

Specification

Edexcel NVQ/competence-
based qualifications

**Edexcel Level 1 Award, Certificate and Diploma in
Work-based Animal Care (QCF)**

For first registration July 2011



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Qualification titles covered by this specification

This specification gives you the information you need to offer the Edexcel Level 1 Award, Certificate and Diploma Work based in Animal Care:

Qualification title	Qualification Number (QN)	Accreditation start date
Edexcel Level 1 Award in Work-based Animal Care (QCF)	600/2630/3	18/07/11
Edexcel Level 1 Certificate in Work-based Animal Care (QCF)	600/2168/8	01/06/11
Edexcel Level 1 Diploma in Work-based Animal Care (QCF)	600/2134/2	27/05/11

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

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

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

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

Key features of the Edexcel 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.

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 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 the demonstration of occupational competence and not subject animals to stress or overuse
- ensure equality of opportunity for all wishing to access the qualification(s).

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

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

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

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

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

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

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 1 Award in Work-based Animal Care (QCF)?

To achieve the Edexcel Level 1 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 (animal accommodation) – learners who choose this group must achieve both units.

Unit reference	Unit title	Credit	Level
D/600/0469	Principles of dealing with animal accommodation	2	1
R/600/0470	Assist with animal accommodation	2	1

Optional unit group 2 (care of animals) – learners who choose this group must achieve both units.

Unit reference number	Unit title	Credit	Level
F/502/4589	Principles of the care of animals	2	1
A/502/4588	Assist with the care of animals	2	1

Optional unit group 3 (feedstuffs for small animals) – learners who choose this group must achieve both units.

Unit reference number	Unit title	Credit	Level
Y/600/0471	Principles of dealing with feedstuffs for small animals	1	1
H/600/0473	Assist with feedstuffs for small animals	2	1

Optional unit group 4 (movement and handling of small animals) – learners who choose this group must achieve both units.

Unit reference number	Unit title	Credit	Level
L/502/5714	Principles of the movement and handling of small animals	2	1
T/502/5710	Assist with the movement and handling of small animals	1	1

Optional unit group 5 (movement and handling of farm animals) – learners who choose this group must achieve both units.

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

What is the qualification structure for the Edexcel Level 1 Certificate in Work-based Animal Care (QCF)?

To achieve the Edexcel Level 1 Certificate in Work-based Animal Care (QCF), learners must achieve a minimum of 18 credits, consisting of 4 mandatory credits and 14 optional credits.

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

Mandatory unit

Unit reference number	Unit title	Credit	Level
R/600/0291	Maintain the safety of self and others in the workplace	4	1

Optional unit group 1 (animal accommodation) – learners who choose this group must achieve both units.

Unit reference	Unit title	Credit	Level
D/600/0469	Principles of dealing with animal accommodation	2	1
R/600/0470	Assist with animal accommodation	2	1

Optional unit group 2 (care of animals) – learners who choose this group must achieve both units.

Unit reference number	Unit title	Credit	Level
F/502/4589	Principles of the care of animals	2	1
A/502/4588	Assist with the care of animals	2	1

Optional unit group 3 (feedstuffs for small animals) – learners who choose this group must achieve both units.

Unit reference number	Unit title	Credit	Level
Y/600/0471	Principles of dealing with feedstuffs for small animals	1	1
H/600/0473	Assist with feedstuffs for small animals	2	1

Optional unit group 4 (movement and handling of small animals) – learners who choose this group must achieve both units.

Unit reference number	Unit title	Credit	Level
L/502/5714	Principles of the movement and handling of small animals	2	1
T/502/5710	Assist with the movement and handling of small animals	1	1

Optional units group 5 (movement and handling of farm animals) – learners who choose this group must achieve both units.

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

What is the qualification structure for the Edexcel Level 1 Diploma in Work-based Animal Care (QCF)?

To achieve the Edexcel Level 1 Diploma in Work-based Animal Care (QCF), learners must achieve a minimum of 39 credits, consisting of 4 mandatory credits and a minimum of 35 optional credits.

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

Mandatory unit

Unit reference number	Unit title	Credit	Level
R/600/0291	Maintain the safety of self and others in the workplace	4	1

Optional unit group 1 (animal accommodation) – learners who choose this group must achieve both units.

Unit reference number	Unit title	Credit	Level
D/600/0469	Principles of dealing with animal accommodation	2	1
R/600/0470	Assist with animal accommodation	2	1

Optional unit group 2 (care of animals) – learners who choose this group must achieve both units.

Unit reference number	Unit title	Credit	Level
F/502/4589	Principles of the care of animals	2	1
A/502/4588	Assist with the care of animals	2	1

Optional unit group 3 (feedstuffs for small animals) – learners who choose this group must achieve both units.

Unit reference number	Unit title	Credit	Level
Y/600/0471	Principles of dealing with feedstuffs for small animals	1	1
H/600/0473	Assist with feedstuffs for small animals	2	1

Optional unit group 4 (movement and handling of small animals) – learners who choose this group must achieve both units.

Unit reference number	Unit title	Credit	Level
L/502/5714	Principles of the movement and handling of small animals	2	1
T/502/5710	Assist with the movement and handling of small animals	1	1

Optional unit group 5 (movement and handling of farm animals) – learners who choose this group must achieve both units.

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

Optional unit group 6 (transport supplies of physical resources within the work area) – learners who choose this group must achieve both units.

Unit reference number	Unit title	Credit	Level
D/502/4096	Principles of transporting supplies of physical resources within the work area	1	1
J/502/4741	Assist with the transport supplies of physical resources within the work area	2	1

Optional unit group 7 (maintaining structures and surfaces) – learners who choose this group must achieve both units.

Unit reference number	Unit title	Credit	Level
R/502/5715	Principles of maintaining structures and surfaces	2	1
K/502/4098	Assist with maintaining structures and surfaces	2	1

Optional unit group 8 (maintenance of equipment) – learners who choose this group must achieve both units.

Unit reference number	Unit title	Credit	Level
F/502/4740	Principles of the maintenance of equipment	2	1
F/502/4608	Assist with the maintenance of equipment	3	1

Optional unit group 9 (cleanliness and bio security)

Unit reference number	Unit title	Credit	Level
T/502/1561	Maintain the cleanliness and bio security of the animal care working environment	5	2

Optional unit group 10 (controlled exercise opportunities)

Unit reference number	Unit title	Credit	Level
K/502/1556	Provide controlled exercise opportunities for animals	4	2

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.

Evidence of competence may come from:

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

It is important that the evidence is:

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

Types of evidence

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

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

The abbreviations may be used for cross-referencing purposes.

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

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

Centre recognition and approval

Centre recognition

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

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

Approvals agreement

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

Quality assurance

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

What resources are required?

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

Unit format

Each unit in this specification contains the following sections.

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

Units

Unit 1: Maintain the safety of self and others in the workplace

Unit code: R/600/0291

QCF level: 1

Credit value: 4

Guided learning hours: 36

Unit summary

This unit is designed to develop the knowledge, skills and understanding to ensure that health and safety becomes part of routine working practices; to build habits of working with regard for personal safety and that of others, and if an emergency does occur to know what to do and who to report to.

Relationship to National Occupational Standard: Underpinning knowledge of CU1.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the current health and safety legislation and codes of practice that apply to own areas of work	<p>1.1 Give two examples of current health and safety legislation and outline one responsibility for each that applies to own area of work</p> <p>1.2 Identify who accidents, incidents or problems should be reported to in own area of work and why this is necessary</p>			
2 Understand the risks to health and safety in own area of work	<p>2.1 Give at least three examples of specific hazards in own work situation</p> <p>2.2 Identify who else might be affected by the hazards</p> <p>2.3 Outline what measures could be taken in own work situation to eliminate hazards or reduce the chance of them causing harm</p>			
3 Be able to prepare to work safely	<p>3.1 Select and wear appropriate protective clothing</p> <p>3.2 Clean and tidy the work area before starting work, taking immediate steps to reduce any hazards if identified</p> <p>3.3 Select and organise tools, materials and equipment before use</p> <p>3.4 Follow guidance/instructions to warn others that work is about to start and of any hazards this may cause</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to work safely	4.1 Follow safety procedures and/or training to ensure the health and safety of self and others 4.2 Prepare and use equipment and/or materials safely and correctly as instructed 4.3 Demonstrate safe lifting and handling techniques and use of handling equipment if appropriate 4.4 Follow guidance/instructions to minimise environmental damage during work			
5 Leave the work area in a safe condition	5.1 Clear and tidy the work area after use 5.2 Dispose of waste safely and correctly in a designated area as directed 5.3 Clean and store tools, equipment and PPE after use as directed			
6 Know what to do in emergencies	6.1 State what actions to take in the event of two different types of emergency that might happen in own workplace 6.2 State who is responsible for dealing with each type of emergency and who and/or where to report to			

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

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

Unit 2: Principles of dealing with animal accommodation

Unit code: D/600/0469

QCF level: 1

Credit value: 2

Guided learning hours: 18

Unit summary

The learner will be able to describe the preparation and cleaning of animal accommodation and the relevant health and safety requirements.

Relationship to National Occupational Standard: Underpinning knowledge of CU30.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to clean animal accommodation	<p>1.1 State how to prepare equipment and materials ready for cleaning</p> <p>1.2 Outline how to prepare the accommodation for cleaning</p> <p>1.3 State the correct procedures for cleaning the animal accommodation</p> <p>1.4 Describe the condition in which accommodation must be left after cleaning</p>			
2 Know how to maintain animal accommodation	<p>2.1 State the welfare requirements and describe how to promote the health and well-being of animals</p> <p>2.2 List the materials which animals need within their accommodation to maintain their health and well-being</p> <p>2.3 List the hazards which may arise in the animal's accommodation, and to whom they should be reported</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know relevant health and safety precautions to be observed	3.1 State how and where to dispose of waste safely 3.2 State their responsibilities under animal welfare and health and safety legislation			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 3: **Assist with animal accommodation**

Unit code: R/600/0470

QCF level: 1

Credit value: 2

Guided learning hours: 18

Unit summary

The learner will be able to assist with preparing and cleaning animal accommodation and comply with health and safety requirements.

Relationship to National Occupational Standard: Practical outcomes of CU30.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to assist with cleaning animal accommodation	1.1 Prepare the equipment and materials for the work 1.2 Prepare the animal accommodation ready for cleaning 1.3 Clean the animal's accommodation in accordance with instructions 1.4 Leave the animal accommodation in the appropriate condition after cleaning 1.5 Maintain health and safety, and the welfare of the animals, during their work			
2 Be able to assist with maintaining animal accommodation	2.1 Check the animal accommodation in accordance with instructions 2.2 Keep the animal accommodation safe and secure 2.3 Correctly identify and report any hazards 2.4 Dispose of waste in a safe manner and place			

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

Unit 4:	Principles of the care of animals
Unit code:	F/502/4589
QCF level:	1
Credit value:	2
Guided learning hours:	18

Unit summary

The learner will be able to describe the care of animals, including monitoring the health and condition of the animals and providing feed and water, including appropriate health and safety requirements.

Relationship to National Occupational Standard: Underpinning knowledge of CU29.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to monitor and care for the health and well-being of animals</p>	<p>1.1 Describe how to promote the health and well-being of animals and minimise any stress or injury</p> <p>1.2 State their responsibility under health and safety and animal welfare legislation</p> <p>1.3 State why animals need exercise and how the type and amount of this varies between different species and different animals</p> <p>1.4 State how animals optimise their own physical functioning and appearance</p> <p>1.5 Describe signs of health in different animal species in relation to appearance, posture and movement, behaviour, bodily functioning, social interaction</p> <p>1.6 State signs which indicate potential problems with an animal's health and well-being and state appropriate actions which could be taken when this occurs</p> <p>1.7 List signs of stress in animals</p> <p>1.8 Give examples of preventative care which is designed to maintain the health and well-being of animals</p> <p>1.9 State how the environment may be adjusted to maintain the animal's health</p> <p>1.10 State how to recognise an animal health emergency and what should be done if this occurs</p> <p>1.11 State why it is important to report unusual signs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to provide food and water to animals	2.1 State an appropriate method and system for feeding three types of animals 2.2 Describe the normal feeding habits of the animals 2.3 State the hygiene requirements for feeding and watering of animals 2.4 State their responsibility for safe and effective animal handling under relevant legislation and codes of practice 2.5 State why waste should be disposed of in a safe manner and place			

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

Unit 5:	Assist with the care of animals
Unit code:	A/502/4588
QCF level:	1
Credit value:	2
Guided learning hours:	18

Unit summary

The learner will be able to assist with the care of animals, including monitoring the health and condition of the animals and providing feed and water. All work will take place in a supervised context and must meet appropriate health and safety requirements.

Relationship to National Occupational Standard: Practical outcomes of CU29.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to assist with monitoring and caring for the health and well-being of animals</p>	<p>1.1 Treat animals according to relevant legislation</p> <p>1.2 Minimise any likelihood of stress and injury to the animals</p> <p>1.3 Optimise the health and well-being of animals during their work</p> <p>1.4 Provide animals with the necessary opportunity to display natural behaviour, e.g. appearance, posture and movement, behaviour, bodily functions, social interaction</p> <p>1.5 Monitor and report physical condition, behaviour and the general health and well-being of animals clearly and accurately to others</p> <p>1.6 Monitor and report on the animal's environment</p> <p>1.7 Maintain health and safety, and the welfare of animals, during work</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to assist with providing food and water for animals	2.1 Feed animals in accordance with instructions 2.2 Supply water to the animals from the correct sources, in the correct quantities and using the system in accordance with instructions 2.3 Monitor and report on the animal's feeding and drinking habits 2.4 Clean and maintain equipment ready for use and store it safely and securely in an appropriate place 2.5 Dispose of any waste from feeding in the correct manner and place 2.6 Maintain health and safety, and the welfare of animals, during work			

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

Unit 6: Principles of dealing with feedstuffs for small animals

Unit code: Y/600/0471

QCF level: 1

Credit value: 1

Guided learning hours: 9

Unit summary

The learner will be able to describe how to receive, store and prepare animal feedstuffs and meet all health and safety requirements.

Relationship to National Occupational Standard: Underpinning knowledge of AC2.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to receive and store animal feed</p>	<p>1.1 State the process used for ordering stocks of feed, and the types of records kept</p> <p>1.2 State the purpose of checking the quantity and quality of received feed and the possible consequences of not doing this</p> <p>1.3 State why the feed received and used is recorded and what to do if any shortfalls are identified</p> <p>1.4 State how to identify feed that is not acceptable, and what to do about it</p> <p>1.5 List types of feed and the possible consequences of incorrectly storing feed</p> <p>1.6 State the principles of stock rotation and why this is done</p> <p>1.7 List the signs of possible pest infestation and the action to take if these are found</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to prepare feed for animals	2.1 State why hygiene (including handwashing) and health and safety in preparing animal feed are important 2.2 List the different types of feed that are available and how they are prepared, including; fresh, frozen, dried and tinned feed			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 7: **Assist with feedstuffs for small animals**

Unit code: H/600/0473

QCF level: 1

Credit value: 2

Guided learning hours: 18

Unit summary

The learner will be able to receive, store and prepare animal feedstuffs and comply with the health and safety requirements.

Relationship to National Occupational Standard: Practical outcomes of AC2.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to assist with receiving and storing animal feed</p>	<p>1.1 Work in a healthy and safe way which complies with legislation</p> <p>1.2 Check report that the correct quantities and types of animal feed have been delivered and that they are in an acceptable condition</p> <p>1.3 Move, store and handle 2 types of animal feed safely, and in a way that protects it from damage and contamination and minimises wastage</p> <p>1.4 Store animal feed safely according to instructions, in the order in which it is to be used</p> <p>1.5 Check stored animal feed regularly for any signs of pest infestation and report this to the appropriate person straight away</p> <p>1.6 Check stock levels regularly and tell the appropriate person if stocks are low</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to assist with preparing feed for animals</p>	<p>2.1 Wash their hands effectively before and after handling animal feed</p> <p>2.2 Obtain the equipment and materials needed to prepare and serve animal feed</p> <p>2.3 Clean work surfaces, utensils and equipment effectively before and after use</p> <p>2.4 Identify the type and quantity of animal feed required for each animal from feeding plans</p> <p>2.5 Prepare the required amount of two types of animal feed according to instructions in a way that minimises wastage</p> <p>2.6 Use the appropriate utensils in a hygienic way according to instructions</p> <p>2.7 Work in a healthy and safe way that complies with legislation</p> <p>2.8 Dispose of any stale and unusable animal feed in a safe place and put equipment and utensils away safely</p>			

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

Unit 8: **Assist with the movement and handling of small animals**

Unit code: T/502/5710

QCF level: 1

Credit value: 1

Guided learning hours: 9

Unit summary

The learner will be able to assist with the movement and handling of animals and comply with health and safety requirements.

Relationship to National Occupational Standard: Practical outcomes of AC1.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Assist with moving animals on a site	<p>1.1 Approach the animals calmly, confidently and in a way that is likely to minimise stress</p> <p>1.2 Assist with moving animals in accordance with instructions</p> <p>1.3 Assist with moving animals without damage to the health, safety and well-being of the animal or self</p> <p>1.4 Help to settle the animals in the new location in accordance with instructions</p> <p>1.5 Maintain health and safety, and the welfare of the animals, during their work</p>			
2 Assist with handling animals	<p>2.1 Approach animals in accordance with instructions</p> <p>2.2 Handle animals in a manner likely to promote their co-operation and minimise the possibility of distress</p> <p>2.3 Handle animals in a manner that minimises the possibility of risk to the health and safety of the animal, self and other animals and people in the environment</p> <p>2.4 Monitor the animal's behaviour and its response to handling and report any problems to the appropriate person without delay</p> <p>2.5 Use handling methods, which promote health and safety and are consistent with relevant legislation and codes of practice</p>			

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Unit 9: Principles of the movement and handling of small animals

Unit code: L/502/5714

QCF level: 1

Credit value: 2

Guided learning hours: 18

Unit summary

The learner will be able to describe the movement and handling of small animals and the relevant health and safety requirements.

Relationship to National Occupation Standard: Underpinning knowledge of AC1.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to move animals on a site</p>	<p>1.1 State the correct methods of handling the animals concerned</p> <p>1.2 State normal and abnormal behaviour in the animals concerned</p> <p>1.3 State the normal pace or movement for the animals concerned</p> <p>1.4 State why it is important to approach animals in a calm manner which promotes confidence</p> <p>1.5 State the risks that there are when moving animals and how they can be minimised</p> <p>1.6 State how to settle animals in a new place, and why this is important</p> <p>1.7 State the organisational health and safety and animal welfare policy in relation to moving animals and their responsibility under health and safety and animal welfare legislation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to handle animals	<p>2.1 State how and where to obtain information about the temperament and usual behaviour patterns of an animal</p> <p>2.2 List safe and effective methods of handling animals</p> <p>2.3 State why it is important to monitor an animal's response to handling, signs of negative responses, why and to whom these should be reported</p> <p>2.4 State the potential consequences of not reporting changes in an animal's behaviour, its reaction to handling or factors that affect the animal's behaviour</p> <p>2.5 List the different factors that can affect an animal's behaviour and what to do if these are observed</p> <p>2.6 State their responsibility for safe and effective animal handling under relevant legislation and codes of practice</p>			

Learner name: _____ Date: _____

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(if sampled)

Unit 10: Principles of the movement and handling of farm animals

Unit code: Y/600/0468

QCF level: 1

Credit value: 2

Guided learning hours: 18

Unit summary

The learner will be able to describe the movement and handling of farm animals and relevant health and safety requirements.

Relationship to National Occupational Standard: Underpinning knowledge of AC1.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to move animals on a site	<p>1.1 State the correct methods of handling the animals concerned</p> <p>1.2 State normal and abnormal behaviour in the animals concerned</p> <p>1.3 State the normal pace or movement for the animals concerned</p> <p>1.4 State why it is important to approach animals in a calm manner which promotes confidence</p> <p>1.5 State the risks that there are when moving animals and how they can be minimised</p> <p>1.6 State how to settle animals in a new place, and why this is important</p> <p>1.7 State their responsibility under health and safety and animal welfare legislation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to handle animals	<p>2.1 State how and where to obtain information about the temperament and usual behaviour patterns of an animal</p> <p>2.2 List safe and effective methods of handling animals</p> <p>2.3 State why it is important to monitor an animal's response to handling, signs of negative responses, and to whom these should be reported</p> <p>2.4 State the potential consequences of not reporting changes in an animal's behaviour, its reaction to handling or factors that affect the animal's behaviour</p> <p>2.5 List the different factors that can affect an animal's behaviour and what to do if these are observed</p> <p>2.6 State their responsibility for safe and effective animal handling under relevant legislation and codes of practice</p>			

Learner name: _____ Date: _____

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(if sampled)

Unit 11: **Assist with the movement and handling of farm animals**

Unit code: L/600/0466

QCF level: 1

Credit value: 1

Guided learning hours: 9

Unit summary

The learner will be able to assist with the movement and handling of farm animals and comply with health and safety requirements.

Relationship to National Occupational Standard: Practical outcomes of AC1.

Learning outcomes and assessment criteria

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

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Unit 12: Principles of transporting supplies of physical resources within the work area

Unit code: D/502/4096

QCF level: 1

Credit value: 1

Guided learning hours: 9

Unit summary

The learner will be able to describe how to load, transport and unload physical resources in the workplace or in work-equivalent situations and comply with all health and safety requirements.

Relationship to National Occupational Standard: Underpinning knowledge of CU8.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to load and unload physical resources safely</p>	<p>1.1 Give reason for, and methods of, labelling products and equipment for transportation</p> <p>1.2 State safe lifting techniques</p> <p>1.3 State the correct use of lifting equipment and relevant legal restrictions on operation</p> <p>1.4 State ways of securing products and equipment for transit in order to maintain safety and minimise damage</p> <p>1.5 State relevant methods of protecting product and equipment from adverse weather conditions and contamination</p> <p>1.6 State loading and unloading requirements for transportation such as positioning and weight of loads on vehicles, safe methods of carrying manually</p> <p>1.7 State methods for the safe stacking of products</p>			
<p>2 Know how to transport physical resources within the work area</p>	<p>2.1 Give correct methods of operating transportation equipment and limits of responsibility in relation to operation of such equipment</p> <p>2.2 State ways of handling transportation equipment to minimise damage to physical resources in transit</p> <p>2.3 State ways of monitoring the condition of physical resources during transit</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to work safely	3.1 State health, safety and legislative requirements in relation to the use of transportation equipment and the movement of products and equipment			

Learner name: _____ Date: _____

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Unit 13: **Assist with the transport supplies of physical resources within the work area**

Unit code: J/502/4741

QCF level: 1

Credit value: 2

Guided learning hours: 18

Unit summary

The learner will be able to unload physical resources in the workplace or in work-equivalent situations and comply with all health and safety requirements. Manual handling of resources and equipment is an integral aspect of this unit.

Relationship to National Occupational Standard: Practical outcomes of CU8.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to assist with loading and unloading physical resources	<p>1.1 Identify the physical resources requiring transportation</p> <p>1.2 Carry out lifting operations safely and in a way that is consistent with current legislation and codes of practice</p> <p>1.3 Move heavy and bulky items using the correct lifting equipment, in accordance with instructions</p> <p>1.4 Position physical resources safely, securely and in a manner which protects them from damage and contamination</p>			
2 Be able to assist with the transport of physical resources within the work area	<p>2.1 Operate powered or non-powered transportation equipment safely in accordance with instructions and safety requirements</p> <p>2.2 Minimise damage to equipment and resources during transportation</p> <p>2.3 Monitor the physical resources during transportation and take the appropriate action for any which become unsafe</p> <p>2.4 Maintain health and safety according to relevant legislation and codes of practice</p>			
3 Be able to work safely	<p>3.1 Maintain health and safety according to relevant legislation and codes of practice</p>			

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Unit 14: Principles of maintaining structures and surfaces

Unit code: R/502/5715

QCF level: 1

Credit value: 2

Guided learning hours: 18

Unit summary

The learner will be able to describe how to maintain structures and surfaces by cleaning, rubbing-down and applying surface protection, using hand tools and comply with all health and safety requirements.

Relationship to National Occupational Standard: Underpinning knowledge of CU16.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to maintain structures and surfaces</p>	<p>1.1 State why structures and surfaces need to be maintained</p> <p>1.2 State the potential problems which may arise if maintenance is not carried out</p> <p>1.3 List the tools and materials which are needed for different maintenance operations</p> <p>1.4 State how to prepare tools and materials for the particular maintenance operation</p> <p>1.5 State how to prepare structures and surfaces for the different maintenance operations</p> <p>1.6 State the correct way to carry out the different maintenance operations</p> <p>1.7 State what the result of effective maintenance operations should look like</p> <p>1.8 State how to correctly use tools and materials</p> <p>1.9 Describe how to maintain their own health and safety during the maintenance operations</p> <p>1.10 State how to reduce the risk to other's health and safety when undertaking maintenance operations (e.g. by putting up notices)</p> <p>1.11 List the types of problems or difficulties which may occur, relating to: health and safety, damage, weather conditions and unforeseen circumstances, and state what you need to do if these occur</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.12 State how to handle and dispose of waste safely			
	1.13 State how to clean and store tools correctly and the risks of not doing so			

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Unit 15: **Assist with maintaining structures and surfaces**

Unit code: K/502/4098

QCF level: 1

Credit value: 2

Guided learning hours: 18

Unit summary

The learner will be able to describe how to maintain structures and surfaces by cleaning, rubbing down and applying surface protection, using hand tools and comply with all health and safety requirements.

Relationship to National Occupational Standard: Practical Outcomes of CU16.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to assist with maintaining structures and surfaces</p>	<p>1.1 Correctly prepare the necessary tools and materials for the maintenance operation</p> <p>1.2 Prepare the area for the work in a manner appropriate for the maintenance operation</p> <p>1.3 Maintain structures and surfaces effectively and completely in accordance with the instructions, to include:</p> <ul style="list-style-type: none"> - cleaning - rubbing down - surface protection <p>1.4 Use tools safely and correctly</p> <p>1.5 Report any problems that arise without delay</p> <p>1.6 Maintain the health and safety of self and others at all times</p> <p>1.7 Handle and dispose of waste safely and correctly</p> <p>1.8 Leave the site in a safe condition</p> <p>1.9 Clean tools after use in an appropriate manner</p> <p>1.10 Store tools and materials after use in an agreed and safe location</p>			

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Unit 16: Principles of the maintenance of equipment

Unit code: F/502/4740

QCF level: 1

Credit value: 2

Guided learning hours: 18

Unit summary

The learner will be able to describe the maintenance of tools, equipment and machinery using hand tools and how to comply with all health and safety requirements.

Relationship to National Occupational Standard: Underpinning knowledge of CU17.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare equipment for maintenance	1.1 State the importance of following instructions 1.2 State the correct use of hand tools and materials 1.3 State types and correct ways of wearing protective clothing and give reasons why it must be worn			
2 Know how to undertake maintenance procedures	2.1 Give reasons for the maintenance of equipment and the importance of following instructions 2.2 State legislative requirements relating to the maintenance of equipment 2.3 State the limits of their responsibility in relation to the maintenance of equipment 2.4 List situations in which assistance is required 2.5 State the appropriate condition and location of tools on completion of maintenance procedures			
3 Know how to work safely	3.1 State what actions should be taken in the event of incidents which affect the health and safety of self and others 3.2 State their health and safety responsibilities in relation to the preparation of equipment 3.3 State how waste should be safely disposed of 3.4 State ways of minimising environmental damage during work activities			

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Unit 17: **Assist with the maintenance of equipment**

Unit code: F/502/4608

QCF level: 1

Credit value: 3

Guided learning hours: 27

Unit summary

The learner will be able to assist with the maintenance of tools, equipment and machinery using hand tools and comply with all health and safety requirements.

Relationship to National Occupational Standard: Practical outcomes of CU17.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to assist with the preparation of equipment for maintenance under supervision	<p>1.1 Check that the equipment requiring maintenance is safe in accordance with instructions</p> <p>1.2 Keep the work area safe and in a condition suitable for the maintenance procedure</p> <p>1.3 Obtain the necessary hand tools and materials for maintenance in accordance with instructions</p> <p>1.4 Complete the preparation of equipment for maintenance in accordance with instructions</p>			
2 Be able to assist with the maintenance of equipment under supervision	<p>2.1 Maintain manual and mechanical equipment in accordance with instructions</p> <p>2.2 Clean and store tools correctly after use</p>			
3 Be able to work safely	<p>3.1 Maintain health and safety in accordance with relevant legislation and codes of practice</p> <p>3.2 Correctly identify and report any hazards</p> <p>3.3 Dispose of waste safely in accordance with instructions</p> <p>3.4 Carry out the work in a manner which minimises any environmental damage</p>			

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Unit 18: **Maintain the cleanliness and bio security of the animal care working environment**

Unit code: T/502/1561

QCF level: 2

Credit value: 5

Guided learning hours: 38

Unit summary

The aim of this unit is to give the learner the ability to demonstrate the knowledge and skills required to undertake routine cleaning within the workplace and use of equipment and materials within the course of normal work. Cleaning is a key factor in ensuring the health and safety of the people and animals within the workplace and promoting the organisation's image to customers.

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

Relationship to National Occupational Standard: Practical outcomes of CU1.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to clean and maintain the work environment</p>	<p>1.1 Carry out the cleaning of equipment in accordance with manufacturer's instructions</p> <p>1.2 Select and use protective clothing, tools, equipment and cleaning materials in accordance with manufacturers'/employers instructions</p> <p>1.3 Clean at least 5 of the following areas in the working environment:</p> <ul style="list-style-type: none"> - floors and walls - work tables/benches - washing and drying areas - public areas - animal accommodation - staff facilities <p>1.4 Complete appropriate maintenance checks to identify wear and tear and accurately report to the appropriate person as soon as possible</p> <p>1.5 Leave working areas in an appropriate state for the work to be undertaken</p> <p>1.6 Store materials and equipment safely and correctly after use</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.7 Ensure that animal welfare, safety and security is maintained at all times during and after cleaning of the work environment</p> <p>1.8 Provide clear and accurate information for recording purposes</p>			
<p>2 Be able to work safely and minimise environmental damage</p>	<p>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</p> <p>2.2 Carry out work in a manner which minimises environmental damage</p> <p>2.3 Dispose of waste safely and correctly</p>			
<p>3 Know how to clean the work environment</p>	<p>3.1 State what the potential hazards are when cleaning each area of the following work environments:</p> <ul style="list-style-type: none"> - floors and walls - work tables/benches - washing and drying areas - public areas - animal accommodation - staff facilities 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.2 Assess the risks and state how they can be minimised with respect to the:</p> <ul style="list-style-type: none"> - Animal(s) - Work environment - equipment - cleaning materials - others <p>3.3 Describe the selection and use of cleaning materials in different areas of the work environment and explain the need to ensure their correct dilution and the possible effects of not doing so covering:</p> <ul style="list-style-type: none"> - particular fabrics - surfaces - equipment <p>3.4 Describe why cleaning should minimise disruption to other staff and to animals</p> <p>3.5 Explain the contribution that good cleaning practices have on customer relations, the image of the organisation and health and bio-security.</p>			

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

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

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 (if sampled)

Unit 19: Provide controlled exercise opportunities for animals

Unit code: K/502/1556

QCF level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

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

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

Relationship to National Occupational Standard: Practical outcomes of CU31.

Learning outcomes and assessment criteria

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

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

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

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

Learner name: _____ Date: _____

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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*'.

Ofqual
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For more information on Edexcel and BTEC qualifications please
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