resources, including changing the plans, procuring more resources to meet the shortfall			
	2.10	Explain how to effectively communicate the feed plan to others			
	2.11	Explain own responsibility under animal welfare legislation			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 37: Monitor and evaluate the feeding of animals

Unit code: R/502/1454

QCF level: 3

Credit value: 3

Guided learning hours: 19

Unit summary

The aim and purpose of this unit is to provide the learner with the skills, knowledge and understanding to monitor and evaluate the feed plan

It includes evaluating animal health and development and taking appropriate action when the needs of the animal are not being met.

Relationship to National Occupational Standards: O29NCU35.2.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to monitor and evaluate the feeding of animals	1.1	Use appropriate monitoring methods to evaluate the effectiveness of the feed plan			
		1.2	Monitor the feeding process at the optimum times to assess progress and to confirm adherence to plan			
		1.3	Evaluate animal health and development against the objectives stated within the plan			
		1.4	Respond appropriately to any issues identified as a result of the monitoring process			
		1.5	Record results of monitoring			
		1.6	Evaluate and make any necessary modifications to the feed plan as a result of the monitoring			
2	Understand how to monitor and evaluate the feeding of animals	2.1	Explain how to evaluate the effectiveness of the feeding plan including: (i) animal behaviour and condition, (ii) quantities of food being eaten, (iii) costs of feeding against budget			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.2 Explain how to monitor all the aspects of implementation of the plan covering: (i) quality of outcomes (ii) quality of working methods and practice (iii) resource use (iv) scheduling			
	2.3 Evaluate the condition of animal(s) in relation to the objectives of the feeding plan including animal health and development			
	2.4 Compare the options and methods available for changing the feeding plan			
	2.5 Explain the dietary requirements of animals at different stages of life and in relation to their purpose			
	2.6 Explain how to identify problems with the feed plan and how these can be resolved			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 38: Select and prepare animals for breeding

Unit code: J/502/1659

QCF level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to select animals for breeding. It covers the selection of animals, fertilisation through natural methods or by artificial insemination. It also covers maintaining the health of the breeding animals.

Relationship to National Occupational Standards: O29NCU36.1; 029NLP28.2

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to select and prepare animals for breeding	1.1	Select animals which are suitable for breeding			
		1.2	Assess the physical condition of the animals selected for breeding for four of the following criteria:			
			(i) appearance and condition			
			(ii) weight			
			(iii) posture and movement			
			(iv) behaviour			
			(v) reproductive cycle			
			(vi) inherited diseases			
			(vii) sexually transmitted diseases			
			(viii) age of animal and its last pregnancy			
		1.3	Facilitate fertilisation using one of the following methods:			
			(i) natural methods			
			(ii) artificial insemination			
		1.4	Maintain the health and condition of breeding animals			
		1.5	Provide clear and accurate information for recording purposes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to use and maintain relevant equipment	2.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout			
3	Be able to promote, animal welfare and health and safety	3.1	Work in a way which promotes animal health and welfare, health and safety, is consistent with relevant legislation and codes of practice			
		3.2	Manage and dispose of waste in accordance with legislative requirements and codes of practice			
4	Understand how to prepare animals for breeding	4.1	Explain the principles of selecting individual animals for breeding			
		4.2	Explain how each of the criteria listed below are used to assess the suitability of animals for breeding (i) appearance and condition (ii) weight (iii) posture and movement (iv) behaviour (v) reproductive cycle (vi) sexually transmitted diseases (vii) inherited diseases (viii) age of animal and its last pregnancy			
		4.3	Explain how to determine the optimum time for breeding including identification of oestrus			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		4.4 Explain suitable preparation methods for animal and/or equipment for mating			
		4.5 Explain the arrangements for the care of animals for breeding			
5	Understand the breeding of animals	5.1 Explain why and when artificial or natural breeding methods are used in animals			
		5.2 Explain species specific mating behaviour which determines or precludes mating methods including how animals should be introduced			
		5.3 Explain the factors which influence conception in animals			
		5.4 Explain the anatomy of male and female reproductive systems			
		5.5 Explain the arrangements for the care of breeding and non-breeding males			
		5.6 Identify the types of records required and explain the importance of accurate record keeping			
6	Understand relevant animal welfare and health and safety legislation	6.1 Summarise current health and safety legislation, animal health and welfare, codes of practice and any additional requirements			
		6.2 Explain the correct and appropriate methods for disposing of waste			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand the reasons for maintaining equipment	7.1 Explain the importance and methods of maintaining equipment for use			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

_____ Date: _____

Unit 39: Manage the care of young animals

Unit code:	F/502/1661
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 for the care of young animals from birth to weaning. It includes methods of artificial rearing, fostering, animal health, behaviour and welfare and methods of weaning.

Relationship to National Occupational Standards: LP29.2,CU36.3.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to care for young animals	1.1	Ensure the appropriate food and water is provided to the young, from birth to weaning			
		1.2	Carry out weaning using an appropriate method			
		1.3	Monitor the health and condition of the young.			
		1.4	Carry out artificial rearing (including fostering), where applicable, in a manner which is appropriate to the animal			
		1.5	Provide clear and accurate information for recording purposes			
2	Be able to promote health and safety and environmental good practice	2.1	Work in a way which promotes health and safety, animal health and welfare and is consistent with relevant legislation, codes of practice and any additional requirements			
		2.2	Ensure work is carried out in a manner which minimises environmental damage			
		2.3	Manage and dispose of waste in accordance with legislative requirements and codes of practice			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to care for young animals	3.1	Explain the signs of good and ill health in young animals			
		3.2	Explain how to promote the health and welfare of young animals			
		3.3	Explain methods of weaning, and the appropriateness of their use			
		3.4	Explain potential problems encountered by young animals and actions to resolve them. Problems to include: (i) loss of parent (ii) competition (iii) risk of injury (iv) risk of disease			
		3.5	Explain the options for artificial rearing (including fostering) and the different management requirements of each system			
		3.6	Explain the records required for management and legislative purposes and the importance of maintaining them			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Understand relevant health and safety legislation and environmental good practice	4.1	Summarise current health and safety legislation, animal health and welfare, codes of practice and any additional requirements			
	4.2	Summarise own responsibilities under animal health and welfare and health and safety legislation			
	4.3	Describe the possible environmental damage that could occur and how to respond appropriately			
	4.4	Explain the correct and appropriate methods for disposing of waste			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 40: Plan the accommodation of animals

Unit code: K/502/1525

QCF level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required for planning the appropriate accommodation for animals.

The learner will identify the needs of the animal and the resources available. The learner will be able to specify the accommodation and provide information to those who will establish and maintain the accommodation.

Relationship to National Occupational Standards: O29NCU39.1.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Be able to plan the accommodation of animals	1.1	Accurately identify animals' accommodation requirements taking into account all relevant factors			
		(i) purpose for which animals being kept			
		(ii) minimisation of stress			
		(iii) number and mix of animals			
		(iv) stage of the animals' growth and development			
		(v) social needs of animals			
		(vi) opportunities for movement and exercise			
	1.2	Produce plans which include necessary details for their effective implementation:			
		(i) environmentally sound methods for managing animal waste			
		(ii) health and safety systems and methods			
		(iii) cleaning routines and schedules			
		(iv) handling contingencies			
	1.3	Identify the resources necessary to meet accommodation requirements			
		(i) accommodation available on the site			
		(ii) services available to prepare and maintain the accommodation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	Take the appropriate action to modify plans as required			
		1.5	Provide sufficient, clear and accurate information to others to allow them to carry out their work effectively			
2	Understand how to plan the accommodation of animals	2.1	Describe the types of animal accommodation which are available and the suitability of these for different animals			
		2.2	Explain the five animal needs and how they can best be promoted when planning accommodation			
		2.3	Explain the animal welfare legislation and codes of best practice in animal welfare and animal accommodation			
		2.4	Explain how to evaluate whether accommodation is suitable for animals and the different factors which need to be taken into account covering:			
			(i) number and mix of animals			
			(ii) stage of animals growth and development			
			(iii) social needs of animals			
			(iv) opportunities for movement and exercise			
			(v) minimisation of stress			
			(vi) purpose for which the animal is being kept			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 Describe the environmental conditions which will be necessary to maintain animals' health and welfare in accommodation and the impact of prevailing weather conditions on			
	2.6 Describe materials and equipment which animals need in their accommodation for their health and welfare			
	2.7 Explain the potential hazards which may arise in relation: (i) to the accommodation itself (ii) the materials from which it is made (iii) the materials used within it (iv) any equipment or materials contained therein (v) hazards caused by other animals or people			
	2.8 Describe safe systems of work for those who prepare and maintain accommodation			
	2.9 Describe the methods and systems for containing the animal when working within the animals accommodation			
	2.10 Explain cleaning routines appropriate to the animals concerned and the accommodation in which they are kept			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.11 Describe the effects which different cleaning methods and materials may have on the health and welfare of animals and how to minimise any detrimental effect			
3 Understand relevant health and safety legislation and environmental good practice	3.1 Summarise current health and safety legislation, codes of practice and any additional requirements			
	3.2 Explain the correct and appropriate methods for disposing of organic and inorganic waste			
	3.3 Explain the records required for management and legislative purposes and the importance of maintaining them			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 41: Monitor and evaluate the accommodation of animals

Unit code:	M/502/1526
QCF level:	3
Credit value:	4
Guided learning hours:	26

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required for monitoring and evaluating accommodation being provided for animals. The learner will monitor and evaluate the effectiveness of plans and will make changes where appropriate.

Relationship to National Occupational Standards: O29NCU39.2.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to monitor the accommodation of animals	1.1	Use monitoring methods which are appropriate for the accommodation, the animals concerned and those working with the animals to include:			
			(i) purpose for which animals being kept			
			(ii) minimisation of stress			
			(iii) number and mix of animals			
			(iv) stage of the animals' growth and development			
			(v) social needs of animals			
			(vi) opportunities for movement and exercise			
		1.2	Carry out monitoring of the accommodation at the appropriate times to evaluate effectiveness			
		1.3	Take the appropriate action when monitoring reveals problems or issues with the accommodation			
		1.4	Use working methods and systems which promote health and safety and which are consistent with relevant legislation and codes of practice			
2	Be able to evaluate the accommodation	2.1	Evaluate animal health and welfare in relation to the accommodation and safe working			
		2.2	Report findings from monitoring and evaluation and make recommendations			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to monitor and evaluate the accommodation of animals	3.1	Explain why it is important to monitor the following environmental factors:			
			(i) environmental conditions			
			(ii) containing structures			
			(iii) materials and equipment			
			(iv) weather conditions			
			(v) the density and mix of the animals			
		3.2	Explain the criteria used when monitoring the accommodation covering:			
			(i) quality of working methods and practice			
			(ii) resource use and suitability			
			(iii) scheduling			
			(iv) health and welfare of animals			
			(v) density and mix of animals			
			(vi) cleaning and routine maintenance			
			(vii) management of waste			
			(viii) quality of outcomes			
		3.3	Explain how to monitor the accommodation and quality of working practice			
		3.4	Describe the indicators of animal health and welfare in relation monitoring of accommodation			
		3.5	Explain the options available for making recommendations to animal accommodation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.6	Explain the animal welfare legislation and codes of best practice in relation to animal accommodation			
		3.7	Describe safe systems of work for those who prepare and maintain accommodation			
4	Understand relevant health and safety legislation and environmental good practice	4.1	Summarise current health and safety legislation, codes of practice and any additional requirements			
		4.2	Explain the records required for management and legislative purposes and the importance of maintaining them			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 42: Select animals for training

Unit code: L/502/1601

QCF level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to select animals for training for demonstration, show, or work. It looks at different selection criteria, for example age, temperament, type and breed differences, the psychological and physiological effects of training on the animal and how the environment can affect training.

Relationship to National Occupational Standards: O29NCU40.1.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to select animals for training	1.1	Specify selection criteria to identify the requirements of the animals to be trained, including the following: (i) physical characteristics (ii) behavioural characteristics (iii) age (iv) intended outcome of training (v) history (vi) temperament (vii) relevant documentation			
		1.2	Evaluate possible sources to acquire the necessary animals and select the best source			
		1.3	Assess potential animal recruits against the selection criteria			
		1.4	Select the animal best able to meet the selection criteria			
		1.5	Seek additional advice when information is insufficient to make a decision			
		1.6	Evaluate the potential of the animals which were not selected and provide the information to the pre-selectors			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to select animals for training	2.1	Explain the reasons for setting selection criteria			
		2.2	Describe the selection criteria which are necessary for the animal types and breed concerned and what it is being trained for, covering the following: (i) physical characteristics (ii) behavioural characteristics (iii) age (iv) intended outcome of training (v) history (vi) temperament (vii) relevant documentation			
		2.3	Explain how and why certain breeds and types are suited to particular activities			
		2.4	Explain the importance of identifying the individual characteristics of animals that affect their suitability for training			
		2.5	Explain the psychological and physiological effects which training activities may have on the animal			
		2.6	Describe seasonal and environmental effects on specific activities			
		2.7	Describe effective methods of selecting animals for specific activities			
		2.8	State the different sources of supply of the animal breed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.9 Describe how to assess the animal characteristics and any specific measurements which are needed			
	2.10 Explain the additional information which it might be necessary to gain and where to obtain it from			
	2.11 Outline the importance of consultation with relevant parties			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 43: Design individual training programmes for animals

Unit code: R/502/1602

QCF level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to design individual animal training programmes for animals so that specific objectives can be achieved. It considers the selection of appropriate training activities, identification of the resources required for the training activity and evaluation methods.

Relationship to National Occupational Standards: O29NCU40.2, O29NAC18.1.

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 design individual training programmes for animals	1.1	Assess the training needs of the animal and establish training objectives			
	1.2	Set realistic targets to meet training objectives			
	1.3	Select appropriate training methods and activities to meet training objectives:			
		(i) handling			
		(ii) obedience			
	1.4	Identify any additional requirements and include them in the training programme, including:			
		(i) environment			
		(ii) diet			
		(iii) living conditions			
		(iv) health and welfare			
		(v) exercise			
	1.5	Identify resources necessary for the training activities and include them in the training programme			
	1.6	Design suitable methods for evaluating progress in the training programme			
	1.7	Communicate with others on the design of the training programme and its objectives			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to promote health and safety and environmental good practice	2.1	Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements			
3	Understand how to design individual training programmes for animals	3.1	Explain the psychological and physiological effects which training activities may have on the animal			
		3.2	Describe seasonal and environmental effects on the design of training programmes			
		3.3	Explain how to identify the objectives of the training programme for the individual animal: (i) handling (ii) obedience			
		3.4	Explain how to set targets towards achieving training objectives			
		3.5	Explain the advantages and disadvantages of different training methods and activities			
		3.6	Explain how to identify additional requirements which the animal may have to enable it to achieve the training objectives in relation to: (i) environment (ii) diet (iii) living conditions (iv) health and welfare (v) exercise			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.7	Explain factors which may limit the animal achieving the required standard			
	3.8	Explain how to identify and apply suitable training resources			
	3.9	Explain methods of evaluating animals' progress towards objectives and targets			
4 Understand relevant health and safety legislation and environmental good practice	4.1	Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 44: Implement individual training programmes for animals

Unit code:	Y/502/1603
QCF level:	3
Credit value:	4
Guided learning hours:	26

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to implement and adapt training programmes to enable animals to achieve specific objectives and targets. It considers what resources are effective, monitoring of the mental and physical condition of the animal in response to the training programme and adapting it in accordance with the animal's needs and correct animal handling techniques. It also considers the correlation between the animal's confidence and performance levels and effective reporting of the animal's progress in relation to the objectives set.

Relationship to National Occupational Standards: O29NCU40.3, O29NAC18.2.

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 implement training programmes for animals	1.1	Ensure that the animal's needs are met prior to the commencement of the training programme including: (i) physical needs (ii) emotional needs			
	1.2	Ensure that appropriate resources are available for the training programme including: (i) training environment (ii) equipment (iii) personnel			
	1.3	Use training methods and activities in accordance with the training programme			
	1.4	Monitor the mental condition and physical behaviour of the animal throughout the training and use the results to modify training programme			
	1.5	Handle the animal correctly and in a way which promotes the animal's health and welfare			
	1.6	Modify training methods and activities when objectives are not being met including: (i) cease the activity (ii) find an alternative activity (iii) adapt the activity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.7	Report progress towards achieving training objectives accurately to the relevant people			
		1.8	Take remedial action when training methods, activities or resources are found to be inappropriate			
2	Be able to promote health and safety	2.1	Work in a way which promotes health and safety and animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements			
3	Understand how to implement training programmes for animals	3.1	Explain the psychological and physiological effects which training activities may have on the animal			
		3.2	Describe seasonal and environmental effects on the use of training activities			
		3.3	Explain the difference between basic discipline training and training for specific activities and how this may affect the training programme as a whole			
		3.4	Describe the animals' preparation requirements for training			
		3.5	Describe the signs which indicate the mental condition and physical behaviour of the animals			
		3.6	Describe the importance of accurately assessing animal behaviour and condition and taking appropriate action			
		3.7	Explain the importance of assessing an animal's confidence levels and how these are related to performance			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.8	Describe the correct ways of handling the animal concerned for the safety of the animal, self and others and to enable objectives to be met			
	3.9	Identify how to adapt techniques to reach the required standard			
	3.10	Explain how and when to modify training methods and activities including: (i) cease the activity (ii) find an alternative activity (iii) adapt the activity			
	3.11	Explain how to recognise the limits to which effective training can be applied to achieve success			
	3.12	Identify effective ways of assessing progress towards objectives and why they should be reported			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Understand relevant health and safety legislation	4.1	Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 45: Evaluate and improve training programmes which enable animals to achieve specific objectives

Unit code: D/502/1604

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 for the evaluation and improvement of training programmes for animals in order that they can achieve set objectives. It considers methods of evaluation, how to modify training programmes.

Relationship to National Occupational Standards: O29NCU40.4

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 evaluate and improve training programmes which enable animals to achieve specific objectives	1.1	Evaluate the results of training activities against planned training objectives			
		1.2	Take action to resolve situations where training activities, methods and resources are found to be inappropriate			
		1.3	Recognise and modify training targets which:			
			(i) are too difficult a level for the animal to achieve			
			(ii) are set too low			
			(iii) show the animal has more potential in another area			
2	Understand how to evaluate and improve training programmes which enable animals to achieve specific objectives	2.1	Explain the psychological and physiological effects which training activities may have on the animal			
		2.2	Describe seasonal and environmental effects on specific activities			
		2.3	Explain the value of regular evaluation			
		2.4	Describe methods of effective evaluation			
		2.5	Describe how to modify training targets which:			
			(i) are too difficult a level for the animal to achieve			
			(ii) are set too low			
			(iii) show the animal has more potential in another area			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.6	Explain when training outcomes may indicate that the animal is not suited for the activity for which it is being trained			
	2.7	Explain why it is important to agree future alterations with all relevant personnel			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 46: 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 : CU41.1.

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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 47: 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 : CU41.2.

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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Date: _____

Unit 48: 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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 49: Establish animals in a new environment

Unit code: Y/502/1469

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 establish animals in a new environment.

The unit covers preparing the new environment ready for the animals and monitoring them during establishment.

Relationship to National Occupational Standards: O29NCU42.2.

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 establish animals in a new environment	1.1	Ensure the new environment is prepared to allow for the safe introduction of the animals			
		1.2	Safely establish the animals in their new environment			
		1.3	Monitor and maintain the health and welfare of the animals			
2	Be able to promote health and safety	2.1	Work in a way which promotes health and safety, animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements			
3	Be able to maintain accurate records	3.1	Provide clear and accurate information for recording purposes			
4	Understand how to establish animals in a new environment	4.1	Explain how to prepare the environment to allow the safe introduction of animals			
		4.2	Explain the factors in the new environment which may cause animals stress and how these can be minimised			
		4.3	Explain the different methods of establishing animals in new environments			
		4.4	Summarise the indicators of potential problems with health and welfare and the action to take			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
5 Understand relevant health and safety legislation and environmental good practice	5.1	Summarise current health and safety, animal welfare legislation, codes of practice and any additional requirements			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 50: Prepare for the transportation of animals

Unit code:	T/502/1494
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 for preparing to transport animals. It covers planning the journey; the preparation of both the transportation and the animals; and loading and containing the animals.

Relationship to National Occupational Standards: O29NCU43.1.

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 to transport animals	1.1	Correctly complete all relevant documentation and records related to movement of animals			
		1.2	Plan a journey for the transport of animals in line with instructions			
		1.3	Check that the transportation equipment, suitability and condition are correct for the transport of animals			
		1.4	Provide for the animals' needs for the journey within the transportation environment considering their health and welfare and nutritional requirements			
2	Be able to prepare animals for transport	2.1	Prepare and handle animals in preparation for loading			
		2.2	Assess animals for fitness to travel and where appropriate take appropriate action if animals are unfit for travel			
		2.3	Load and contain the animals within the transportation equipment, make safe and secure for the journey in a manner which minimises their stress.			
		2.4	Segregate animals correctly if required			

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 animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements			
		3.2	Dispose of waste safely and correctly			
4	Know who has responsibilities with regard to the transport animals	4.1	State the persons who hold responsibility for animal welfare during transport and summarise their responsibilities under animal welfare, the transport of animals and health and safety legislation			
		4.2	State the authorities that have the right to inspect animals, documentation and vehicles and their powers			
		4.3	State the authorities to contact, for inquiries about transport conditions, and matters of law			
		4.4	Describe the communication required between all parties involved with transportation of animals			
5	Know how to prepare to transport animals	5.1	State the types of authorisation required to move animals and when they are required			
		5.2	Describe the requirements of planning a journey including: (i) requirements for journey recording systems (ii) the records which are necessary and required			
		5.3	Explain the different requirements of documentation for transporting animals dependent on length of travel			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.4	Describe the requirements for condition and suitability of vehicles and containers used for transport of animals including: (i) cleanliness (ii) health and safety (iii) security (iv) travel requirements of animals (v) environmental conditions			
		5.5	Outline the appropriate nutritional and water requirement levels for the animals concerned			
6	Know how to prepare animals for transport	6.1	Describe indicators used to assess the animal health and welfare			
		6.2	State when unfit animals can be transported			
		6.3	Describe the correct methods for preparing and handling animals for loading			
		6.4	State the animal requirements during loading, in relation to flight zone, visual field and lighting			
		6.5	Describe the appropriate methods of loading and containing the animals which minimises their stress.			
		6.6	Describe possible protective measures required for animals during transportation			
		6.7	Outline the possible unplanned occurrences which may occur and how each may best be handled			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.8 State when animals need to be segregated			
	6.9 Outline the legal requirements in relation to density and number of animals in transport including the effects of overstocking and understocking			
	6.10 Describe the circumstances when stocking densities may be adjusted to take into account changing conditions			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 51: Maintain the health and welfare of animals during transportation

Unit code: K/502/1542

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 for maintaining the health and welfare of animals during transportation and unloading. It does not cover the driving of vehicles.

Relationship to National Occupational Standards: O29NCU43.2.

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 monitor and maintain animals during transportation	1.1	Monitor animals' health and welfare at the required times during transportation to identify any causes for concern			
		1.2	Recognise changes in animal health and welfare which might signify stress, ill health or injury and take the appropriate actions			
		1.3	Take the appropriate action without delay where there are any concerns over animal health and welfare			
		1.4	Ensure the containment of animals complies with legislation and optimises their health and welfare			
		1.5	Ensure that transport temperature and ventilation conditions maintain animal health and welfare			
		1.6	Control animals during transportation in the correct manner using relevant handling aids if applicable			
2	Be able to carry out post transportation activities	2.1	Clarify who is to receive the animals and communicate any information which they may require			
		2.2	Unload the animals using appropriate methods and in a manner which minimises their stress and risk of injury			
		2.3	Place the animals in suitable lairage/holding area after transport, that is in compliance with legislation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.4	Clean the transportation equipment in accordance with legislation			
		2.5	Maintain accurate and complete records as required			
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	Carry out work in a manner which minimises environmental damage			
		3.3	Dispose of waste safely and correctly			
4	Know how to monitor and maintain animals during transportation	4.1	Describe signs of animal health and welfare deterioration in relation to appearance, body functions and behavior			
		4.2	State the importance and methods of maintaining the correct temperature and ventilation when transporting animals			
		4.3	Explain when to monitor health and welfare according to the animals being transported, relevant legislation and the method of transportation being used			
		4.4	Describe the causes and signs of stress in animals			
		4.5	Describe the causes, effects and prevention of thermal stress in animals			
		4.6	Describe how to care for unfit or injured animals during transportation			
		4.7	Describe how to assess ill health and determine the			

				actions to be taken and their urgency

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.8 Explain when to seek help, and from whom when problems occur during transportation			
	4.9 Describe how to maintain health and welfare of animals covering all the following - through the provision of feed and water or not, breaks from traveling, maintaining the transportation environment			
	4.10 Describe methods of handling animals during transportation using handling aids if applicable			
	4.11 State circumstances in which animals can be left and how safety and security may be maintained			
	4.12 Outline the possible unplanned or unforeseen occurrences which may occur and how each may best be handled			
	4.13 Summarise their responsibilities under health and safety, animal welfare and animal transportation legislation			
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 how environmental damage can be minimised			
	5.3 Describe the correct methods for disposing of waste			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Know how to carry out post transportation activities	6.1	State the importance of communicating information to appropriate people			
		6.2	Explain animal requirements when handling animals during unloading, in relation to flight zone, visual field and lighting			
		6.3	Describe the requirements of the holding area/lairage post transportation			
		6.4	Describe how to maintain and clean the transportation equipment after use			
		6.5	Explain any necessary documentation and their responsibility in relation to it			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)   Date: _____

Unit 52: Plan, monitor and evaluate the transportation of animals

Unit code:	L/502/1517
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 plan, monitor and evaluate the transportation of animals. It is designed to be applicable to planning the transport of individual or groups of animals, whatever the reasons for transportation, or the distance they are to be taken. The learner will be able to select the best form of transportation, plan the journey, prepare documentation and ensure that those who are to transport the animals are fully briefed. The learner will also be able to monitor transportation, evaluate the effectiveness and take appropriate action where necessary.

Relationship to National Occupational Standards: O29NCU44.1,2

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 plan the transportation of animals	1.1	Select the most appropriate form of transportation for an animal type			
	1.2	Plan a journey taking into account all of the following factors:			
		(i) distance			
		(ii) health and welfare of animals			
		(iii) containment			
		(iv) means of transport			
		(v) resource availability			
		(vi) legislation			
		(vii) timing to include stop overs			
		(viii) health and safety			
		(ix) nutritional requirements			
	1.3	Identify methods for maintaining the health and welfare of the animals throughout the journey			
	1.4	Prepare all necessary documentation consistent with current legislation and relevant codes of practice to include documentation required by:			
		(i) the organisation			
		(ii) the carrier			
	1.5	Specify procedures for dealing with contingencies			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.6	Communicate sufficient, clear and accurate information to individuals to allow them to carry out their work effectively and comply with relevant legislation and codes of practice			
2	Be able to monitor and evaluate the transportation of animals	2.1	Develop a monitoring programme capable of evaluating animal transportation and encouraging good practice, including: (i) timing (ii) resources (iii) contingency management (iv) regulatory demands			
		2.2	Establish effective control systems to monitor progress including lines of communication relating to: (i) animal health and wellbeing (ii) timescale (iii) containment (iv) regulatory demands (v) health and safety			
		2.3	Monitor transportation at optimal frequencies to determine progress			
		2.4	Record any deviations from the monitoring programme and take the appropriate action			

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.5	Redefine the monitoring programme outcomes where monitoring indicates this is necessary			
3	Understand how to plan the transportation of animals	3.1	Describe the safe methods of transport for the animals concerned			
		3.2	Explain the reasons for using particular carriers and modes of transportation, including resource implications			
		3.3	Outline the resource issues which need to be taken into account and appropriate actions to resolve any lack of resources			
		3.4	Explain how to produce the transportation plan covering: (i) distance (ii) health and welfare of animals (iii) containment (iv) means of transport (v) resource availability (vi) legislation (vii) timing to include stop overs (viii) health and safety (ix) nutritional requirements			
		3.5	Explain the methods for maintaining animal health, welfare and safety during transportation			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.6	Outline the legal and carrier requirements for transportation			
	3.7	Explain why it is necessary to plan the handling of contingencies			
	3.8	Summarise what information carriers will need and why			
	3.9	Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements			
4 Understand how to monitor and evaluate the transportation of animals	4.1	Describe an effective monitoring programme for the transportation of animals and why the following factors are essential, including: (i) timing (ii) resources (iii) contingency management (iv) regulatory demands			
	4.2	Outline what lines of communication are necessary for effective monitoring of the transportation of animals			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.3	Explain the purpose and principles of establishing effective control systems relating to:			
		(i) animal health and wellbeing			
		(ii) timescale			
		(iii) containment			
		(iv) regulatory demands			
		(v) health and safety			
	4.4	Explain how to recognise deviations from programme and assess their criticality and their potential effects to determine the appropriate action			
	4.5	Explain how to evaluate the effectiveness of the programme and how to determine when programme needs modifying			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 53: Determine and agree policies for the management of animals

Unit code: K/502/1606

QCF level: 3

Credit value: 5

Guided learning hours: 33

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to set and agree policies for the management of animals.

It involves the setting of policy objectives including identifying feasible and viable options, communicating the agreed policy to key interest groups and developing arrangements for reviewing the policy.

Relationship to National Occupational Standards: O29NCU51.1.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to determine and agree policies for the management of animals	1.1	Clearly establish the intended purposes for keeping the animals			
		1.2	Identify and evaluate the following opportunities and constraints relevant to animal management:			
			(i) environmental impact			
			(ii) resource implications			
			(iii) needs of key interest groups			
			(iv) external opportunities and constraints			
			(v) other organisational policies and objectives			
			(vi) new knowledge and ideas which open up new possibilities			
			(vii) resources			
		1.3	Review policy options available for animal management to determine the preferred option.			
		1.4	Consider the following animal characteristics in your selection of policy options:			
			(i) purposes for which the animals are being kept			
			(ii) types and mix of animals			
			(iii) numbers of animals			
			(iv) quality of animals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.5	Identify a preferred option which is feasible and viable striking the optimum balance between the animal characteristics and policy options			
		1.6	Agree policies with the appropriate people in accordance with organisational requirements			
		1.7	Communicate agreed policy to key interest groups in an appropriate way, including those:			
			(i) directly involved			
			(ii) affected by the site			
		1.8	Specify arrangements for reviewing policies			
2	Understand how to determine and agree policies for the management of animals	2.1	Describe the intended purpose(s) for keeping the animals and whether any of the purposes takes primacy			
		2.2	Explain the nature of opportunities and constraints and how these might be used to the organisation's benefit:			
			(i) environmental impact			
			(ii) resource implications			
			(iii) needs of key interest groups			
			(iv) external opportunities and constraints			
			(v) other organisational policies and objectives			
			(vi) new knowledge and ideas which open up new possibilities			
			(vii) resources			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.3 Describe how to assess and evaluate the opportunities and constraints to determine a course of action			
	2.4 Explain how to consider animal health and welfare when determining policy options			
	2.5 Explain how different animal characteristics affect the selection of policy options:			
	(i) purposes for which the animals are being kept			
	(ii) types and mix of animals			
	(iii) numbers of animals			
	(iv) quality of animals			
	2.6 Describe the resources which will be required to put the policies into effect			
	2.7 Describe the factors within and the inter relationships between:			
	(i) the environmental impact of keeping animals			
	(ii) the surrounding area and the wider community of people			
	(iii) flora and fauna			
	(iv) resource implications in keeping animals			
	(v) needs of key interest groups, who they are			
	(vi) their legitimacy and sources of influence			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	(vii) external opportunities and constraints relating to policies, legislation, regulations and designations			
	(viii) organisational policies and objectives			
	2.8 Explain the rationale for reviewing policies and how this can best be achieved			
	2.9 Identify effective means of communicating agreed policy/policies to interest groups			
	2.10 Summarise the legislation, regulations and codes of conduct affecting the keeping and management of animals			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 54: Monitor and evaluate the implementation of animal management policies

Unit code: H/502/1605

QCF level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to monitor and evaluate the effectiveness of animal management policies. The learner will obtain information on implementation of the policy, evaluate it and take appropriate action.

Relationship to National Occupational Standards: O29NCU51.2

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to monitor and evaluate the implementation of animal management policies	1.1	Obtain data and information from the implementation of animal management policies in a form which allows their effectiveness to be evaluated			
		1.2	Monitor the following external conditions regularly to determine the affect which they may have on policies and the effectiveness of animal management :			
			(i) changes in public opinion, markets and competitor activity			
			(ii) legislation			
			(iii) advances in knowledge and practice			
			(iv) lobbying/public pressure			
			(v) technology			
		1.3	Take appropriate action to deal with the following variations from plans:			
			(i) financial resource use			
			(ii) physical resource use			
			(iii) human resource use			
			(iv) working methods and systems			
		1.4	Evaluate management systems and methods to confirm they comply with legal requirements and promote good practice			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.5	Provide clear and accurate information for recording purposes			
		1.6	Take action appropriate to the conclusions of the evaluation			
2	Understand how to monitor and evaluate the implementation of animal management policies	2.1	Explain the data and information which management systems should produce including: (i) quantitative (ii) qualitative			
		2.2	Describe the different ways of presenting qualitative and quantitative data and information and those which might be most useful for the activity concerned			
		2.3	Explain how changes in public opinion, markets and competitor activity, legislation, knowledge and practice and technology may affect management systems and practice			
		2.4	Explain how public pressure and lobbying may affect how people think about the management of animals and the effect this may have			
		2.5	Describe methods available for effectively monitoring external conditions and how to determine the appropriate action to be taken when there is variances covering: (i) financial resource use (ii) physical resource use			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
		(iii) human resource use			
		(iv) working methods and systems			
	2.6	Summarise the relevant legal requirements for animal management and how to apply these to the setting up and running of such establishments			
	2.7	Identify the records which are required and the importance of accurate record keeping			
	2.8	State how long records should be stored to comply with relevant legislation and organisational requirements			
	2.9	Explain the action which may be necessary following evaluation and how to decide the timing of action			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(if sampled)   Date: _____

Unit 55: Encourage and motivate volunteers

Unit code: J/502/1645

QCF level: 3

Credit value: 5

Guided learning hours: 33

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to encourage, motivate and show appreciation for the work of volunteers. The learner will assess the needs and wishes of the volunteers, recognise their commitment and encourage further development.

Relationship to National Occupational Standards: O29NCU89.1, 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 motivate volunteers by promoting the special ethos and values of volunteering	1.1	Assess the needs and wishes of individuals and/or groups to help determine the starting point for their involvement			
		1.2	Support volunteers in ways which match volunteer expectations, motivations and needs			
		1.3	Demonstrate an awareness of individual and/or group volunteers abilities and aptitudes			
		1.4	Recognise volunteers and their commitment which are likely to enhance their motivation to continue.			
		1.5	Take account of equal opportunities issues as they affect volunteers			
2	Recognise voluntary effort by valuing volunteer contributions	2.1	Show appreciation of the individual contributions made by volunteers by: (i) providing feedback to volunteers (ii) communicating this information to others			
		2.2	Encourage further development of volunteers capabilities			
		2.3	Record individual and group effort in terms of its worth and contribution to organisational objectives			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Understand how to motivate volunteers by promoting the special ethos and values of volunteering	3.1	Explain what volunteering entails and the implications of volunteering for the volunteer, the voluntary organisation and the client			
	3.2	Explain why people volunteer and why organisations involve volunteers			
	3.3	Explain ways of assessing and confirming the needs and wishes of individuals and/or groups to help determine the starting point for their involvement			
	3.4	Describe how equal opportunities issues and values affect volunteers and volunteering and the organisation			
	3.5	Explain ways of recognising the commitment of volunteers and how that will enhance their motivation to continue			
4 Understand how to recognise voluntary effort by valuing volunteer contributions	4.1	Explain how to respond positively to personal and group voluntary effort by: (i) providing feedback to volunteers (ii) communicating this information to others			
	4.2	Describe how to assess and record individual and group effort in terms of its worth and contribution to organisational objectives			
	4.3	Describe how to evaluate an individual's voluntary effort in ways which can help further his/her or a group's capabilities			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.4	Describe ways of recognising formally the skills and abilities shown			
	4.5	Describe how to provide feedback at an appropriate level in the organisation			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 56: Manage the work of volunteers

Unit code:	D/502/1599
QCF level:	3
Credit value:	6
Guided learning hours:	39

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to manage the work of volunteers. It includes planning the work of volunteers, ensuring that they have sufficient resources to carry out the work, instructing them in the skills needed and assessing their work.

Assessment requirements/evidence requirements

Simulation will not be acceptable.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to plan the work of volunteers	1.1	Give opportunities to volunteers to contribute to the planning and organisation of their work			
		1.2	Produce plans that take into account the relevant factors of volunteering including:			
			(i) your team's objectives			
			(ii) the volunteers whose work you are responsible for and their development needs			
			(iii) constraints under which volunteers may be working			
			(iv) meeting the motivational needs of your volunteers			
		1.3	Produce plans and schedules that are realistic and achievable within organisational constraints			
		1.4	Explain the plans to others clearly and in sufficient detail to gain support, motivation and commitment			
		1.5	Update plans at regular intervals and take account of any changes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to prepare resources for volunteers	2.1	Check that resources are available and suitable for the planned work and take the appropriate action where there are any problems			
		2.2	Allocate resources so that volunteers can do the work to the required standard.			
		2.3	Make sure volunteers are using resources according to organisational, legal and regulatory requirements			
		2.4	Make sure volunteers are using resources efficiently and effectively and encourage them to suggest improvements			
3	Be able to lead the work of volunteers	3.1	Make volunteers feel welcome and introduce any new volunteers to each other and the rest of the team			
		3.2	Clearly explain organisational policy in relation to: (i) volunteering (ii) confidentiality (iii) welfare (iv) health and safety (v) volunteer insurance (vi) training and developing volunteers (vii) equal opportunities			
		3.3	Provide volunteers with clear instructions on tasks they have to do in line with organisational and legal requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Correctly demonstrate the tasks and check that volunteers understand what is expected			
		3.5	Let the volunteers practise the tasks under competent supervision until they can consistently achieve the required standard on their own			
		3.6	Identify and correct any mistakes in a way that supports their self-confidence and praise them when they perform tasks correctly			
		3.7	Identify volunteers who could take on new responsibilities and agree what development would be appropriate to their needs			
		3.8	Identify volunteer work that does not meet agreed standards and take the appropriate action			
4	Be able to assess the work of volunteers and provide feedback	4.1	Explain the purpose of assessment clearly to all involved			
		4.2	Give opportunities to volunteers to assess their own work			
		4.3	Carry out assessments at times most likely to maintain and improve effective performance			
		4.4	Make your assessments objectively against clear and agreed criteria			
		4.5	Provide feedback to volunteers in a situation and manner most likely to maintain and improve motivation.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.6	Provide feedback which recognises team members' achievements and provide constructive suggestions and encouragement for improving their work			
		4.7	Show respect for the individuals involved and treat all feedback to individuals and teams confidentially			
		4.8	Give opportunities to team members to respond to feedback			
5	Be able to promote health and safety and environmental good practice	5.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements			
6	Be able to maintain accurate records	6.1	Provide clear and accurate information for recording purposes			
7	Understand how to plan the work of volunteers	7.1	Explain how to provide volunteers with the opportunity to contribute to the planning and organisation of their work			
		7.2	Describe how to produce plans that take into account the relevant factors of volunteering including:

(i) your team's objectives

(ii) the volunteers whose work you are responsible for and their development needs

(iii) constraints under which volunteers may be working

(iv) meeting the motivational needs of your volunteers | | | |

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		7.3	Explain how to develop realistic and achievable work plans both in the short and medium term			
		7.4	Describe how to present work plans in a way that gains support, motivation and commitment			
		7.5	Explain the need to regularly review work plans			
8	Understand how to prepare resources for volunteers	8.1	Explain how to check that the appropriate resources are available and outline the procedures to follow for obtaining resources			
		8.2	Outline the procedure for reporting problems with resources			
		8.3	Summarise organisational, legal and regulatory standards for the resources that the work uses			
		8.4	Explain how to allocate resources in a way that enables the achievement of objectives			
		8.5	Explain the need to ensure resources are used efficiently and effectively and the implications for not doing so			
		8.6	Explain the impact that the use of resources could have on the environment			
		8.7	Explain the reasons for getting others to suggest ways of improving the use of resources			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
9 Understand how to lead the work of volunteers	9.1	Describe the induction process for new volunteers and the importance of making volunteers feel welcome and part of the team			
	9.2	Describe how to ensure that new volunteers understand organisational policy in relation to: (i) volunteering (ii) confidentiality (iii) welfare (iv) health and safety (v) volunteer insurance (vi) training and developing volunteers (vii) equal opportunities			
	9.3	Describe how to instruct volunteers and to demonstrate tasks clearly and correctly to ensure that volunteers understand what they have to do			
	9.4	Explain the reasons for making sure volunteers continue to be supervised until they can achieve the standard required and the action to take when work does not meet the standard			
	9.5	Describe how to correct mistakes without undermining self-confidence			
	9.6	Explain how to recognising the potential for volunteers to take on new responsibilities and outline the development opportunities available to them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		9.7	Outline the organisational and legal requirements that are relevant to the tasks the volunteers are being developed to undertake			
		9.8	Describe how organisations gives recognition and reward to volunteers			
		9.9	Explain methods of handling difficulties with volunteer work, and procedures for dealing with problems			
10	Understand how to assess the work of volunteers and provide feedback	10.1	Explain the need to communicate clearly the purpose of assessment to all involved			
		10.2	Explain the reasons for providing opportunities to volunteers to assess their own work			
		10.3	Explain the principles of fair and objective assessment of work and how to ensure this is achieved			
		10.4	Explain how to provide feedback to volunteers on their performance based on assessment			
		10.5	Explain the principles of respect and confidentiality when providing feedback			
		10.6	Describe how to motivate volunteers and gain their commitment by providing feedback			
		10.7	Explain how to provide constructive suggestions on how performance can be improved			
		10.8	Describe how to give those involved the opportunity to respond to feedback and provide suggestions on how to improve their work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
11	Understand relevant health and safety legislation and environmental good practice	11.1	Summarise current health and safety legislation, codes of practice and any additional requirements			
12	Understand the importance of accurate record keeping	12.1	Explain the records required for management and legislative purposes and the importance of maintaining them			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)

Unit 57: Prepare and maintain the operational condition of work boats

Unit code: A/502/3179

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 prepare and maintain work boats for use.

The learner will carry out the necessary checks and maintenance, and ensure that the work boat is safe and ready for use. In addition, they must recognise and deal with any faults or problems that arise prior to operation of the work boat.

Relationship to National Occupational Standards: O29NEC15.1.

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 and maintain the operational condition of workboats	1.1	Carry out checks and maintenance procedures correctly, in accordance with statutory, manufacturers and organisational requirements. To include: (i) safety checks (ii) engine checks (iii) engine maintenance (iv) condition of vessel			
		1.2	Ensure equipment for use during the operation of the work boat is safe, in good working order and accessible including: (i) safety equipment (ii) operational equipment			
		1.3	Where appropriate, rectify faults in the operational condition of the work boat safely and correctly			
		1.4	Ensure problems and conditions which are outside your responsibility are identified and referred promptly to the appropriate person			

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, safety and environmental good practice according to relevant legislation, codes of practice and any additional requirements			
		2.2	Provide clear and accurate information for recording purposes			
3	Know how to prepare and maintain the operational condition of workboats	3.1	Describe the required pre-start checks, routine checks and maintenance procedures covering: (i) safety checks (ii) engine checks (iii) engine maintenance (iv) condition of vessel			
		3.2	Outline the manufacturers instructions for engine and equipment maintenance, and specifications of the work boat			
		3.3	Describe the types of faults which may occur, including: engine faults, damage to the vessel and missing equipment, and the appropriate action in relation to these faults			
		3.4	Outline the limits of your responsibility for rectifying faults and other problems			
		3.5	Describe the procedures for reporting faults			
		3.6	Describe the reasons for reporting faults			
		3.7	Describe how to safely handle and store fuel and lubricants			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.8	Outline the types of problems which may be encountered and how these should be dealt with			
	3.9	Outline the relevant legislation and organisational requirements associated with the use of work boats			
	3.10	Outline the recreational and economic use of the water environment and how such use relates to work activities			
4 Know relevant health and safety legislation and environmental good practice	4.1	Outline the current health and safety legislation, codes of practice and any additional requirements in relation to the operation and use of work boats			
	4.2	Identify the types of records required and explain the importance of accurate record keeping			
	4.3	Describe how to maintain environmental good practice during work activities			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 58: Operate work boats

Unit code: R/502/3222

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 operate work boats.

All manoeuvres must be conducted safely, in accordance with manufacturers and organisational requirements, and without causing damage to the boat. The learner must take into account factors such as weather conditions, water conditions and hazards during the operation of the boat.

Learners must possess the appropriate certification or approvals to operate the class of boat used during assessment of this unit.

Relationship to National Occupational Standards: O29NEC15.2

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 operate work boats	1.1	Ensure boat manoeuvres are conducted safely, without damage to the workboat and in accordance with statutory and organisational requirements and within the necessary timescales covering at least one of the following: (i) maintenance (ii) inspection (iii) transportation.			
		1.2	Operate the work boat controls in accordance with manufacturer's instructions, the nature of the operations and with regard to the following: (i) prevailing weather (ii) water flow (iii) water depth (iv) wildlife habitats (v) other water users			
		1.3	Recognise any hazards and obstacles, and take the appropriate action to minimise the risk during work boat manoeuvres			
		1.4	Report any difficulties in carrying out operations promptly to the relevant person			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.5	Ensure your communications with crew members and others are accurate and clear at all times, and adhere to organisational requirements. Use at least two of the following types of communications: (i) verbal (ii) written (iii) sound			
		1.6	Respond to changes in environmental conditions appropriately and in accordance with organisational requirements			
		1.7	Identify the need for emergency procedures accurately and take the appropriate prompt actions			
2	Be able to work safely and minimise environmental damage	2.1	Work in a way which maintains health, safety and environmental good practice during your work according to relevant legislation, codes of practice and any additional requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to operate work boats	3.1	Explain the safe and correct methods for handling and using work boats			
		3.2	Describe the operational limitations of the work boat			
		3.3	List the types of operations which are carried out using work boats			
		3.4	Describe the ways in which weather and water conditions must be taken into account during operations			
		3.5	Explain the types of hazards which may occur and how to respond to these, including: floating debris, submerged obstacles and fixed structures			
		3.6	Outline the potential damage which may occur during operations and the correct action to take			
		3.7	Describe the difficulties which may occur and to whom these should be reported			
		3.8	State the limits of your responsibility in relation to the operation of work boats			
		3.9	Describe the procedures for communicating with crew members and others			
		3.10	Outline the recreational and economic use of the water environment and how such use relates to work activities			

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, codes of practice and any additional requirements			
	4.2	Summarise the types of emergencies which can occur, including: fire, sinking, engine failure, collision, person overboard, leak of flammable or hazardous substances			
	4.3	Describe the correct methods for implementing emergency procedures			
	4.4	Outline the health and safety requirements in relation to the use of work boats			
	4.5	Outline the environmental considerations which must be taken into account during operations			
	4.6	Describe how to maintain environmental good practice during work activities			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)   Date: _____

Unit 59: Prepare interpretive entertainment and educational activities

Unit code:	L/502/3249
QCF level:	3
Credit value:	4
Guided learning hours:	26

Unit summary

The aim of this unit is to provide the knowledge, understanding and skills required to prepare interpretative activities for a range of audiences using a range of techniques. The techniques could include the use of audio visual/electronic equipment, use of props or audience involvement and participation.

Relationship to National Occupational Standards: O29NEC26.1.

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 interpretive, entertainment and educational activities	1.1	Select and match subject matter to the site, the target audience and type of activity to ensure wider participation			
		1.2	Work closely with those who are responsible for the audience to maximise the value of planned activities			
		1.3	Prepare opportunities for the audience to maximise the use of their senses			
		1.4	Plan appropriate styles and structures of activities which are appropriate to a range of audience profiles			
		1.5	Develop and put in place contingency plans for all of the following: (i) the audience is different from that anticipated (ii) ill health (staff or animal) (iii) bad weather			
		1.6	Ensure that the selected techniques are sufficient and are consistent with the objectives within the constraints of site, event and budget			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to promote health and safety and environmental good practice	2.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements			
3	Understand how to prepare interpretive entertainment and educational activities	3.1	Explain how to select and agree relevant subject matter to match the site, audience and the activity to ensure wider participation.			
		3.2	Explain how to link activities to the curriculum			
		3.3	Explain the range of potential audiences covering all of: (i) organised parties (ii) individual members of the public (iii) people with particular requirements or interests			
		3.4	Explain techniques for interpretation that make use of audience senses			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Understand relevant health and safety legislation and environmental good practice	4.1	Summarise current health and safety legislation, codes of practice and any additional requirements including the safety of visitors			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 60: Deliver and evaluate interpretive entertainment and educational activities

Unit code:	J/502/3251
QCF level:	3
Credit value:	4
Guided learning hours:	26

Unit summary

The aim of this unit is to provide the knowledge, understanding and skills required to deliver and evaluate interpretative entertainment and educational activities for a range of audiences using a range of techniques.

Relationship to National Occupational Standards: O29NEC26.2

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 deliver interpretive and educational activities	1.1	Ensure that the pace, style and structure of activities are appropriate to the circumstances, interests and ability of the audience throughout			
		1.2	Deliver all main messages in ways which maximise understanding, and attempt to ensure these are understood			
		1.3	Take into account varying expectations among the audience as far as is practicable			
		1.4	Complete the activity to time			
		1.5	Use at least two types of interpretive techniques appropriately and effectively including:			
			(i) use of multi media equipment			
			(ii) use of props			
			(iii) audience involvement and participation			
		1.6	Monitor the safety and comfort of the audience according to the nature of the activity			
		1.7	Follow agreed contingency procedures as necessary			
2	Be able to evaluate the activities	2.1	Evaluate the effectiveness of the interpretation against the set objectives			
		2.2	Report any conclusions or recommendations arising from the evaluation to the appropriate people			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Understand how to deliver interpretive entertainment and educational activities	3.1	Explain the importance of planning activities to meet time constraints.			
	3.2	Analyse the range of techniques and delivery styles that can be used and explain the reasons for selecting a particular technique or style which maximises audience use of their senses			
	3.3	Explain the potential range of visitor interests and abilities			
	3.4	Explain the range of tools and techniques available and principles of their use in different circumstances to meet a variety of needs			
	3.5	Explain how, and the reasons why, pace, style and structure of activities could be varied to meet visitor needs and varying expectations			
	3.6	Explain how audience safety can be monitored and how this may vary according to the nature of the activity			
	3.7	Explain what action should be taken in response to equipment failure, accidents or other contingencies that may be encountered			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to evaluate the activities	4.1	Explain how visitor reaction and understanding can be identified, evaluated and improved			
		4.2	Explain the different sources of feedback on activities			
		4.3	Explain the importance of evaluation to future planning and decision making			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(if sampled)   Date: _____

Unit 61: Protect the environment through legal enforcement

Unit code:	H/502/3239
QCF level:	3
Credit value:	8
Guided learning hours:	52

Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to work within the legislative framework. The unit deals with the enforcement and compliance with regulations and/or legislation (including bylaws) to protect the environment.

Enforcement should only be necessary where other means of resolving problems and disputes have failed e.g. negotiation, warnings etc. The unit covers the activities associated with identifying and confirming the need for enforcement, and initiating the enforcement procedures themselves.

This unit is likely to be of relevance to public rights of way officers (particularly in England and Wales), wardens and rangers in rural and urban situations, and others who need to enforce legislation connected with their area of work.

Relationship to National Occupational Standards: O29NEC29.1.

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 identify and confirm the need for enforcement	1.1	Identify accurately cases of non-compliance with regulations or legislation			
		1.2	Investigate two cases of alleged non-compliance with regulations or legislation from the list below, in a professional and correct manner			
			(i) obstructions and encroachments			
			(ii) interferences and nuisances			
			(iii) inadequate access			
			(iv) illegal activities on sites			
		1.3	Time investigations correctly in accordance with the potential risk to the environment covering			
			(i) review of information received			
			(ii) site visit and observation			
			(iii) other investigations, including consultations			
		1.4	Record cases of non-compliance accurately, legibly and comprehensively in appropriate formats covering all of the following:			
			(i) written			
			(ii) graphic			
			(iii) photographic			
		1.5	Identify those responsible for the breach of regulations or legislation			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	1.6	Evaluate the feasibility of solutions other than enforcement, and implement alternative action where possible			
	1.7	Seek advice on the enforcement process and its implications from the appropriate source, where necessary			
	1.8	Establish the need for enforcement where other action has failed or is inappropriate			
	1.9	Promptly identify circumstances constituting a hazard or risk to the environment, and take appropriate action			
2 Be able to provide evidence of non-compliance	2.1	Collect evidence of non-compliance from the appropriate sources, record it accurately, legibly and comprehensively, and store it securely			
	2.2	Gather evidence from witnesses without prejudice in accordance with legal requirements			
3 Be able to initiate and monitor enforcement procedures to protect the environment	3.1	Prepare for and initiate legal action accurately and in consultation with the relevant legal advisers			
	3.2	Monitor compliance with legal action at the appropriate time, and review the need for further action			
	3.3	Identify and arrange default action to resolve problems where appropriate carrying out remedial work arranging for the charging of costs to those responsible			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Arrange appropriate support where action might involve contact with aggressive or abusive people			
		3.5	Suspend activities where the safety of yourself or others is threatened, and review further action seeking advice where necessary			
		3.6	Review the need for enforcement where the appropriate remedial action has been taken by any party			
4	Be able to promote health and safety and environmental good practice	4.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice, strategy and policy and any additional requirements which apply to protecting the environment through legal enforcement			
5	Know how to identify and confirm the need for enforcement	5.1	Explain the reliance to be attributed to the different forms of information or evidence about alleged non-compliance (i) review of information received (ii) site visit and observation (iii) other investigations, including consultations			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		5.2	Explain the methods of recording cases of non-compliance, and the reasons why records should be accurate, legible and comprehensive covering: (i) obstructions and encroachments (ii) interferences and nuisances (iii) inadequate access (iv) illegal activities on sites			
6	Understand how to initiate enforcement procedures to protect the environment	6.1	Explain potential alternative solutions, other than enforcement, and judgement of their effectiveness (i) carrying out remedial work (ii) arranging for the charging of costs to those responsible			
		6.2	Explain circumstances which would require the advice of a specialist			
		6.3	Explain circumstances which would require reinforcement where other action has failed or is inappropriate			
		6.4	Explain reasons for judging that other action has failed or is inappropriate			
		6.5	Give examples and explain the relevance of evidence for different circumstances			
		6.6	Explain the legal action processes for different circumstances			
		6.7	Explain how to make the judgement based on comprehensive evidence for different circumstances			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	6.8	Explain how to monitor compliance and the importance of correct and timely monitoring			
	6.9	Identify permissible default action for different circumstances, and reasons for choice, where appropriate			
	6.10	Identify appropriate support in circumstances involving aggression or abuse			
	6.11	Identify circumstances in which it would be sensible to withdraw			
7 Know and understand relevant legislation, including health and safety, codes of practice and environmental good practice	7.1	Explain the relevant legal requirements, current health and safety legislation, codes of practice and any additional requirements which apply to this area of work			
	7.2	Explain the records required for management and legislative purposes and the importance of maintaining them			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 62: Organise the receipt and storage of goods in a retail environment

Unit code: A/500/4938

QCF level: 3

Credit value: 11

Guided learning hours: 59

Unit summary

This unit is firstly about organising staff to receive goods, for example when preparing for seasonal intake of stock. Secondly, the unit involves organising storage facilities and training and supervising staff in the use of the storage system.

Relationship to National Occupational Standards: Unit B14.

Assessment requirements/evidence requirements

This unit requires workplace assessment of occupational competence. Delivery of this unit must adhere to Skillsmart Retail's Assessment Strategy for QCF qualifications in the Retail Sector (www.skillsmartretail.com).

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to organise staff to receive and check incoming deliveries in a retail environment	1.1	Show that they know how to prepare to receive and handle different types of goods			
		1.2	Show that they know procedures for receiving goods, including dealing with incorrect, damaged and late deliveries			
		1.3	Show that they know which staff are involved in or affected by a delivery schedule and the information these people need to receive goods efficiently			
		1.4	Show that they know the company's standards for acceptable goods			
		1.5	Show that they know why incoming goods must be checked against requirements straight after unloading			
		1.6	Show that they know recording and control systems including procedures for checking goods received			
		1.7	Show that they know safety and security procedures for receiving goods			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to organise and maintain storage facilities in a retail environment	2.1	Show that they know how effective storage systems contribute to reducing stock loss			
		2.2	Show that they know how to work out what storage facilities are needed for goods on order			
		2.3	Show that they know how to protect goods from various causes of deterioration and damage			
		2.4	Show that they know how to work out suitable storage layouts and solve storage problems efficiently, safely and securely			
		2.5	Show that they know how to run the stock recording and controlling systems efficiently and accurately, including using these systems to monitor and record stock loss			
		2.6	Show that they know the legal requirements for storing stock, including health and safety requirements			
3	Know how to check the storage and care of stock in a retail environment	3.1	Show that they know when and how to check stock and storage, including both routine and spot checks			
		3.2	Show that they know legal and company requirements for removing out-of-date stock			
		3.3	Show that they know the company's requirements for storing and moving stock, and how to check that these requirements are being met			
		3.4	Show that they know how to work out if ideas for improving the ways stock is stored and moved are likely to be profitable			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Show that they know the causes of stock deterioration and damage and how these affect products			
		3.6	Show that they know the company's requirements and quality standards for storage			
		3.7	Show that they know the information colleagues need to be able to use the storage system effectively			
		3.8	Show that they know company policy and procedures for protecting goods that are at risk of damage or deterioration			
		3.9	Show that they know the company's systems and procedures for moving and storing stock			
4	Organise staff to receive and check incoming deliveries in a retail environment	4.1	Gather enough competent staff and brief those staff members well enough before deliveries are received			
		4.2	Make sure that the area for receiving goods is prepared and that there is enough storage space for the delivery			
		4.3	Check that deliveries are unloaded safely and securely			
		4.4	Make sure that goods are promptly checked against requirements			
		4.5	Make sure that delivery records are complete and accurate and processed promptly			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.6	Use delivery records to check that each supplier has met the company's service needs			
		4.7	Spot problems with deliveries and sort such problems out promptly			
5	Organise and maintain storage facilities in a retail environment	5.1	Organise storage facilities to take account of day-to-day work, safety requirements and the need to keep goods secure and in a saleable condition			
		5.2	Give staff accurate, up-to-date information and suitable training so staff can use the storage system securely, safely and in line with relevant legal requirements			
		5.3	Give staff clear roles and responsibilities for storing and moving goods and check that staff understand these roles and responsibilities			
		5.4	Develop and update plans to cope with unforeseen storage problems			
		5.5	Check regularly that staff are storing and moving goods competently, safely, securely and in line with relevant legal requirements			
		5.6	Keep complete, accurate and up to date stock records that can be found easily by everyone who needs these			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Check the storage and care of stock in a retail environment	6.1	Keep up a routine for checking storage facilities and stock			
		6.2	Carry out spot checks of storage facilities and stock at suitable intervals			
		6.3	Make sure staff have the information and training needed to spot stock that is out of date or at risk of deteriorating, and to deal with it in line with legal and company requirements			
		6.4	Check the storage and movement of stock to make sure that stock is reaching the shop floor as it is needed			
		6.5	Evaluate the storage, care and movement of stock and find ways of running storage and movement systems more profitably			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 63: Help customers choose products in a retail environment

Unit code: M/500/5214

QCF level: 2

Credit value: 8

Guided learning hours: 56

Unit summary

This unit is about the sales role. It involves describing the features and benefits of products to customers in ways that encourage them to make a purchase. It also involves handling objections and spotting opportunities to sell additional or associated products.

Relationship to National Occupational Standards: Unit C.3.

Assessment requirements/evidence requirements

This unit requires workplace assessment of occupational competence. Delivery of this unit must adhere to Skillsmart Retail's Assessment Strategy for QCF qualifications in the Retail Sector (www.skillsmartretail.com).

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to help customers choose products in a retail store	1.1	Show that they know why they need to promote sales and goodwill, and how helping customers to choose products contributes to this			
		1.2	Show that they know the products they are responsible for selling and the features and benefits of those products			
		1.3	Show that they know why they need to explain product features and benefits to customers in ways that customers understand and find interesting			
		1.4	Show that they know how to check and interpret customers' responses to the learner's explanations			
		1.5	Show that they know how to adapt their explanations and respond to questions and comments in ways that promote sales and goodwill			
		1.6	Show that they know how to encourage customers to ask the learner for clarification and more information			
		1.7	Show that they know the risks of not paying attention to the store, in terms of security, safety and lost sales			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to check the customer's preferences and buying decisions when making retail sales	2.1	Show that they know how to recognise buying signals from customers			
		2.2	Show that they know how to handle objections and questions confidently and effectively			
		2.3	Show that they know techniques for closing the sale			
		2.4	Show that they know why customer confidence and loyalty matter to the store and how the learner contributes towards these			
		2.5	Show that they know the legal rights and responsibilities of retailers and customers to do with returning of unsatisfactory goods			
3	Help customers choose products in a retail store	3.1	Find out which product features and benefits interest individual customers and focus on these when discussing products			
		3.2	Describe and explain clearly and accurately relevant product features and benefits to customers			
		3.3	Compare and contrast products in ways that help customers choose the product that best meets their needs			
		3.4	Check customers' responses to their explanations, and confirm customers' interest in the product			
		3.5	Encourage customers to ask the learner questions and respond to customers' questions, comments and objections in ways that promote sales and goodwill			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.6	Identify suitable opportunities to tell the customer about associated or additional products and do so in a way that promotes sales and goodwill			
		3.7	Constantly check the store for security, safety and potential sales whilst helping customers			
4	Check the customer's preferences and buying decisions when making retail sales	4.1	Give customers enough time to evaluate products and ask questions			
		4.2	Handle objections and questions in a way that promotes sales and keeps the customer's confidence			
		4.3	Identify the need for additional and associated products and take the opportunity to increase sales			
		4.4	Clearly acknowledge the customer's buying decisions			
		4.5	Clearly explain any customer rights that apply			
		4.6	When necessary, clearly explain to the customer where to pay for purchases			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 64:   Maintain the availability of goods for sale to customers in a retail environment

Unit code: L/500/9786

QCF level: 3

Credit value: 11

Guided learning hours: 55

Unit summary

This unit is for team leaders responsible for organising and monitoring the display of goods. Firstly, the unit is about briefing colleagues about display requirements and supervising the assembly of displays. Secondly, the unit is about assessing the effectiveness of displays prepared by colleagues under the learner's supervision. The third aspect of the unit is concerned with keeping stock replenished and accurately priced, and making suggestions for improving displays. The learner does not need specialist visual merchandising skills for this unit.

Relationship to National Occupational Standards: Unit C.13.

Assessment requirements/evidence requirements

This unit requires workplace assessment of occupational competence. Delivery of this unit must adhere to Skillsmart Retail's Assessment Strategy for QCF qualifications in the Retail Sector (www.skillsmartretail.com).

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to organise staff to display goods for retail sale	1.1	Show that they know how different types of display help the store to reach its sales targets			
		1.2	Show that they know how they can position information so that it helps to promote sales			
		1.3	Show that they know how the layout of the selling area affects sales			
		1.4	Show that they know the legal requirements for pricing goods for sales			
		1.5	Show that they know the company's standards for putting displays together, including standards for cleaning and preparation			
		1.6	Show that they know how to work out what type and quantity of resources they need to set up displays			
		1.7	Show that they know how to brief staff in a way that encourages staff's involvement			
		1.8	Show that they know how to check the work of staff preparing and putting displays together and how to give feedback to staff on staff's performance			
		1.9	Show that they know the security, health and safety requirements and procedures relating to displaying goods			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.10	Show that they know the customer's legal rights and the company's legal duties and responsibilities in relation to the display of goods including descriptions of goods			
		1.11	Show that they know how to check that the information in displays is accurate and legal			
		1.12	Show that they know how to use different price marking methods and technologies			
2	Know how to assess how effective displays are in a retail environment	2.1	Show that they know the standards they should apply when assessing how effective displays are			
		2.2	Show that they know how to assess displays against the relevant standards			
		2.3	Show that they know how to identify displays that are unsafe or not secure enough			
		2.4	Show that they know how to correct displays that are unsafe or not secure enough			
		2.5	Show that they know who can authorise changes in the display			
		2.6	Show that they know how to involve staff in assessing and changing displays			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to keep products available and maintain product quality in a retail environment	3.1	Show that they know how to collect and record information about prices			
		3.2	Show that they know how to check stock rotation and the quality of goods on display			
		3.3	Show that they know what can happen to stock that is not stored correctly or renewed as needed			
		3.4	Show that they know how to replenish and rotate stock and deal with sub-standard goods			
		3.5	Show that they know how to check pricing and price marking, correct mistakes and change prices			
		3.6	Show that they know why it is important to record price changes accurately			
4	Organise staff to display goods for retail sale	4.1	Confirm the purpose of the display and any relevant requirements and standards and, where necessary, check these with the appropriate authority			
		4.2	Clearly explain to staff the purpose of the display and any relevant requirements and standards			
		4.3	Provide opportunities for staff to check staff understand the requirements and standards of the display			
		4.4	Check that staff prepare the display area and put the display together in a way that causes the least inconvenience to customers			
		4.5	Provide constructive feedback to staff on staff's performance			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		4.6 Check that the assembled display conforms to company requirements and standards			
		4.7 Obtain permission from the appropriate authority to modify or change the display			
		4.8 Monitor that information has been placed accurately and legally, and is chosen and positioned to promote sales effectively			
		4.9 Keep complete, accurate and up to date records of displays			
5	Assess how effective displays are in a retail environment	5.1 Identify what standards the display should meet			
		5.2 Check displays against all the relevant standards to decide how effective displays are			
		5.3 Encourage staff to make helpful comments and identify changes that may make the display more appealing to customers			
		5.4 Ask the right person for permission to make any changes that the learner cannot authorise themselves			
		5.5 Give staff clear instructions and encouragement so that staff can make any changes needed to the display			
		5.6 Take prompt and suitable action to deal with any risks to security or health and safety that the learner's assessment has revealed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Keep products available and maintain product quality in a retail environment	6.1	Collect and record accurate information on price changes			
		6.2	Give accurate, up-to-date price information to the staff who need it			
		6.3	Regularly check price marking and promptly sort out any pricing problems they spot			
		6.4	Make sure that stock replenishment plans are up-to-date and realistic			
		6.5	Deal with out-of-date or deteriorating stock in line with company policy and any relevant laws			
		6.6	Involve staff in spotting potential improvements to the way stock is organised and presented			
		6.7	Spot realistic and effective ways of improving how stock is organised and presented			
		6.8	Get permission from the right person, where necessary, to improve the way stock is organised and presented			
		6.9	Make sure that they maintain customer goodwill and staff morale while stock is being re-organised			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 65: Evaluate the receipt of payments from customers in a retail environment

Unit code: D/500/9789

QCF level: 3

Credit value: 9

Guided learning hours: 35

Unit summary

This unit is about evaluating the way payments are processed by staff at point of sale. Firstly, it involves spotting any problems with the way payments are processed and sorting these out promptly. Secondly, the unit involves monitoring that staff are following the company's takings practices and procedures.

Relationship to National Occupational Standards: Unit C.16.

Assessment requirements/evidence requirements

This unit requires workplace assessment of occupational competence. Delivery of this unit must adhere to Skillsmart Retail's Assessment Strategy for QCF qualifications in the Retail Sector (www.skillsmartretail.com).

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to evaluate takings practices and procedures in a retail environment	1.1	Show that they know the aims that takings practices and procedures are designed to achieve			
		1.2	Show that they know how the way that payment transaction procedures are carried out can affect customer goodwill			
		1.3	Show that they know the company's takings procedures, including safety and security arrangements			
		1.4	Show that they know the control systems available and the information these provide			
		1.5	Show that they know how to collect and interpret information about takings			
		1.6	Show that they know how to check takings practices and procedures			
		1.7	Show that they know the types of problems with takings the learner needs to look for			
		1.8	Show that they know how to sort out problems with takings			
		1.9	Show that they know the limits of their authority for resolving problems with takings			
		1.10	Show that they know how to report their findings on takings practices and procedures			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to monitor takings practices and processes at the cash point in a retail environment	2.1	Show that they know which methods of payment are accepted in their store			
		2.2	Show that they know how to check that cash points are being correctly set up and operated			
		2.3	Show that they know the problems that can arise in routine cash point operations and transactions, and how to sort such problems out			
		2.4	Show that they know the company's approved procedures for handling cash and cash equivalents, and how to follow these efficiently			
		2.5	Show that they know the types of refund and payment which need their authorisation, and the procedures for authorising these			
		2.6	Show that they know the company's cash point security procedures			
		2.7	Show that they know how to plan to cope with unexpected problems at the cash point			
3	Evaluate takings practices and procedures in a retail environment	3.1	Check that staff carry out takings practices and procedures in line with company requirements			
		3.2	Spot and promptly sort out any problems with takings practices and procedures			
		3.3	Check payment processes and transaction procedures to make sure these maintain and promote customer goodwill			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Check at suitable times that review and control systems are providing up-to-date and accurate information			
		3.5	Promptly sort out any identified problems, or refer these promptly to the right person when problems are beyond the learner's responsibility to sort out			
4	Monitor takings practices and processes at the cash point in a retail environment	4.1	Check at suitable times that staff are setting up and operating cash points correctly			
		4.2	Look into and promptly sort out any problems with routine cash point operations and transactions			
		4.3	Check that staff are handling cash and cash equivalents efficiently and in line with approved procedures			
		4.4	Authorise refunds and payments promptly and in line with company procedures			
		4.5	Correctly follow cash point security procedures			
		4.6	Develop effective plans to cope with unexpected problems at the cash point			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 66: Improve the customer relationship

Unit code: A/500/8830

QCF level: 3

Credit value: 8

Guided learning hours: 30

Unit summary

This unit is all about how the learner improves a relationship with customers to improve their own customer service performance. This involves improving customer communication and balancing the needs of the customer with those of the organisation.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Improve communication with customers	1.1	Select and use the best method of communication to meet their customers' expectations			
		1.2	Take the initiative to contact their customers to update them when things are not going to plan or when the learner requires further information			
		1.3	Adapt their communication to respond to individual customer's feelings			
2	Balance the needs of their customers and their organisation	2.1	Meet their customers' expectations within their organisation's service offer			
		2.2	Explain the reasons to their customers sensitively and positively when the customers' expectations cannot be met			
		2.3	Identify alternative solutions for their customers either within or outside the organisation			
		2.4	Identify the costs and benefits of these solutions to their organisation and to their customers			
		2.5	Negotiate and agree solutions with their customers which satisfy the customers and are acceptable to the organisation			
		2.6	Take action to satisfy their customers with the agreed solution			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Exceed customer expectations to develop the relationship with the customer	3.1	Demonstrate that they make extra efforts to improve their relationship with customers			
		3.2	Recognise opportunities to exceed their customers' expectations			
		3.3	Take action to exceed their customers' expectations within the limits of their own authority			
		3.4	Gain the help and support of others to exceed their customers' expectations			
4	Know and understand how to improve the customer relationship	4.1	Show that they know and understand how to make best use of the method of communication chosen for dealing with customers			
		4.2	Show that they know and understand how to negotiate effectively with customers			
		4.3	Show that they know and understand how to assess the costs and benefits to their customer and their organisation of any unusual agreement they make			
		4.4	Show that they know and understand the importance of customer loyalty and/or improved internal customer relationships to the organisation			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 67: Work with others to improve customer service

Unit code: K/500/8919

QCF level: 3

Credit value: 7

Guided learning hours: 30

Unit summary

This unit is all about how the learner develops a relationship with others to improve their own customer service performance. This involves communicating with others and agreeing how to work together to give a more effective service. In addition the learner will monitor their own and the team's performance and change the way they do things if this improves customer service.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Improve customer service by working with others	1.1	Contribute constructive ideas for improving customer service			
		1.2	Identify what they have to do to improve customer service and confirm this with others			
		1.3	Agree with others what those others have to do to improve customer service			
		1.4	Co-operate with others to improve customer service			
		1.5	Keep their commitments made to others			
		1.6	Make others aware of anything that may affect plans to improve customer service			
2	Monitor their own performance when improving customer service	2.1	Discuss with others how what they do affects customer service performance			
		2.2	Identify how the way they work with others contributes towards improving customer service			
3	Monitor joint performance when improving customer service	3.1	Discuss with others how teamwork affects customer service performance			
		3.2	Identify with others how customer service teamwork could be improved			
		3.3	Take action with others to improve customer service performance			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Know and understand how to improve customer service with others	4.1	Show that they know and understand who else is involved either directly or indirectly in the delivery of customer service			
	4.2	Show that they know and understand the roles and responsibilities of others in their organisation			
	4.3	Show that they know and understand the roles of others outside their organisation who have an impact on the their services or products			
	4.4	Show that they know and understand the roles of others outside their organisation who have an impact on the their services or products			
	4.5	Show that they know and understand how their organisation identifies improvements in customer service			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 68: Develop your own and others' customer service skills

Unit code: K/601/1555

QCF level: 3

Credit value: 8

Guided learning hours: 53

Unit summary

This unit is all about how the learner develops their own customer service skills, plans and carrys out coaching of others in customer service.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Develop their own customer service skills	1.1	Agree with a manager or mentor the specific customer service skills they need in their customer service role			
		1.2	agree the actions they need to take to improve their customer service skills			
		1.3	draw up a personal development plan based on their agreed actions to improve their customer service skills			
		1.4	carry out their personal development activities and review their progress			
		1.5	obtain feedback from their manager or mentor about their customer service performance and update their personal development plan			
2	Plan the coaching of others in customer service	2.1	identify and agree with colleagues specific customer service skills and knowledge those colleagues need in their customer service role			
		2.2	identify opportunities for colleagues to take actions to develop their customer service skills			
		2.3	plan and organise activities and coaching sessions for colleagues to help them develop their customer service skills			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Coach others in customer service	3.1	coach colleagues to develop specific and agreed customer service skills			
		3.2	give colleagues the opportunity to practise skills, apply knowledge and gain experience to develop customer service competence			
		3.3	regularly check the progress of colleagues and modify their coaching as appropriate			
		3.4	give regular feedback to colleagues about the progress they are making			
		3.5	explain clearly to colleagues how ongoing support will be provided			
4	Understand how to develop their own and others' customer service skills	4.1	describe organisational systems and procedures for developing their own and others' personal performance in customer service			
		4.2	explain how their behaviour impacts on others			
		4.3	explain how to review effectively their personal strengths and development needs			
		4.4	describe how to put together a personal development plan for themselves or a colleague that will build on strengths and overcome weaknesses in areas that are important to customer service			
		4.5	explain how to obtain useful and constructive personal feedback from others			
		4.6	describe how to respond positively to personal feedback			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.7	describe how to put together a coaching plan that will build on their strengths and overcome their weaknesses in areas that are important to customer service and their job role			
	4.8	explain how to give useful and constructive personal feedback to others			
	4.9	describe how to help others to respond positively to personal feedback			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 69: Conduct priority and volume investigations

Unit code: J/502/5596

QCF level: 3

Credit value: 5

Guided learning hours: 25

Unit summary

This unit is about conducting investigations for priority and volume investigations and is applicable to the investigation of all types of priority and volume incidents. Learners will need to be able to gather and assess the available information and intelligence, conduct a risk assessment, identify and preserve the initial scene(s), and identify and deal with material. They must also be able to develop initial lines of enquiry and deal with any victim(s), witnesses and suspects appropriately. In addition, they will need to ensure that the appropriate people are briefed about the status of the investigation to maintain continuity.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know and understand the legal and organisational requirements in relation to conducting priority and volume investigations	1.1	Describe the legislation, policies, procedures, codes of practice in relation to conducting investigations.			
		1.2	Explain what support should be provided to victim(s), potential witnesses and suspects			
		1.3	Outline the types of investigation that are within their limits of responsibility			
		1.4	Specify the restrictions that apply to the disclosure of sensitive information			
		1.5	Explain the purpose and importance of risk assessments within the context of priority and volume investigations			
2	Know and understand the professional practice applicable to conducting priority and volume investigations	2.1	Recognise the impact of crime and criminality upon the community			
		2.2	Describe the characteristics of crimes and how they are committed			
		2.3	Describe the investigative process including the activities and decision making required to progress an investigation			
		2.4	Explain how applying an investigative mindset can contribute to the investigative process			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to conduct priority and volume investigations	3.1	Investigate the incident ensuring that they understand it's nature			
		3.2	Identify the need for any additional support (e.g. specialist, line management, external agencies) and take appropriate action to minimise risk			
		3.3	Identify and deal appropriately with victims, suspects and potential witnesses, assessing the factors likely to impact on the investigation (e.g. vulnerability, language, culture, lifestyle, repeat/linked incidents)			
		3.4	Identify and take the necessary steps to protect and preserve the scene			
		3.5	Gather all available material, retain and record in line with current legislation and policy			
		3.6	Identify and prioritise all lines of enquiry (e.g. suspects, witnesses, victims, forensic/scientific, intelligence, property, technology).			
		3.7	Identify and take steps to deal with any suspects			
		3.8	Deal with persons in custody diligently and expeditiously, ensuring the custody officer is kept informed of progress to reach a decision on disposal			
		3.9	Ensure that victims, witnesses and families are kept informed, and provided with any necessary support and protection.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.10	Demonstrate whilst conducting an investigation that their actions – are lawful – promote equality and respect diversity – are communicated effectively			
4	Be able to complete and submit documentation relating to priority and volume investigations.	4.1	Fully document all actions taken in accordance with current policy and legislation.			
		4.2	Prepare and submit case files in compliance with legislation and the manual of guidance for file completion			
		4.3	Prepare evidence for presentation to courts and other hearings.			
		4.4	Pass on any information and intelligence that may be relevant to other investigations, promptly, to the appropriate person or department			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(if sampled)   Date: _____

Unit 70: Interview victims and witnesses in relation to priority and volume investigations

Unit code: R/502/5598

QCF level: 3

Credit value: 5

Guided learning hours: 25

Unit summary

This unit is about interviewing victims and witnesses as part of priority and volume investigations. The unit covers interviews conducted at police premises or elsewhere. The learner must plan and prepare for both formal and informal interviews by developing an interview strategy, assessing the interviewee's fitness for interview, and setting up an appropriate location. They must conduct interviews in accordance with legislation, policy and other guidelines using appropriate interviewing techniques and communication skills. Finally, learners are expected to evaluate interviews (including their own performance) and take any necessary further action in relation to investigations.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence. Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace. Competence must be practically assessed on three occasions in the workplace, two interviews must be with a victim(s) and one interview must be with a witness. Simulation is permissible in this unit.

Delivery of this unit must adhere to Skills for Justice's Assessment Strategy (www.skillsforjustice.com).

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know and understand relevant legal and organisational requirements in relation to interviewing victims and witnesses	1.1	Identify the key features of legislation, policies, procedures, codes of practice, professional practice and organisational requirements and guidelines in relation to: – conducting interviews with victims and witnesses – race, diversity and human rights – health, safety, security and welfare – dealing with victims and witnesses in an ethical and effective manner – rules of evidence and disclosure			
2	Know and understand the principles of interviewing victims and witnesses	2.1	Describe the features of an interview strategy and indicate resources which can assist in developing the strategy			
		2.2	Identify the relevant points they need to prove during the interview			
		2.3	Classify the categories of interviewee (e.g. vulnerable, intimidated, significant or other influencing factor)			
		2.4	Explain the importance of appropriate timings, locations and environmental conditions to the conduct of interviews			
		2.5	Describe the features of approved interview techniques and communication methods			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.6	Describe the types of contingencies (e.g. medical, welfare, hostile/reluctant behaviour, environmental conditions) that might arise during interview and how to deal with them			
3	Be able to plan and prepare interviews with victims and witnesses	3.1	Prepare a written plan for an interview taking into account the legal nature of the incident to be investigated and the circumstances under which interviews can be conducted			
		3.2	Determine whether the individual is fit for interview by making a basic assessment of: – physical condition – mental condition – emotional condition			
		3.3	Plan and prepare for interviews by: – identifying the category of interviewee (e.g. vulnerable, intimidated, significant) – reviewing all available material – consulting with relevant others (e.g. prosecutors, legal representatives, appropriate adults, health care professionals, custody officers, officers required for legal authorities, colleagues, interpreters) – establishing an appropriate time, place and environmental conditions for the interview			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
		– setting up the necessary interview location and resources (e.g. relevant documentation, exhibits, appropriate adult or interpreter)			
4 Be able to conduct interview with victims and witnesses	4.1	Explain the interview process to all those present and confirm their understanding			
	4.2	Conduct interviews with victims and witnesses in a manner which:			
		– maintains the security and welfare of all present			
		– is ethical and effective			
		– employs appropriate interview techniques and communication methods to obtain an accurate account			
		– makes appropriate use of exhibits			
		– addresses any contingencies which arise (e.g. medical, welfare, hostile/reluctant behaviour, environmental conditions)			
	4.3	Complete all relevant documentation, and obtain any necessary endorsements (e.g. interview notes, pocket notebook, criminal justice statements, including victim personal statements and exhibit forms)			
	4.4	Conclude the interview by informing all those present of the next steps including, where appropriate, the relevant legal processes			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
5 Know how to evaluate and carry out post-interview procedures with victims and witnesses	5.1	Evaluate the interview and all available material and prioritise any further action (e.g. pursue further lines of enquiry, brief others, update intelligence systems)			
	5.2	Update relevant others based on the evaluation of the interview.			
	5.3	Evaluate their own performance in interviews and identify any learning points			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 71: Interview suspects in relation to priority and volume investigations

Unit code: Y/502/5599

QCF level: 3

Credit value: 5

Guided learning hours: 25

Unit summary

This unit is about interviewing suspects as part of priority and volume investigations. The unit covers interviews with suspects who are under arrest and those who are not under arrest, whether the interview is conducted at police premises or elsewhere. The learner must plan and prepare for interviews by developing an interview plan, assessing the suspect's fitness for interview, and setting up an appropriate location.

They must conduct interviews in accordance with legislation, policy and other guidelines using appropriate interviewing techniques and communication skills. Finally, learners are expected to evaluate interviews (including their own performance) and take any necessary further action. Competence must be practically assessed on three occasions in the workplace.

Assessment requirements/evidence requirements

Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace. Competence must be practically assessed on three occasions in the workplace. Simulation is permissible in this unit.

Delivery of this unit must adhere to Skills for Justice's Assessment Strategy (www.skillsforjustice.com).

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know and understand relevant legal and organisational requirements in relation to interviewing suspects	1.1	Identify the legislation, policies, procedures, codes of practice, professional practice and organisational requirements and guidelines in relation to: – conducting interviews with suspects – race, diversity and human rights – health, safety, security and welfare – dealing with suspects and relevant others in an ethical and effective manner – rules of evidence and disclosure			
2	Know and understand the principles of interviewing suspects	2.1	Describe the features of an interview strategy and indicate resources which can assist in developing the strategy			
		2.2	Describe the role of 'relevant others' regarding the interview of suspects (e.g. prosecutors, legal representatives, appropriate adults, healthcare professionals, custody officer, officers required for legal authorities, colleagues, interpreters)			
		2.3	Describe the features of approved interview techniques and communication methods			
		2.4	Explain the importance of appropriate timings locations and environmental conditions to the conduct of interviews (e.g. urgent interviews, interviews at the scene, in police premises, healthcare facility)			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.5	Describe the types of contingencies (e.g. legal, medical, welfare, abusive or aggressive behaviour, technical faults, complaints and environmental conditions) that might arise during interview and how to deal with them			
		2.6	Describe the procedures and reasons for assuming responsibility for suspects			
3	Be able to plan and prepare interviews with suspects	3.1	Review the material in relation to the incident in question (e.g. information, objects, written documentation, audio recording, passive data generators, visual images)			
		3.2	Identify the factors that affect a suspect's fitness for interview, and explain how these inform their approach to interviews (e.g. intoxication by drink or drugs, behaviour, age, physical disorder or disability, learning disability, mental health)			
		3.3	Describe the use of the following resources during interviews: – audio/video recording equipment – appropriate documentation – exhibits			
		3.4	Prepare for a pre-interview briefing with a legal advisor by determining the extent and supply of appropriate material			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to conduct an interview with a suspect	4.1	Deliver a pre-interview briefing to a legal representative prior to interview			
	4.2	Assume responsibility for a suspect ensuring their safety, security and welfare and that of relevant others (e.g. legal representatives, appropriate adults, healthcare professionals, interpreters and colleagues)			
	4.3	Explain the interview process to all those present and confirm understanding			
	4.4	Use the required caution, evidential or special warning and confirm the suspect's understanding			
	4.5	Conduct interviews with suspects in a manner which:			
		– is ethical and effective			
		– employs appropriate interview techniques and communication methods			
		– makes appropriate use of exhibits			
		– addresses any contingencies which arise (e.g. medical, welfare, hostile/reluctant behaviour, environmental conditions)			
	4.6	Conclude the interview by informing all those present of the next steps including, where appropriate, the relevant legal processes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	4.7	Complete all relevant documentation, and obtain any necessary endorsements e.g. interview notes, pocket notebook, criminal justice statements and exhibit forms				
5	Be able to evaluate interviews with suspects and carry out post-interview procedures	5.1	Evaluate the interview and all available material and prioritise any further action (e.g. other lines of enquiry, charge, release, arrest or no further action)			
		5.2	Update relevant others and intelligence systems based on the evaluation of the interview.			
		5.3	Evaluate their own performance in interviews and identify any learning points			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

_____ Date: _____

Unit 72: Prepare and submit case files

Unit code:	A/602/1538
QCF level:	3
Credit value:	5
Guided learning hours:	33

Unit summary

This unit focuses on the preparation and submission of case files. Case files may be overnight files, abbreviated (expedited) files or full files, and could comprise files relating to prosecutions, fatal road collisions, missing persons etc; those that they work with will depend on their role and responsibilities. In preparing case files they are expected to establish the current status of the investigation, distinguish between different types of case materials (e.g. that likely to assist the prosecution or defence), and identify that which is sensitive and non-sensitive. They must submit case files to internal departments and colleagues and/or to the prosecuting authorities, and respond to any requests for further action. In addition, they will need to ensure that all relevant documentation and actions (e.g. informing victims) have been completed correctly.

Assessment requirements/evidence requirements

This unit requires the workplace assessment of occupational competence.

Delivery of this unit must adhere to Skills for Justice's Assessment Strategy (www.skillsforjustice.com).

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand legal and organisational requirements for preparing and submitting case files	1.1	Identify and describe the key features of current and relevant legislation, policies, procedures, codes of practice and guidelines for preparing and submitting case files			
		1.2	Explain the importance of adhering to national guidelines relating to working appropriately with children and young people when preparing case files for submission			
		1.3	Describe methods for reviewing, evaluating and selecting case material for incorporation into case files			
		1.4	Explain the principles of classifying information according to its sensitivity and origins within the case			
		1.5	Describe the process of compiling case file content			
		1.6	Explain the procedures for submitting case files			
		1.7	Identify organisations and agencies entitled to access the contents of case files			
2	Prepare case files	2.1	Establish the current status of the investigation and ensure that all relevant lines of enquiry are being pursued or have been completed			
		2.2	Evaluate the status of materials relating to both sides of the case			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.3	Select appropriate material for incorporation into the case file			
	2.4	Record, retain and reveal unused material in accordance with the relevant legislation and policy			
	2.5	Ensure that any issues relating to victims and witnesses are included within the case file			
	2.6	Document all decisions, actions, options and rationale in relation to the case files in accordance with current policy and legislation			
3 Submit case files and progress enquiries	3.1	Present objective comments regarding the strengths and weaknesses of the case to the relevant agencies or organisations			
	3.2	Submit case files to the relevant organisation or individual in line with legislation and policy			
	3.3	Liaise with the relevant agencies or organisations for advice or action required			
	3.4	Ensure that all the relevant documentation or actions have been completed in accordance with policy			
	3.5	Take action to clarify or correct documentation or actions in response to queries			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 73: Present information to courts or other hearings

Unit code: F/602/1539

QCF level: 3

Credit value: 5

Guided learning hours: 33

Unit summary

This unit is about preparing and presenting information to courts and other hearings. This includes presenting information in an effective manner complying with the rules, procedures and acceptable professional standards. You must also ensure that all relevant aspects of community and race relations, diversity and human rights are adhered to. This unit requires the workplace assessment of occupational competence wherever practicable.

Assessment requirements/evidence requirements

Delivery of this unit must adhere to Skills for Justice's Assessment Strategy (www.skillsforjustice.com).

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know the legal and organisational requirements for presenting evidence to courts and other hearings	1.1	Identify current, relevant legislation, policies, procedures and codes of practice for presenting evidence to court and other hearings			
		1.2	Identify current, relevant legislation and organisational requirements in relation to race, diversity and human rights			
		1.3	Identify the legislation relevant to the case in question			
		1.4	Describe the permitted liaison with victims, witnesses and defendants			
		1.5	Identify the support services (e.g. victim support, duty solicitor) available at court/hearing and their role and responsibilities			
		1.6	Explain the importance of considering evidence in advance			
		1.7	Describe the roles and responsibilities of court personnel			
		1.8	Identify procedures and protocols in courts and at hearings			
		1.9	Identify what constitutes a breach of court protocol or procedure and to whom any breaches should be reported			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to present information to courts or other hearings	2.1	Describe how to prepare, and make available notes and materials in a manner that maintains their continuity and integrity			
		2.2	Describe how and where to locate and obtain evidence, notes and materials for presentation			
		2.3	Describe how to liaise with prosecuting authorities			
		2.4	Describe how to give evidence effectively in a court or hearing			
		2.5	Describe how and when you can refer to any notes and materials in your possession			
		2.6	Describe techniques for maintaining control and composure under cross-examination			
3	Be able to present information to courts or other hearings	3.1	Consider and prepare the relevant information in advance of the hearing			
		3.2	Ensure that you are in possession of the appropriate notes and materials			
		3.3	Conform to acceptable professional standards of appearance and behaviour at all times			
		3.4	Provide information and respond to questions with due regard for the rules and the procedures of the venue			
		3.5	Provide oral evidence that is consistent with any written materials provided by you as part of the case			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.6	Respond to all directions of the court or hearing promptly and appropriately			
	3.7	Report any breaches of court procedure or protocol that come to your attention promptly to the relevant authority			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 74: Develop your business idea

Unit code:	J/500/4604
QCF level:	2
Credit value:	1
Guided learning hours:	10

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to develop your business idea	1.1	Identify and compare potential business ideas			
		1.2	Identify a business idea that is worth developing and describe why it is likely to be successful and financially viable			
2	Understand the market for your business idea	2.1	Describe the market for your business idea			
		2.2	Identify any potential competitors and check if there is a gap in the market			
		2.3	Identify market and business trends that are likely to affect your business idea			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 75: Develop your business idea

Unit code: Y/500/4591

QCF level: 3

Credit value: 1

Guided learning hours: 10

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Demonstrate how to evaluate your business idea	1.1	Evaluate the strengths, weaknesses, opportunities and threats of your business idea			
		1.2	Explain what it is about your business idea (e.g. uniqueness, difference or new approach) which makes it likely to succeed when compared with other similar businesses			
		1.3	Describe how the product or service might be presented and explain how the presentation will help secure business success			
2	Demonstrate how to assess the market for your business idea	2.1	Review the potential for your business idea in the market, for example, possible market size, market segments etc			
		2.2	Undertake a provisional assessment of the impact of existing competitors on your business idea			
		2.3	Analyse how market and business trends might influence the success of your business idea			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 76: Explore your business motives

Unit code:	R/500/4606
QCF level:	2
Credit value:	1
Guided learning hours:	10

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Identify your needs and aspirations when setting up a business	1.1	Identify how much of your time, finances and personal commitment can be given to your business			
		1.2	Describe the rewards and benefits to be derived from starting up your business			
		1.3	Estimate if the predicted income from the business will be sufficient to cover your personal financial needs			
2	Be aware of how your own role can affect your personal and business needs	2.1	Identify your technical, operational and managerial skills that might support your business			
		2.2	Rank all identified skills in order of own ability and level of enjoyment			
		2.3	Check if expectations about own role in your business are realistic			
		2.4	Clarify what might need to be done to balance your personal and business needs			

Learner name: _____

Learner signature: _____ Date: _____

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Unit 77:   Explore your business motives

Unit code:	K/500/4594
QCF level:	3
Credit value:	1
Guided learning hours:	10

Assessment requirements/evidence requirements

Assessment based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand your needs and aspirations when setting up and running a business	1.1	Assess your personal and financial aspirations in the short- and longer-term and compare these with the aims and targets for your business			
		1.2	Evaluate whether the amount of time, finances and personal commitment that can be made is likely to be sufficient to set up and run your business			
2	Understand how to evaluate your role and personal development needs in your business	2.1	Evaluate your technical, operational and managerial skills in relation to setting up and running your business			
		2.2	Compare your skills and abilities against targets and aspirations for your business and determine own potential role in the business			
		2.3	Compare your personal needs against business needs and minimise any possible risks to personal lifestyle or business success			

Learner name: _____

Learner signature: _____ Date: _____

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(if sampled) Date: _____

Unit 78:   Improve your business skills

Unit code: Y/500/4607

QCF level: 2

Credit value: 1

Guided learning hours: 10

Assessment requirements/evidence requirements

Assessment based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how developing your skills and knowledge can help your business	1.1	Identify the skills and knowledge that will be needed to help your business to succeed			
		1.2	Identify the potential benefits for your business of developing your skills and knowledge			
2	Understand how to improve your business skills and knowledge	2.1	Identify which of your skills and knowledge need to be developed in order to meet the needs of your business			
		2.2	Find out about different means of developing your skills and knowledge			
		2.3	Set personal targets to develop your skills and knowledge and identify any potential costs involved in achieving them			
		2.4	Identify review dates and how to judge when new targets should be set			

Learner name: _____   Date: _____

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Internal verifier signature: _____   Date: _____

(*if sampled*)

Unit 79: Keep Financial Records

Unit code:	D/601/5800
QCF level:	2
Credit value:	4
Guided learning hours:	32

Assessment requirements/evidence requirements

Assessment based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of financial records running a business	1.1	Identify the key benefits of keeping financial records when monitoring the financial state of their business			
		1.2	Explain why it is necessary in terms of meeting the legal requirements for the business			
		1.3	Identify the financial measures and forecasts that are needed by their business			
2	Know the financial information that needs to be recorded in a business	2.1	Identify the financial records that may need to be kept about sales, including cash and credit sales transactions, purchase transactions and creditors			
		2.2	Identify the financial records that may need to be kept about their business assets and funds			
		2.3	Describe the information that should be recorded in order to maintain credit control, cash flow and bank monitoring			
3	Be able to select an accounts management system to support a business	3.1	Compare manual and computer-based accounting systems			
		3.2	Choose an accounting system and methods that are relevant to the trading status of their business			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Know how to produce financial records	4.1	Make sure all financial transactions are properly recorded in the appropriate place			
	4.2	Make sure that the financial system will produce suitable invoicing and purchasing records			
	4.3	Make sure that the way in which financial records are kept and reported on is in line with the legal requirements of the business			

Learner name: _____   Date: _____

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

Unit 80:   Keep Financial Records

Unit code: M/601/5803

QCF level: 3

Credit value: 4

Guided learning hours: 28

Assessment requirements/evidence requirements

Assessment based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of financial records to running a business	1.1	Explain how maintaining good financial records is an essential aspect of monitoring the state of the business			
		1.2	Explain how important financial measures and forecasts are in business planning and development			
2	Understand how financial information is recorded in a business	2.1	Explain the system and processes used to record all financial transactions in their business			
		2.2	Explain the information that needs to be recorded to maintain credit control, cash flow and bank monitoring			
		2.3	Ensure that the appropriate people are informed about accounting information (for example, accountants or financial providers)			
3	Be able to select an appropriate accounts management system to support a business	3.1	Explain the broad principles and procedures in accounting systems			
		3.2	Select an accounting system relevant to the trading state of their business that can facilitate: – accurate financial statements, – statutory returns for reporting to the tax authorities, – forecast cash flow, profits and losses – accurately identify variance			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Know how to assess effectiveness of the accounts management system for a business	4.1	Review the extent to which financial transactions are properly recorded in an appropriate place			
	4.2	Assess the extent to which the financial system is producing suitable invoicing and purchasing records			
	4.3	Explain the extent to which the financial records kept are in line with the legal requirements of the business			

Learner name: _____ Date: _____

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(*if sampled*)

Unit 81: Keeping Up to Date with Current Legislation in a Business

Unit code: T/601/4412

QCF level: 2

Credit value: 2

Guided learning hours: 16

Assessment requirements/evidence requirements

Assessment based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to comply with current legal requirements for the business	1.1	Collect advice and information on current laws and regulations that affect trading, the business and the environment			
		1.2	Explain why it is important to seek legal advice and who might provide it			
		1.3	Identify if there is a need for any developments to comply with current laws and regulation			
2	Understand the importance of setting terms and conditions that meet legal requirements	2.1	Identify whether the business would benefit from a patent or copyright on the trading name or product, and how to proceed if needed			
		2.2	Explain the importance of agreement on terms and conditions with customers, suppliers and backers			

Learner name: _____   Date: _____

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(*if sampled*)

Unit 82: Define the Product or Service of the Business

Unit code:	K/601/4374
QCF level:	2
Credit value:	3
Guided learning hours:	24

Assessment requirements/evidence requirements

Assessment based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to define the product or service	1.1	Collect details of the product or service			
		1.2	Describe how it differs from similar products and services			
		1.3	Explain how the product or service could be provided			
		1.4	Explain all the costs of providing the product or service			
2	Be able to charge the appropriate price for products or services	2.1	Explain all the costs of provision			
		2.2	Identify the best way of pricing the product or service, including profit to be made			
3	Know how to set targets for sales and distribution	3.1	Explain the business's financial goal and the sales needed to achieve this			
		3.2	Identify key targets and timescales for selling and distribution			

Learner name: _____   Date: _____

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(*if sampled*)

Unit 83: **Define the Product or Service of the Business**

Unit code: M/601/4375

QCF level: 3

Credit value: 3

Guided learning hours: 21

Assessment requirements/evidence requirements

Assessment based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to define the product or service	1.1	Review in detail the product or service and its place in the market			
		1.2	Analyse the customer base, the market and the competition			
2	Be able to charge the right price for products or services	2.1	Research all the costs of provision			
		2.2	Consider different ways of pricing and produce a financial analysis of prices to be charged including the profits to be made			
3	Be able to set targets for sales and distribution	3.1	Produce a plan showing how the product or service could be provided			
		3.2	Specify the business's financial goal and the sales needed to achieve this			
		3.3	Set targets to achieve financial sales			
		3.4	Devise a timetable for sales and distribution			

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(if sampled)

Date: _____

Unit 84: Carry out Banking for a Business

Unit code:	R/601/5356
QCF level:	2
Credit value:	2
Guided learning hours:	16

Assessment requirements/evidence requirements

Assessment based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know the types of banking facilities available to a business	1.1	Compare different banks and types of banking available			
		1.2	Explain the different types of accounts that a business could use to suit different purposes			
2	Be able to open and operate a bank account for a business	2.1	Choose a bank and account(s) that meet the needs of a business			
		2.2	Describe the information that will be required to open a bank account for a business			
		2.3	Decide who will be responsible for dealing with a bank and signing cheques			
		2.4	Identify what is needed to ensure that access to the bank account(s) is kept secure			
3	Understand how to monitor the operation of a business bank account	3.1	Keep records of all income received and payments made			
		3.2	Explain how to reconcile bank statements with own records to ensure that errors are identified and addressed			

Learner name: _____   Date: _____

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(*if sampled*)

Unit 85: Carry out Banking for a Business

Unit code: Y/601/5357

QCF level: 3

Credit value: 2

Guided learning hours: 14

Assessment requirements/evidence requirements

Assessment based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know the types of banking facilities available for a business	1.1	Research the different banks, types of banking, types of accounts and financial products available to a business			
		1.2	Compare the financial services they offer and their associated costs			
		1.2	Assess the benefits and disadvantages of different types of accounts			
2	Be able to open and operate a bank account for a business	2.1	Choose a bank and type of account(s) that meet the needs of a business			
		2.2	Provide a bank with the relevant documents and information, meeting legal requirements for opening and operating a business account			
		2.3	Decide who will be responsible for dealing with account administration			
		2.4	Decide who will have access to and be signatories for the account(s)			
		2.4	Assess the effectiveness of the steps taken to ensure that access to the bank accounts is kept secure			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to monitor the operation of a business bank account	3.1	Put in place a systematic process for recording income received and payments made including their format (for example, cash, cheques, and credit or debit card receipts)			
		3.2	Review the business bank accounts at regular intervals against own records to ensure that they are correct and up to date			

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(*if sampled*) Date: _____

Unit 86: Carry Out Plans for a Business

Unit code:	F/601/4378
QCF level:	3
Credit value:	3
Guided learning hours:	21

Assessment requirements/evidence requirements

Assessment based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to implement business plans	1.1	Develop a schedule to implement the business plan that includes targets, activities, timescales and milestones			
		1.2	Check the resources that are available to carry out the plan are sufficient and make any necessary adjustments			
		1.3	Motivate and encourage people involved in the business to help put the plan into practice			
		1.4	Put in place contingency plans to address any uncertainties in the plan			
2	Be able to monitor business plans	2.1	Establish a process with set deadlines for achieving goals and targets			
		2.2	Put in place monitoring arrangements for chasing and reviewing progress with the right people involved			
		2.3	Identify problems with putting the plans into practice and take prompt action to solve or change them if necessary			
		2.4	Explain the key performance indicators that will be used to judge if the plan has been successful			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to evaluate and revise business plans	3.1	Evaluate the costs, benefits and success of the plans, including the efficient use of resources			
	3.2	Analyse new opportunities for the business plan and what they are likely to entail, for example, new markets, products or services			
	3.3	Review and revise long-term plans in response to any new opportunities, including the resources needed to meet the new aims and targets			

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(if sampled) Date: _____

Unit 87: Check what Customers Need from the Business

Unit code: Y/601/5925

QCF level: 3

Credit value: 3

Guided learning hours: 21

Assessment requirements/evidence requirements

Assessment based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Undertake market research to identify the customers for the business	1.1	Use different methods to analyse which segments of the market need the products or services of the business			
		1.2	Compare and assess different methods of collecting information and communicating with customers about what they want and need			
		1.3	Select and use the most appropriate and reliable methods of collecting and communicating the information to customers			
		1.4	Ensure that relevant information is dealt with appropriately to ensure confidentiality where relevant			
2	Be able to analyse markets and customer needs	2.1	Analyse markets and customer needs using the information from the market research			
		2.2	Decide if any additional information is required and how to get it, for example, in relation to developing new products or services, or approaching new customers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to match customer needs to business targets	3.1	Explain why it is important to keep the business focus on customer needs and how customer needs can influence the future of the business			
		3.2	Review your analysis about customer needs and make sure it underpins any decisions about the business targets			

Learner name: _____

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(*if sampled*)

Unit 88: Controls for Customer Payments

Unit code:	Y/601/5360
QCF level:	2
Credit value:	3
Guided learning hours:	16

Assessment requirements/evidence requirements

Assessment based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the effect of debt on a business	1.1	Explain how debts can affect the operation of a business			
		1.2	Identify measures the business could adopt to improve credit control			
		1.3	Explain the importance of having credit control targets in maintaining the viability of a business			
2	Know about different ways of controlling credit	2.1	Identify the range of debt-collecting options that a business can use to control credit			
		2.2	Identify the potential costs and benefits of different credit control options			
		2.3	Explain why terms and conditions for controlling credit need to be in line with targets			
3	Understand what action is needed to keep debts to a minimum	3.1	Explain how to credit risk the accounts of customers			
		3.2	Describe different options that may be adopted to cater for different types of clients or customers			
		3.3	Explain why it is important to monitor the effect of debts on a business			
		3.4	Identify who should be informed of and/or involved in credit control arrangements in a business			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Know the law affecting credit control	4.1	Identify laws that are relevant to credit control			
	4.2	Identify any legal and ethical limits that exist for credit control			
	4.3	Explain the need to make sure that credit control is operated in accordance with the relevant legislation			

Learner name: _____ Date: _____

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(*if sampled*)

Unit 89: How to Treat Business Customers

Unit code:	M/601/6207
QCF level:	2
Credit value:	3
Guided learning hours:	24

Assessment requirements/evidence requirements

Assessment based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand customer needs and expectations in the business	1.1	Explain the importance of looking after the business customer needs and expectations			
		1.2	Identify the differences in the level of service offered with that of competitors			
		1.3	Identify what can be done to improve treatment of own customers			
2	Know how to provide good customer care	2.1	Obtain information about the laws, regulations and codes of practice that affect how customer care is dealt with			
		2.2	Describe how customers should be treated in all aspects of the business relationship			
		2.3	Identify those responsible for different parts of customer service			
		2.4	Identify where training on customer care is available			
3	Be able to monitor service level expectations	3.1	Identify a cost-effective method for collecting feedback about business customer service levels			
		3.2	Describe how business customers will be informed of the level of service and how complaints will be dealt with			
		3.3	Identify ways to monitor that customer services continue to improve			

Learner name: _____ Date: _____

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Unit 90: Obtaining Support for a Business Idea

Unit code:	T/601/4393
QCF level:	2
Credit value:	3
Guided learning hours:	24

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to plan how to obtain support for a creative business idea	1.1	Prepare an outline of the creative idea			
		1.2	Seek advice on what might be needed to protect the business idea, for example copyright, patents, non-disclosure agreements			
2	Understand the types of support available	2.1	Find out about available business support or advice options			
		2.2	Find out what, if any, financial support options are available			
3	Be able to prepare for presenting the creative business idea	3.1	Prepare a presentation aimed at potential supporters and backers			
		3.2	Identify ways in which the potential supporters or backers might benefit from the results of the creative idea			

Learner name: _____   Date: _____

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(*if sampled*)

Unit 91: Obtaining Support for a Business Idea

Unit code: A/601/4394

QCF level: 3

Credit value: 3

Guided learning hours: 21

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to plan how to obtain support for a creative business idea	1.1	Explain the creative idea in detail			
		1.2	Assess the feasibility and benefit of using different means to protect the business idea and decide which are the most appropriate for example copyright, patents, non-disclosure agreements			
2	Understand the types of support available	2.1	Research and assess a range of business support or advice options that may be needed to support the development of the idea			
		2.2	Research and assess the availability and suitability of financial support options			
3	Be able to present the creative business idea	3.1	Prepare and rehearse a presentation aimed at potential supporters and backers			
		3.2	Diagnose the types of questions that may arise and how to respond			
		3.3	Explain the benefits that that would follow if the creative idea is successful			

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Unit 92: Plan how to let customers know about products or services

Unit code: Y/601/5939

QCF level: 2

Credit value: 2

Guided learning hours: 16

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to investigate the market for the business's products or services	1.1	Decide what information is needed to set sales targets in the business			
		1.2	Gather information about the potential market for the business's products or services			
		1.3	Find out about ways of marketing and promoting the business's products or services			
2	Be able to plan for marketing the business's products or services	2.1	Identify marketing targets for the business			
		2.2	Select the ways in which the products or services will be marketed			
		2.3	Work out the costs of marketing activities			
3	Know how to review marketing performance	3.1	Decide what information is needed to judge the marketing performance of the business			
		3.2	Identify ways to assess if marketing targets are being met			
		3.3	Decide if any of the targets need to be adjusted in the light of the performance of the business			

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Unit 93: Plan how to let customers know about products or services

Unit code:	H/601/5944
QCF level:	3
Credit value:	3
Guided learning hours:	21

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to review the market for the business's products or services	1.1	Research the market for the business's products or sales.			
		1.2	Decide what goals to set for marketing and sales, matching these to existing business targets			
2	Be able to produce a plan for marketing the business's products or services	2.1	Research possible marketing and promotional methods and business opportunities			
		2.2	Prepare forecasts for marketing			
		2.3	Create a budget for marketing activities			
		2.4	Produce a marketing plan with a rationale for the decisions reached			
3	Be able to make plans for regular monitoring and reviewing of marketing performance	3.1	Plan how marketing information will be obtained on a regular basis			
		3.2	Develop criteria for measuring and monitoring success in reaching marketing targets			
		3.3	Produce a timetable to review marketing performance against targets			

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Unit 94: Seek Advice and Help for the Business

Unit code: J/601/6245

QCF level: 2

Credit value: 2

Guided learning hours: 16

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to identify where to get the best advice and help for the business	1.1	Identify what kind of issues or problems the business may need help with (for example, business planning, funding, ICT, etc)			
		1.2	Describe what kind of help is needed to take the business forward in a way that satisfies own plans for the business			
		1.3	Identify different sources of information, advice and help to support the business (for example, friends, specialists, etc)			
		1.4	Work out the likely cost and benefits of obtaining information, advice and help from the sources selected			
2	Be able to obtain advice and help for the business	2.1	Decide when and how to make contact with those who can offer advice and help			
		2.2	Identify what questions need to be asked to get the advice and help required			
		2.3	Obtain advice and help and explain which points were discussed and why			
3	Know how to check and record the advice and help obtained	3.1	Identify the criteria to decide whether the advice and help obtained can be relied upon			
		3.2	Describe how to keep a record of the advice and help given			

Learner name: _____   Date: _____

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Assessor signature: _____   Date: _____

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

Unit 95: Seek Advice and Help for the Business

Unit code: H/601/6236

QCF level: 3

Credit value: 3

Guided learning hours: 21

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to evaluate sources of advice and help available for the business	1.1	Explain the different issues or problems that the business needs help with (for example, business planning, funding, ICT, etc)			
		1.2	Compare different sources of information, advice and help that can support the business needs, including the extent or limits of the support available			
		1.3	Work out a detailed cost analysis for using each of the different sources of information, advice and help			
		1.4	Explain and justify the decisions made about the best advice and help available for the business			
2	Be able to obtain advice and help for the business	2.1	Decide how to make best use contacts in a way that is positive and efficient for both parties			
		2.2	Identify the business needs and targets and plan what questions to ask accordingly, in order to get the best advice for the business			
		2.3	Use the questions to obtain detailed advice and discuss any points that require clarification			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to review and record the effectiveness of advice and help obtained	3.1	Review the advice and help obtained to decide whether it is valid, sufficient, reliable, user-friendly and practical			
		3.2	Use the review to decide whether or not any further support is needed to meet the business needs			
		3.3	Keep detailed records of all advice and help given, including the extent to which it met the business needs			

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(*if sampled*)

Unit 96: Improving the Quality of Products or Services

Unit code: L/601/4383

QCF level: 2

Credit value: 3

Guided learning hours: 24

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to plan for providing customers with improved quality products or services	1.1	Collect information on customers' expectations for quality			
		1.2	Review these expectations against existing quality targets for the products or services			
2	Understand the improvements needed to give the business a competitive edge	2.1	Identify the measures needed to improve quality in the management, technical and operational parts of the business			
		2.2	Collect and compare information on methods of quality control, including those used by competitors where possible			
		2.3	Identify ways to make staff aware of how they can contribute to improving quality			
3	Know how to monitor and improve quality	3.1	Explain how faults and complaints will be logged, and how this will be used to improve products or services			
		3.2	Describe how regular progress checks will be implemented, for example sampling products, services and processes, and collecting views of all involved			

Learner name: _____   Date: _____

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(*if sampled*)

Unit 97: **Improving the Quality of Products or Services**

Unit code:	R/601/4384
QCF level:	3
Credit value:	3
Guided learning hours:	21

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to evaluate customer expectations in relation to the quality of products and services	1.1	Research customers' expectations on quality, including their views on the merits of the business achieving a quality award			
		1.2	Assess whether the customers are receiving the levels of quality they expect			
2	Be able to establish quality improvement targets to give the business a competitive edge	2.1	Set targets to improve quality in the management, technical and operational parts of the business to be competitive			
		2.2	Find suitable ways to measure quality, and where possible, assess how they compare with competitors' methods of quality control			
		2.3	Assess whether obtaining a quality recognition scheme would help improve the quality of products or services			
		2.4	Assess what skills and attitudes are needed by staff to improve quality and plan appropriate staff development			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to monitor and improve quality	3.1	Devise a faults and complaints system, indicating how this will be used to improve products or services			
		3.2	Devise and implement a system for regular progress checks for example sampling products, services and processes, and collecting views of all involved			
		3.3	Develop an approach to identifying and addressing problems with quality improvement			

Learner name: _____

Learner signature: _____ Date: _____

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(*if sampled*) Date: _____

| **Unit 98:** | **Choose supplies and suppliers for your business** |

Unit code:	D/500/4592
QCF level:	2
Credit value:	1
Guided learning hours:	10

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to prepare a schedule of the supplies needed for your business	1.1	Identify utilities, equipment (including IT), tools and materials that may be needed for your business			
		1.2	Prepare a schedule of what and when supplies may be needed for your business			
		1.3	Use the schedule to decide the resources that may be required, such as staff, time, storage space and costs			
2	Know how to purchase supplies for your business	2.1	Identify different suppliers and purchase options for utilities, equipment, tools and materials			
		2.2	Compare costs and benefits of possible suppliers and choose the most favourable for your business			
		2.3	Identify how to keep accurate records of agreements with suppliers and who in your business should know about them			
3	Know how to set up stock control of your business supplies	3.1	Identify how and where different supplies are likely to be stored			
		3.2	Identify how the supplies should be managed and/or maintained, for example conditions of storage, shelf-life, waste products			
		3.3	Identify how and who might be best placed to keep records of stock in, stock out and restock levels			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

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

Unit 99: Choose supplies and suppliers for your business

Unit code:	L/500/4586
QCF level:	3
Credit value:	2
Guided learning hours:	20

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to prepare and monitor a schedule of the supplies needed for your business	1.1	Assess current and future supply needs for utilities, equipment (including IT), tools and materials and check they are in line with your business aims, finances and profit forecasts			
		1.2	Draw up a schedule of what and when supplies will be needed, the resources required and match this to your business financial plans			
		1.3	Set clear targets and limits for buying your business supplies			
2	Understand how achieve best value when buying supplies for your business	2.1	Investigate different suppliers, purchase options and methods and calculate the full costs of each			
		2.2	Undertake a cost-benefit analysis of the various suppliers and use this to decide the best options for your business			
		2.3	Review the decisions to check for any hidden costs or alternative methods of reducing costs and expenditure to make sure best value is achieved			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Understand how to manage and control business supplies to maximise the profitability of your business	3.1	Devise a system which could be used to manage and control utilities, fixtures and fittings to make sure they are always working effectively			
	3.2	Set up a stock control system to record and review the supply of consumables and non-consumables to make sure that there is adequate supply and minimal wastage			
	3.3	Describe how to reduce waste and dispose of potential waste products using environmental friendly methods			

Learner name: _____

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Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(if sampled)   Date: _____

Unit 100: Bidding for Work

Unit code:	J/601/6133
QCF level:	2
Credit value:	2
Guided learning hours:	16

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to prepare a bid for products or services	1.1	Identify the service or product that a customer wants			
		1.2	Explain what services or products can be provided			
		1.3	Explain how the outcome of the bid could affect the profit margin of the business			
		1.4	Explain how discounts or special offers may affect the outcome of the bid			
		1.5	Identify the key factors that would make proposals or quotations competitive			
2	Know the differences between proposals and quotations	2.1	Identify the key differences between proposals and quotations			
		2.2	Explain how a proposal is used			
		2.3	Explain how a quotation is used			
3	Understand the need for security around tendering for work	3.1	Explain why confidential information needs to be protected			
		3.2	Explain why proposals and quotations need to be securely held			

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(if sampled)

Unit 101: Bidding for Work

Unit code:	D/601/6137
QCF level:	3
Credit value:	3
Guided learning hours:	21

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare a bid about products or services	1.1	Identify the customer's requirements and resolve any matters that need to be clarified			
		1.2	Provide the required level of detail of how services or products will be provided, within the stipulated timescale			
		1.3	Include any conditions and constraints to protect the interests of the business			
		1.4	Ensure that the profit margin and proposed terms of sale stated in the quotation are in line with the objectives of the business			
		1.5	Work out discounts or special offers and include them in the quotation			
		1.6	Prepare the proposal or quotation in the business house style and in line with the presentation requirements of the customer			
2	Understand the purposes of proposals and quotations	2.1	Explain the purpose of and differences between proposals and quotations			
		2.2	Review a proposal and a quotation to ensure they are meeting the business needs			
3	Be able to ensure security around tendering for work	3.1	Identify how confidential information is protected and the appropriate personnel to be consulted prior to despatch to the customer			
		3.2	Ensure that proposals and quotations are stored securely in a location that allows access to authorised people			

Learner name: _____   Date: _____

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(if sampled)

Unit 102: Contract the Business Premises

Unit code: H/601/4406

QCF level: 2

Credit value: 2

Guided learning hours: 16

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to identify premises appropriate for the business	1.1	Identify the type of premises the business needs to operate from			
		1.2	Compare the differences between buying and leasing premises			
		1.3	Compare the differences between buying or leasing a premises for business purposes and buying or renting premises for accommodation			
2	Be able to identify the relevant people regarding the business premises contract	2.1	Identify the people who need to be consulted before signing a contract for new premises			
		2.2	Describe why it is important to take legal advice before signing any contracts			
		2.3	Give examples of where to find this advice			
3	Be able to identify the terms and conditions for the premises	3.1	Identify the terms and conditions the business needs to have			
		3.2	Set potential negotiation targets based on these terms and conditions			

Learner name: _____

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Assessor signature: _____ Date: _____

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(*if sampled*)

| Unit 103: | **Impact of the Environment on a Business** |

Unit code:	K/601/5783
QCF level:	2
Credit value:	3
Guided learning hours:	24

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know about environmental laws and regulations and their potential impact on the business.	1.1	Identify the key environmental laws and regulations which apply to the business (for example, those relating to emissions, noise, waste and energy usage).			
		1.2	Identify which enforcement bodies have powers and responsibilities for environmental laws and regulations in relation to the business.			
		1.3	Explain the consequences if the business fails to comply with environmental laws and regulations.			
2	Know how to comply with environmental laws and regulations.	2.1	Describe what tasks need to be done, when and by whom, to comply with environmental regulations.			
		2.2	Identify available information about getting good advice on compliance with environmental laws, from both free and paid for sources.			
		2.3	Explain why it is important to use sources of advice about environmental laws and regulations.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to develop effective environmental practices within the business	3.1	Identify different ways in which the business could affect the environment.			
		3.2	Decide which additional measures the business could adopt to make it more environmentally friendly.			
		3.3	Investigate the cost-effectiveness of introducing the environmentally friendly measures, including any potential financial incentives such as capital allowances, carbon trust loans or insurance premiums.			
		3.4	Explain how good environmental practices can benefit the business.			

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

Unit 104: Prepare Wages

Unit code: F/601/5854

QCF level: 2

Credit value: 2

Guided learning hours: 16

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the legal obligations involved in preparing and making reductions to wages	1.1	Identify the legal requirements involved in preparing wages, including equal pay and national minimum wage			
		1.2	Describe when and how to pay income tax, National Insurance and any other relevant deductions to the relevant tax authority			
2	Understand when and where to get professional advice	2.1	Describe the advantages of seeking professional help from expert advisers on paying wages, employment legislation and pensions			
		2.2	Describe how and when to contact the relevant tax authority when more information is needed			

Learner name: _____   Date: _____

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(if sampled)

Unit 105: Prepare Wages

Unit code: J/601/5855

QCF level: 3

Credit value: 4

Guided learning hours: 28

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to prepare wages in keeping with legal obligations, relating to National Insurance and income tax	1.1	Describe the importance of complying with government legislation and legal obligations including equal pay and national minimum wage			
		1.2	Clarify how to work out income tax and National Insurance contributions for each member of staff			
2	Be able to seek professional advice from the appropriate experts and resources	2.1	Review and update sources of information and professional advice on paying wages, employment legislation and pensions			
		2.2	Identify advantages for the business from seeking expert advice from professionals			
		2.3	Demonstrate how, why and when the relevant tax authority should be contacted for advice			
3	Be able to differentiate variations that can alter the payment of wages	3.1	Distinguish variations to pay and statutory or contractual payments, for example deductions for absence or statutory sick and maternity pay or additional pay for bonuses and overtime payments			
		3.2	Describe ways salaries may become more complex due to maternity pay, statutory sick pay and loan repayment			
		3.3	Identify any additional deductions from staff's salaries or wages			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to make arrangements for the payments of wages	4.1	Clarify who will undertake the actual paying of staff			
		4.2	Compare the advantages and disadvantages of the different methods of paying wages			
		4.3	Set up a system to record all payroll information and an agreed time and method of paying wages to staff			

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(if sampled)

Unit 106: Run a Business from Home

Unit code:	M/601/4408
QCF level:	2
Credit value:	3
Guided learning hours:	24

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the benefits and challenges of running a business from home.	1.1	Describe range of issues affecting the choice of working from home (for example, time commitment, work–home life balance)			
		1.2	Explain the benefits of working from home (for example, cost-savings or meeting family commitments)			
		1.3	Describe the administrative and legal requirements for running a business from home, such as registering change of property use			
		1.4	Identify ways of keeping motivated and focused whilst working at home			
2	Know the facilities that may be needed for running a business from home	2.1	Describe the types of storage, data back-up and equipment needed to meet home business needs, including IT and telephone systems			
		2.2	Explain how to maximise the use of what is already available at home, including current storage space, computer systems and telephone facilities			
		2.3	Decide where the best place to set-up a work station in the home is			
		2.4	Identify sources of advice which would be helpful (for example, accountant, insurance broker, business advisor)			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to create a professional image when running a business from home.	3.1	Explain what is necessary to create a positive image to suit the business needs			
		3.2	Provide examples of what might potentially give a negative professional image of the business and explain why			
4	Understand how to deal with the expectations of family, neighbours and clients	4.1	Identify the sources of potential conflict that may arise from running a business at home			
		4.2	Describe the expectations of people affected by the business (i.e. family, neighbours and clients)			
		4.3	Explain the kind of agreements can be reached so that the business needs can be aligned with the perceptions and needs of other people when appropriate			

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Assessor signature: _____ Date: _____

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Unit 107: Run a Business from Home

Unit code:	T/601/4409
QCF level:	3
Credit value:	3
Guided learning hours:	21

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to plan for running a business from home	1.1	Evaluate the benefits and challenges of running a business from home			
		1.2	Draw up a plan incorporating the tasks and timescales required to meet the administrative and legal requirements of running a business from home			
		1.3	Explain the risks and potential consequences of not complying with legal requirements for a home run business			
		1.4	Establish ground rules that will enable a balance to be achieved between work and home life			
2	Be able to select appropriate facilities needed for running a business from home	2.1	Review the space and facilities already available at home and evaluate how they can be best used for running a business from home			
		2.2	Compare and select the most appropriate and cost effective resources and equipment for running a business from home			
3	Be able to project professionalism when running a business from home	3.1	Critically review the image that is projected by self and decide what changes to make to ensure a professional image is created when working from home			
		3.2	Set and monitor own targets to achieve a high standard of motivation and professionalism when running the business from home			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to deal with the expectations of family, neighbours and clients	4.1	Review the expectations of family, neighbours and clients and assess their potential impact of these on the business			
		4.2	Liaise with neighbours who may be affected by the business activities and take steps to resolve any problems that arise			
		4.3	Make mutually acceptable agreements with family, neighbours and clients to minimise any negative effects of the business on them			

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| **Unit 108:** | **Sell Products or Services using the Internet** |

Unit code:	H/601/6169
QCF level:	2
Credit value:	3
Guided learning hours:	24

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to investigate requirements and opportunities for selling through the internet	1.1	Identify and seek sources of advice and information about e-business and e-trading			
		1.2	Describe the legal requirements of e-trading, such as confirming orders and "cooling off" periods			
		1.3	Describe e-business sales and marketing opportunities and options for products or services			
		1.4	Explain the potential risks of not e-trading			
		1.5	Compare the terms and conditions of different kinds of e-trading and identify potential costs, benefits and issues for the business			
2	Know what resources and systems are needed for setting up e-trading	2.1	Identify current staff skills in relation to e-trading and assess what type of training might be needed			
		2.2	Identify the potential additional resources and their costs for e-trading (for example, secure payment administration systems, equipment, subscriptions)			
		2.3	Identify what technical help might be required and explain how they might be made available at the times they are needed			
		2.4	Explain how distribution methods will need developing to cover the demand and potential wider geographical areas, such as UK or overseas			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to make plans for implementing an e-business	3.1	Identify all the factors that should be included in planning for e-business (for example, gross margin forecasts, financing options, risk assessments)			
		3.2	Describe who should be involved in a consultation process about e-trading, for example backers, staff and suppliers			
		3.3	Explain how e-trading might affect the long term business plans and goals			
		3.4	Develop a plan, including timescales, costs, targets and forecasts for implementing a potential e-business			
4	Understand how to monitor the progress of e-trading.	4.1	Describe how to monitor and judge progress in achieving targets, as identified in the e-business plan			
		4.2	Describe how and to whom information will be provided on the progress of e-trading			
		4.3	Describe how to monitor customer service, including any complaints, comments or suggestions			
		4.4	Identify the potential problems with website and e-trading activities and explain how they might be addressed			

Learner name: _____ Date: _____

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(*if sampled*)

Unit 109: Sub-Contract Work

Unit code:	D/601/5859
QCF level:	2
Credit value:	2
Guided learning hours:	16

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to plan for sub-contracting work or services	1.1	Identify the laws relevant to sub-contracted work or services and describe how the legal requirements might affect the business			
		1.2	Identify what terms and conditions will be needed for sub-contracted work so that they will meet the business requirements			
		1.3	Decide what the standards of performance should be for sub-contracted work or services			
		1.4	Explain how to ensure that a sub-contractor understands what will be delivered, including how to check that requirements are being met			
		1.5	Draw up a potential contract for sub-contracting a task or service			
2	Know how to deal with sub-contractor failures to meet terms and conditions	2.1	Explain how to identify and record potential sub-contractor failures and their causes, including payments			
		2.2	Describe the different methods that can be used to resolve these failures			
		2.3	Explain how to ensure failures are not repeated			
		2.4	Describe where to go for advice when failures occur and explain why it is important to obtain it			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to agree changes to terms and conditions with sub-contractors	3.1	Explain how to ensure that requests to vary the terms of contracts are reasonable and justified			
		3.2	Describe how to record and keep track of changes and variations in contracts			
		3.3	Explain how to communicate with sub-contractors to agree changes and their implications			

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(if sampled)

Unit 110: VAT Registration and Returns

Unit code: Y/601/5861

QCF level: 2

Credit value: 3

Guided learning hours: 24

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand if the business needs to register for VAT	1.1	Describe the purposes and processes of VAT			
		1.2	Assess whether the business needs to register for VAT			
		1.3	Compare the advantages and disadvantages of voluntarily registering for VAT			
2	Understand when to seek professional help and where to find it	2.1	Identify circumstances where professional help is needed and where to seek it from			
		2.2	Describe how to seek guidance in a professional manner from the relevant tax authority			
3	Understand how to prepare a VAT form on time	3.1	Identify what information needs to be completed in a VAT return			
		3.2	Assess when the VAT return is due and how long it is likely to take to complete it			

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Unit 111: VAT Registration and Returns

Unit code: H/601/5863

QCF level: 3

Credit value: 4

Guided learning hours: 28

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or within a realistic work environment.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand why the business has decided to register for Value Added Tax (VAT)	1.1	Clarify whether the business has to register for VAT taking into account the current laws and regulations			
		1.2	Compare the advantages and disadvantages of voluntarily registering for VAT in terms of the specific business			
		1.3	Evaluate the different schemes that can be used for accounting for VAT			
		1.4	Distinguish and justify the scheme for accounting that best suites the specific business			
2	Understand how to use professional guidance in relation to VAT registration	2.1	Explain how to find sources of recognised and reliable specialist advice			
		2.2	Analyse how specialist software can help with keeping accounts			
		2.3	Demonstrate how to follow guidance from the relevant tax authority			
3	Understand how to use VAT is used on purchases and sales	3.1	Check that invoices include the right rate and amount of VAT and the VAT number of the business			
		3.2	Set up appropriate systems for recording information on purchases and sales and the VAT that applies to them			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to prepare a VAT form	4.1	Demonstrate how to complete and submit VAT returns correctly, using data from the recording systems the business has in place			
	4.2	Demonstrate how to allow enough time to complete a VAT form and return it within the statutory time limit			

Learner name: _____

Learner signature: _____ Date: _____

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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

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