

# **Pearson BTEC Level 3 Diploma in Pet Services**

## **Specification**

BTEC Specialist qualification

First teaching September 2018

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

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This specification is Issue 1. Key changes are summarised on the following page and sidelined throughout the document. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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# Contents

<b>1</b>	<b>Introducing BTEC Specialist qualifications</b>	<b>1</b>
	What are BTEC Specialist qualifications?	1
	Sizes of BTEC Specialist qualifications	1
<b>2</b>	<b>Qualification summary and key information</b>	<b>2</b>
<b>3</b>	<b>Qualification purpose</b>	<b>3</b>
	Qualification objectives	3
	Relationship with previous qualifications	3
	Progression opportunities	3
	Industry support and recognition	4
<b>4</b>	<b>Qualification structure</b>	<b>5</b>
	Pearson BTEC Level 3 Diploma in Pet Services	5
<b>5</b>	<b>Centre resource requirements</b>	<b>6</b>
	General resource requirements	6
	Specific resource requirements	6
<b>6</b>	<b>Access and recruitment</b>	<b>7</b>
	Prior knowledge, skills and understanding	7
	Access to qualifications for learners with disabilities or specific needs	7
<b>7</b>	<b>Programme delivery</b>	<b>8</b>
	Delivery guidance for Pearson BTEC Level 3 Diploma in Pet Services	8
<b>8</b>	<b>Assessment</b>	<b>9</b>
	Language of assessment	9
	Internal assessment	9
	Assessment through assignments	9
	Designing effective assignments	10
	Providing an assignment brief	11
	Forms of evidence	11
	Making valid assessment decisions	12
	Authenticity of learner work	12
	Making assessment decisions using unit-based criteria	12
	Dealing with late completion of assignments	12

Issuing assessment decisions and feedback	13
Resubmissions and retakes	13
Administrative arrangements for internal assessment	14
Records	14
Reasonable adjustments to assessments	14
Special consideration	14
Dealing with malpractice in assessment	15
Internal assessment	15
Learner malpractice	15
Teacher/centre malpractice	16
Sanctions and appeals	17
<b>9 Recognising prior learning and achievement</b>	<b>18</b>
Recognition of Prior Learning	18
<b>10 Centre recognition and approval</b>	<b>19</b>
Approvals agreement	19
<b>11 Quality assurance of centres</b>	<b>20</b>
<b>12 Units</b>	<b>21</b>
Unit number	21
Unit title	21
Level	21
Unit type	21
Assessment type	21
Guided Learning Hours (GLH)	21
Unit introduction	22
Learning outcomes	22
Assessment criteria	22
Unit content	22
<b>Unit 1: Professional Practice for Pet Service Businesses</b>	<b>25</b>
<b>Unit 2: Business Management for Pet Service Businesses</b>	<b>35</b>
<b>Unit 3: Customer Care in a Pet Service Business</b>	<b>45</b>
<b>Unit 4: Animal Welfare</b>	<b>53</b>
<b>Unit 5: Industry based Research project</b>	<b>61</b>

<b>Unit 6: Pet Boarding</b>	<b>69</b>
<b>Unit 7: Rehoming Animals</b>	<b>77</b>
<b>Unit 8: Professional Pet Services in Clients' Homes</b>	<b>85</b>
<b>Unit 9: Animal Encounters</b>	<b>93</b>
<b>Unit 10: Pet Retail and Merchandising</b>	<b>101</b>
<b>Unit 11: Care of Aquatics</b>	<b>109</b>
<b>Unit 12: Care of Herptiles</b>	<b>117</b>
<b>13 Further information and useful publications</b>	<b>125</b>
<b>14 Professional development and training</b>	<b>126</b>
<b>Annexe A</b>	<b>127</b>
Mapping with Occupational Standards	127



# 1 Introducing BTEC Specialist qualifications

## What are BTEC Specialist qualifications?

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BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work.

BTEC Specialist qualifications put learning into the context of the world of work, giving students the opportunity to apply their research, skills and knowledge in relevant and realistic work contexts. This applied, practical approach means learners build the knowledge, understanding and skills they need for career progression or further study.

The qualifications may be offered as full-time or part-time courses in schools, colleges, training centres and through employers.

## Sizes of BTEC Specialist qualifications

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For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with employers and training providers delivering the qualifications.

BTEC Specialist qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Diploma in Pet Services
Qualification Number (QN)	
Regulation start date	
Operational start date	01/12/2017
Approved age ranges	16–18 18+ 24+  Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please see <i>Section 6 Access and recruitment</i> .
Total qualification time (TQT)	430 hours
Guided learning hours (GLH)	360
Assessment	Internal assessment (centre-devised assessment)
Grading information	The qualification and units are at a Pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 6 Access and recruitment</i> ).

Qualification title	Pearson BTEC Level 3 Diploma in Pet Services
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner’s final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)



## 3 Qualification purpose

### Qualification objectives

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The Pearson BTEC Level 3 Diploma in Pet Services is for learners who work in, or who want to work in the Pet Services sector.

The qualification gives learners the opportunity to:

- Develop knowledge and understanding of different roles and responsibilities as well as ensuring the welfare of animals by meeting legal requirements of the pet service industry
- Develop skills in animal husbandry and welfare
- Learn about the pet services industry
- Achieve a nationally industry recognised Level 3 qualification
- Develop their own personal growth and engagement in learning.

### Relationship with previous qualifications

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This qualification is not a replacement for another qualification.

### Progression opportunities

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Learners who achieve the Pearson BTEC Level 3 Diploma in Pet Services can progress to Pearson BTEC Level 4 Higher National Diploma in Animal Management and BTEC Level 5 Higher National Higher Diploma in Animal Management.

## **Industry support and recognition**

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This qualification is supported by Pet Industry Federation who state the qualification will support learners to progress to employment or within employment in a range of job roles across the industry, for example:

BTEC Level 3 Diploma in Pet Services: pet store manager, kennel and cattery manager or proprietor, rescue centre manager or proprietor, pet services proprietor, animal encounters provider

For such roles, they believe that these qualifications provide an appropriate level of knowledge and skills, meeting the needs of the business and the individual, ensuring employees are appropriately skilled for the job and able to deliver to the standard that the sector expects.

## 4 Qualification structure

### **Pearson BTEC Level 3 Diploma in Pet Services**

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The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of units that must be achieved	6
Number of optional units that must be achieved	1

<b>Unit number</b>	<b>Mandatory units (all mandatory units must be completed)</b>	<b>Level</b>	<b>Guided learning hours</b>
1	Professional Practice for Pet Service Businesses	3	60
2	Business Management for Pet Service Businesses	3	60
3	Customer Service in a Pet Service Business	3	60
4	Animal Welfare	3	60
5	Industry based Research Project	3	60
<b>Unit number</b>	<b>Optional units (one optional unit to be selected from here)</b>	<b>Level</b>	<b>Guided learning hours</b>
6	Pet Boarding	3	60
7	Rehoming Animals	3	60
8	Professional Pet Services in Clients' Homes	3	60
9	Animal Encounters	3	60
10	Pet Retail and Merchandising	3	60
11	Care of Aquatics	3	60
12	Care of Herptiles	3	60

## 5 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

### General resource requirements

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Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.

- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place that relate to the use of equipment by learners.
- Centres must have in place robust internal verification systems and procedures to ensure the quality and authenticity of learners' work as well as the accuracy and consistency of assessment decisions between assessors operating at the centre. For information on the requirements for implementing assessment processes in centres, please refer to the *BTEC UK Quality Assurance Centre Handbook* available on our website.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 6 Access and recruitment*. For full details of the Equality Act 2010 visit [www.legislation.gov.uk](http://www.legislation.gov.uk)

### Specific resource requirements

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As well as the general resource requirements given above, there are specific resources that centres must provide. They are listed by unit below.

Unit	Resources required
Unit 7: Rehoming	Access to animals recently taken in by a rehoming centre
Unit 8: Professional Pet Services in Clients' Homes	Access to animals to provide a pet service in clients' homes
Unit 11: Care of Aquatics	Access to tropical, marine, freshwater, brackish and saltwater habitats.
Unit 12: Care of Herptiles	Access to appropriate herptile enclosures, this may include vivariums, terrariums and other suitable enclosures.

## 6 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

### **Prior knowledge, skills and understanding**

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No prior knowledge, understanding, skills or qualifications are required for learners to register for this qualification.

### **Access to qualifications for learners with disabilities or specific needs**

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Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see *Section 8 Assessment* for information on reasonable adjustments and special consideration.

## 7 Programme delivery

Centres are free to offer this qualification using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure that a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in assessment; for example, developing assessments with input from employers
- using 'expert witness' reports from employers to support assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

### **Delivery guidance for Pearson BTEC Level 3 Diploma in Pet Services**

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The following delivery guidance is not intended to be prescriptive. Those delivering the learning programme can adapt the guidance to meet the needs of learners, employers and the specific context.

Delivery guidance is provided in each unit.

## 8 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Internal assessment (centre-devised assessments)

In administering internal assessments, centres need to be aware of the specific procedures and policies that apply to, for example, registration, entries and results. More information can be found in our *UK Information Manual*, available on our website.

### Language of assessment

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Assessments of the units are in English only.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

For further information on access arrangements, please refer to *Reasonable adjustments* later in this section.

### Internal assessment

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All units in this qualification are internally assessed and subject to external standards verification. This means that centres set and mark the final summative assessment for each unit, using the examples and support that Pearson provides. Centres need to be, if they are not already, approved to offer the qualification before conducting assessments. *Section 10 Centre recognition and approval* gives information on approval for offering this qualifications.

### Assessment through assignments

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For internally-assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from tutors and assessors.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide.

Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable there to be a clear and formal assessment outcome based on the assessment criteria.

## Designing effective assignments

To ensure that final assessment decisions meet the required standard, assignments must be fit for purpose as a tool to measure learning against the defined content and assessment criteria. Centres should make sure that assignments enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the specified criteria within the context of the learning outcomes and unit content.

An assignment that is fit for purpose and suitably controlled is one in which:

- the tasks that the learner is asked to complete provide evidence for a learning outcome that can be assessed using the assessment criteria
- the time allowed for the assignment is clearly defined and consistent with what is being assessed
- the centre has the required resources for all learners to complete the assignment fully and fairly
- the evidence the assignment will generate will be authentic and individual to the learner
- the evidence can be documented to show that the assessment and verification has been carried out correctly.

Recommended assignments are provided in the *Further information for tutors and assessors* section of each unit. In designing assignments, centres need to work within the structure of the recommended assignments. They need to consider the following points when developing their assignment briefs.

- Centres may choose to combine all or parts of different units into single assignments provided that all units and all their associated learning outcomes are fully addressed in the programme overall. If this approach is taken, centres need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment.
- A learning outcome must always be assessed as a whole and must not be split into two or more assignments.
- The assignment must be targeted to the learning outcomes but the learning outcomes and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- Centres do not have to follow the order of the learning outcomes of a unit in developing assignments but later learning outcomes often require learners to apply the content of earlier learning outcomes, and they may require learners to draw their learning together.
- As assignments provide the final assessment, they will draw on the specified range of teaching content for the learning outcomes. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.



## Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned. An assignment brief should include:

- a vocational scenario, context, or application for the tasks to be completed
- clear instructions to the learner about what they are required to do – normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided.

## Forms of evidence

Centres may use a variety of forms of evidence as long as they are suited to the type of learning outcome being assessed. For some units, the practical demonstration of skills is necessary and for others, learners will need to demonstrate their knowledge and understanding. The units give information on what would be suitable forms of evidence.

Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Some of the forms of evidence include:

- written tasks such as reports, articles for journals, newsletters, leaflets, posters
- projects
- time-constrained simulated activities with observation records and supporting evidence
- observation and recordings of practical tasks or performance in the workplace
- sketchbooks, work logbooks, reflective journals, workbooks
- presentations with assessor questioning
- witness testimony.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning outcomes and the associated assessment criteria
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when using performance evidence, centres need to think about how supporting evidence can be captured through preparation notes, reflective accounts, logbook records, recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use examples of their own experiences.

For information on the requirements for implementing assessment processes in centres, please refer to the *BTEC UK Quality Assurance Centre Handbook* on our website.

## Making valid assessment decisions

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### Authenticity of learner work

An assessor must assess only work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising learners during assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres may use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. More information is given later in this section.

### Making assessment decisions using unit-based criteria

Assessment decisions for the qualification are based on the specific criteria given in each unit. Assessors make judgements using the assessment criteria and must show how they have reached their decisions in the assessment records. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment* section of each unit, which gives examples and definitions related to terms used in the assessment criteria
- the centre's Lead Internal Verifier and assessment team's collective experience supported by the information provided by Pearson.

When a learner has completed the assessment for a unit then the assessor will give an assessment outcome for the unit. To achieve a Pass, a learner must have satisfied all the assessment criteria for the learning outcomes, showing appropriate coverage of the unit content and therefore attainment at the stated level of the qualification. The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the assessment criteria for the units should be reported as Unclassified.

### Dealing with late completion of assignments

Learners must have a clear understanding of the centre's policy on completing assignments by the stated deadlines. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others.

If a late completion is accepted, then the assignment should be assessed normally using the relevant assessment criteria.

### **Issuing assessment decisions and feedback**

Once the assessor has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an Internal Verifier before it is given to the learner.

### **Resubmissions and retakes**

On 1 September 2014, Pearson introduced a framework to support centres in delivering high-quality internal assessments for BTEC Firsts and Nationals, the framework can be found on the BTEC delivery pages of our website. Within this framework, only one opportunity for resit can be authorised by the Lead Internal Verifier and retakes are not available. These rules do not apply to BTEC Specialist programmes at Entry Level to Level 3, but we do recommend the approach as best practice. As the rules are therefore not mandatory for BTEC Specialist programmes, they will not be checked as part of the standards verification and quality assurance process for this qualification.

## **Administrative arrangements for internal assessment**

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### **Records**

Centres are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *UK Information Manual*. We may ask to audit centre records, so they must be retained as specified.

### **Reasonable adjustments to assessments**

Centres are able to make adjustments to assessments to take account of the needs of individual learners, in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units* (available on our website). In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on the policy page of our website.

### **Special consideration**

Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

A separate application must be made for each learner. Certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both of the documents mentioned above are on our website.

## Appeals against assessment

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and Appeals about Pearson Vocational Qualifications policy*, available on our website.

Information about registering learners for the test and the systems requirements for delivering the onscreen tests is available on our website.

## Dealing with malpractice in assessment

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Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

## Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

## Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1

([www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Team at [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

### **Teacher/centre malpractice**

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from [www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/principals/chief executive officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on the centre's certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualification policy* on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com)) who will inform you of the next steps.

## 9 Recognising prior learning and achievement

### **Recognition of Prior Learning**

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Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website.



## 10 Centre recognition and approval

Centres that have not previously offered BTEC Specialist qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

### **Approvals agreement**

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All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

## 11 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson uses quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualification in this specification, the Pearson quality assurance model will be the process below:

- an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
- Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website.

# 12 Units

Each unit in the specification is set out a similar way. This section explains how the units are structured. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme review this section.

Units have the following sections.

## **Unit number**

The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for an individual qualification.

## **Unit title**

This is the formal title of the unit that will appear on the learner's certificate.

## **Level**

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

## **Unit type**

This says if the unit is mandatory or optional for the qualification. See *Section 4 Qualification structure* for full details.

## **Assessment type**

This says how the unit is assessed – i.e. whether it is internal or external. See information in *Section 8 Assessment* for details.

## **Guided Learning Hours (GLH)**

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Pearson has consulted with users of the qualification and has assigned a number of hours to this activity for each unit.

## **Unit introduction**

This is designed with learners in mind. It indicates why the unit is important, what will be learned and how the learning might be applied in the workplace.

## **Learning outcomes**

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## **Assessment criteria**

The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.

## **Unit content**

This section sets out the required teaching content of the unit and specifies the knowledge and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.

Where relevant and/or appropriate, unit content is informed by the underpinning knowledge and understanding requirements of related National Occupational Standards (NOS).

## **Relationship between unit content and assessment criteria**

Content is compulsory except when shown as 'e.g.'. Although it is not a requirement that all of the content is assessed, learners should be given the opportunity to cover it all.

Learners should be asked to complete summative assessment only after the teaching content for the unit or learning outcomes has been covered.

## **Legislation**

Legislation cited in the units is current at time of publication. The most recent legislation should be taught and assessed internally.

### **Further information for teachers and assessors**

This section gives information to support delivery and the implementation of assessment. It contains the following subsections.

- *Essential resources* – lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.
- *Suggested reading/resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals, websites.
- *Essential information for assessment* – for internally-assessed units, it provides recommended assignments and suitable sources of evidence for each learning outcomes. It also gives information about the standard and quality of evidence expected for learners to achieve the learning outcome and pass each assignment. It is important that the information is used carefully, alongside the assessment criteria. For externally-assessed units, this section gives details of the format, structure and any specific conditions of the external assessment(s).



# Unit 1: Professional Practice for Pet Service Businesses

<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Assessment type:</b>	<b>Internal</b>
<b>Guided learning hours:</b>	<b>60</b>

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## Unit introduction

Professional practice outlines the behaviour that is expected of you in respect of your professional and working responsibilities.

In this unit, you will investigate the impact that professional and personal working responsibilities have on your welfare, that of your colleagues, and the animals you work with. You will learn about health and safety legislation, safe working practices, risk assessments and animal welfare legislation that affects the pet services industry and the reputation of pet service businesses. You will develop an appreciation for the duty of care for the environment, relating this to resource efficiency and responsible waste management.

The knowledge you gain in this unit will help you to work in organisations in the pet services industry, for example pet shops, grooming parlours, animal charities.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the professional and personal responsibilities required for working in a pet service business	1.1	Explain the characteristics of professional working responsibilities
		1.2	Discuss the personal characteristics and personal responsibilities required in the workplace
2	Investigate the health and safety responsibilities required for working in a pet service business	2.1	Explain how a selected pet service business meets health and safety requirements
		2.2	Describe safe working practices in the workplace
		2.3	Carry out a risk assessment in the workplace
		2.4	Explain the waste-management procedures for a selected business
3	Explore the animal welfare responsibilities required for working in a pet service business	3.1	Discuss the welfare needs of animals in the workplace
		3.2	Explain the purpose of the different types of animal legislation and how it affects the licensing procedure



## Unit content

### What needs to be learned

#### **Learning outcome 1: Understand the professional and personal responsibilities required for working in a pet service business**

##### **1.1 Characteristics of professional working responsibilities and sources of relevant information**

- Understanding the scope of professional working responsibilities in the pet service industry, including:
  - compliance with current legislation and industry codes of practice
  - minimising risk to self, others and the environment
  - following industry best practice
  - working to industry standards
  - developing skills through continuing professional development (CPD)
  - ensuring customer satisfaction.
- Stakeholders associated with developing, promoting and upholding professional responsibilities, including the role of:
  - employers
  - employees
  - government departments and agencies
  - trades unions
  - professional bodies and trade associations.
- Sources of information on professional working responsibilities, including:
  - staff handbooks, staff lists and staff induction documents
  - internet-based resources, including government legislation
  - professional publications
  - codes of conduct
  - contracts of employment.

##### **1.2 Characteristics and scope of personal responsibilities required in the pet service workplace**

- Promoting a working environment and culture that is healthy, safe and effective, including awareness of:
  - equal opportunities
  - staff inductions and ongoing CPD
  - external training programmes and training providers
  - workplace policies, including whistleblower policies
  - recognising personal limitations.

- Promoting effective working relationships.
- Awareness of factors that may have a negative impact on own and others' personal welfare and workplace performance, including:
  - personal stress
  - illness
  - work-related stress and workload
  - lone working.
- Assessing sources of assistance and support for wellbeing in the workplace, and their importance, including:
  - NHS services
  - charities
  - professional and trade organisations
  - professional counselling and mental health organisations.
- Awareness of the importance of CPD, including:
  - formal and informal opportunities for skills development
  - job shadowing
  - upskilling
  - awareness of industry-specific certificates of competence.

**Learning outcome 2: Investigate the health and safety responsibilities required for working in a pet service business**

**2.1 Introduction to health and safety and associated legislation**

Awareness of current health and safety legislation that applies to a working environment, and how legislation impacts on working activities.

- Statutes and regulations current at the time of assessment:
  - Health and Safety at Work etc. Act 1974
  - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
  - Control of Substances Hazardous to Health (COSHH) Regulations 2002

Manual Handling Operations Regulations 1992  
The Regulatory Reform (Fire Safety) Order 2005

**2.2 Safe working practices**

Awareness of key concepts of safe working practices, with reference to health and safety and the environment.

- The importance of training staff and updating policies and practices in order to maintain appropriate standards in health and safety practices.
- Access to adequate welfare facilities, including drinking water, toilets, washing facilities.
- Provision of an appropriate and safe working environment, including ventilation, temperature, lighting and adequate maintenance of the

working area.

- Provision of first-aid training and equipment, including first aid at work training.
- Using personal protective equipment (PPE) correctly, including when:
  - operating, maintaining and repairing machinery
  - handling organic or hazardous waste.
- Minimising risk of zoonotic disease, including: leptospirosis, tetanus, Salmonella, Lyme disease, E. coli, cryptosporidium, toxoplasmosis, ringworm.
- Fire safety, including:
  - fire alarms, extinguishers and blankets
  - ensuring that combustible materials are stored in a safe and appropriate way
  - taking reasonable steps to minimise the risk of arson in buildings and in the environment.
- Producing and displaying an evacuation plan for all areas, including evacuation in the event of a fire.
- Electrical safety, including:
  - requirement for all electrical work to be carried out by a competent person
  - ensuring that all electrical equipment is in an appropriate state for use
  - portable appliance testing (PAT) and residual current devices (RCDs)
  - overhead lines and underground cables
  - using rechargeable equipment and tools where appropriate.
- Displaying safety information, including symbols on equipment and product labels.
- Signage, including:
  - signs prohibiting certain behaviour
  - warning signs
  - signs indicating emergency escape or first aid.
- Importance of working in ways that avoid or minimise negative environmental impacts, including:
  - potential environmental impact, both negative and positive
  - of activities carried out in the workplace
  - actions to minimise the negative environmental impacts of work carried out.

### **2.3 Risk assessment**

- The Regulatory Reform (Fire Safety) Order 2005

- Using, producing and interpreting risk assessments:
  - written or static risk assessments prepared before the activities
  - dynamic risk assessments carried out while undertaking activities
  - qualitative or subjective analysis of risk
  - numerical or objective analysis of risk, including severity and likelihood
  - prioritising risks
  - appropriate controls.
- Risk mitigation strategies and their implementation to manage identified risks, including:
  - cost/benefit analysis of specific mitigation strategies.
- Producing dynamic risk assessments:
  - presence of the general public, employees and contractors
  - interpretation of given information, including product labels, signage and COSHH data sheets
  - lone working practices.
- Uses and implementation of risk assessments.

#### **2.4 Legal responsibilities for waste management**

- Definition and sources of organic and inorganic waste.
- Current waste management legislation and documentation specific to pet animal industry including:
  - duty of care
  - waste exemptions
  - waste disposal documentation
  - hazardous and controlled waste
  - custody of waste.
- The waste hierarchy system, including:
  - prevention, including procurement to reduce waste
  - prepare to reuse
  - recycle
  - disposal, including landfill and incineration.

### **Learning outcome 3: Explore the animal welfare responsibilities required for working in a pet service business**

#### **3.1 The Animal Welfare Act 2006**

Awareness of current recommendations to promote and maintain the welfare of animals under the Animal Welfare Act 2006.

- The need for a suitable environment:

- size of accommodation; stocking density
- temperature, to include indoor and outdoor housing where appropriate
- substrate and bedding materials, appropriate fixtures and fittings.
- The need for a suitable diet:
  - provision of a balanced diet and at a suitable frequency
  - access to water and methods of delivery
  - monitoring of weight and volumes eaten.
- Need to exhibit normal behaviour patterns:
  - provision of adequate and safe space
  - protection from predators
  - provision of appropriate environment
  - enrichment
  - providing suitable exercise opportunities
  - need to be housed with, or apart from other animals
  - social requirements of species
  - need to be protected from pain, suffering, injury and disease
  - preventative care and treatments appropriate, including parasite control, regular veterinary check-ups, vaccinations, grooming and provision of exercise.

### **3.2 Introduction to animal welfare and associated legislation**

Awareness of current animal welfare legislation that applies in a working environment and how legislation impacts on working activities.

- Statutes and regulations and codes of practice current at the time of assessment:
  - Animal Welfare Act 2006
  - Pet Animals Act 1951 (amended 1983)
  - Veterinary Surgeons Act 1966
  - Wildlife and Countryside Act 1981
  - Dangerous Wild Animals Act 1976
  - Performing Animals (Regulation) Act 1925
  - Animal Boarding Establishments Act 1963
  - Breeding of Dogs Act 1991
  - Breeding and Sale of Dogs (Welfare) Act 1999
  - Department for Environment, Food and Rural Affairs (Defra) codes of practice.

### **3.3 Licensing an animal establishment**

Legislation implementing the licensing procedure, i.e. Pet Animals Act 1951,

Animal Boarding Establishments Act 1963, Performing Animals (Regulation) Act 1925.

- The licensing procedure:
  - the application procedure
  - inspections, what inspectors will examine, reporting procedures, action plans and compliance
  - model licensing conditions and primary authority
  - power of entry
  - risk-based inspections and actions given by licensing inspector, including improvement notice, seizure of animals, refusal of license
  - appeals procedure
  - revocation of licence

## Further information for tutors and assessors

### Essential resources

There are no special resources needed for this unit.

### Essential information for assessment

This unit is assessed internally by the centre and externally verified by Pearson.

Please read this guidance in conjunction with *Section 8 Assessment*.

The table below shows the recommended approach to assessment, detailing suitable forms of evidence for each learning outcome. Centres can use these forms of evidence or other suitable forms of evidence. Centres need to give learners an appropriate assignment brief to complement the recommended assessment approach.

Learning outcome	Assignment title	Recommended assessment approach
1 Understand the professional and personal responsibilities required for working in a pet service business	Professional responsibilities	A reflective account of how learners maintain professional responsibilities in their daily role
2 Investigate the health and safety responsibilities required for working in a pet service business	Health and safety	A report supported by a portfolio of evidence, documenting how a named business meets legal health and safety requirements and safe working practices
3 Explore the animal welfare responsibilities required for working in a pet service business	Meeting legal requirements when caring for animals	A leaflet explaining how a named business meets the legal requirements for animal welfare, resulting in the appropriate licence being issued.

### **Learning outcome 1 – Professional responsibilities**

**To achieve a pass**, learners will demonstrate their knowledge and understanding of basic professional working and safe working in a specific pet service business. Learners will explain how they meet their professional responsibilities on a daily basis, and how their professional responsibilities have been shaped by their personal responsibilities and the requirements of the workplace. Learners will comment on the training and guidance they receive in order to ensure that an appropriate level of professionalism is maintained.

### **Learning outcome 2 – Health and safety**

**To achieve a pass**, learners will document how a named business meets legal health and safety requirements and safe working practices, making reference to all appropriate legislation, including health and safety and waste-disposal requirements. Appropriate sources of evidence must include the health and safety policy and procedures, risk assessments and a summative report.

### **Learning outcome 3 – Meeting legal requirements when caring for animals**

**To achieve a pass**, learners will explain how a named business meets the legal requirements for animal welfare, resulting in the appropriate licence being issued. They will cover the purpose of a minimum of three pieces of legislation, including the Animal Welfare Act 2006.



# Unit 2: Business Management for Pet Service Businesses

<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Assessment type:</b>	<b>Internal</b>
<b>Guided learning hours:</b>	<b>60</b>

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## Unit introduction

Understanding the principles of business management is vital for a business to succeed in any industry. Gaining a competitive advantage is the key to success. Employees in the pet service industry need to understand the factors that can influence success and use them to apply good business management skills.

In this unit, you will learn about a range of pet service businesses in the pet service industry. You will also learn about resource requirements, including human resources and the job roles available in pet service businesses. You will examine the different recording systems that can affect business management, including physical records, financial records and supply chains.

This unit will help you to develop the skills and knowledge of responsibilities required to work successfully in a pet service business.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the inter-relationships between businesses operating in the pet service industry	1.1	Explain the features of two contrasting pet service businesses
		1.2	Explain how two contrasting pet service businesses are influenced by stakeholders and associated businesses
2	Investigate the physical resources required to operate pet service businesses	2.1	Explain the range of resources required to run a specific pet service business
		2.2	Discuss the effectiveness of marketing material as a way of promoting a pet service business
3	Investigate the types and purposes of records required for a pet service business	3.1	Explain the purpose of different types of record keeping in a specific pet service business
		3.2	Explain the importance of maintaining different types of record keeping in a pet service business
4	Examine employment rights and how they impact on a pet service business and its employers and employees	4.1	Outline the staff roles, responsibilities and development needs of a named pet service business
		4.2	Explain what the contract of employment must include to comply with the law
		4.3	Explain, using case scenarios, how compliance with equality issues can help employers and employees

## Unit content

### What needs to be learned

#### Learning outcome 1: Understand the interrelationships between businesses operating in the pet service industry

##### 1.1 Features of businesses

- Typical organisations in the sector and the objectives of each type of business.
- Commercial/profit-making organisations.
- Key features of business types, including sole trader, partnership, private and public limited company.
- Public sector businesses – implementing regulatory standards, e.g. government/local government.
- Charitable, not-for-profit organisations – ensuring animal welfare, providing animals for human needs, e.g. RSPCA, Guide Dogs for the Blind Association.
- Objectives associated with business type, e.g. profit, customer service.
- Scope of business activities: local, national, international.
- Size: micro – up to nine staff; small and medium enterprises (SMEs): small – between 10 and 49 staff, medium – between 50 and 249 staff; large: more than 250 staff.

##### 1.2 Stakeholders and their influence

- Stakeholders:
  - internal, e.g. managers, employees, owners
  - external, e.g. suppliers, lenders, competitors, debtors, creditors, customers, government agencies and departments (local, national, international), communities (local, national, international), pressure groups, interest groups.
- The influence of stakeholders on business success, e.g. shareholder value; customers as long-term assets (strong customer service enables customer loyalty and retention); employee involvement, corporate social responsibility (community groups and interest groups).

##### 1.3 Associated pet animal service businesses

- Links between pet animal service businesses and associated industries in the supply chain:
  - suppliers, e.g. feed merchants, manufacturers
  - competition holders, e.g. Crufts, Groomer of the Year
  - retailers, e.g. restraint equipment, bedding.

## **Learning outcome 2: Investigate the physical resources required to operate pet service businesses**

### **2.1 Physical resource requirements for a pet service business**

The resources and associated costs required for different animal businesses.

- Selection of stock and appropriate suppliers.
- Pricing and output decisions to ensure business is profitable:
  - accommodation such as retail premises, kennel areas and space requirements, isolation facilities
  - operational equipment, e.g. transport equipment, restraint equipment
  - supplies, e.g. feed, bedding, health and safety equipment and personal protective equipment (PPE).
- The resources required for effective marketing:
  - characteristics of local marketing methods, including suitability, costs and audience.

### **2.2 Marketing resources to meet the needs of a pet service business**

- Marketing resource costs and benefits, to include:
  - conventional media advertising, e.g. leaflets, local newspapers
  - social media advertising
  - online advertising, e.g. website, search engine, pay-per-click advertising
  - branding, e.g. logo
  - promotional methods, to include sales promotion methods, e.g. competitions, discount vouchers, free gifts, loyalty cards, point-of-sale material.

## **Learning outcome 3: Investigate the types and purposes of records required for a pet service business**

### **3.1 Types and purposes of financial records**

- Types of financial record-keeping systems and potential impact if these systems are not implemented.
- Tax returns – self-assessment requirements and PAYE.
- Bookkeeping and documents required for monitoring income and expenditure.
- Importance of keeping accurate records – legal requirements, including income statement, break-even analysis and payment of tax.
- Purchasing and ordering procedures, and stock management.
- Sales records, including year-on-year figures for data analysis.
- Calculating appropriate costings for goods and services.
- Wage calculation for employees.

### 3.2 Health and safety records

- The records appropriate to the pet service industry to meet legal requirements.
- Control of Substances Hazardous to Health (COSHH) Regulations 2002, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013.
- Risk assessments.

### Learning outcome 4: Examine employment rights and how they impact on a pet service business and its employers and employees

#### 4.1 Human resource management

- Understanding job roles, job descriptions and person specifications of employees in a pet service business.
- Appropriately trained and skilled staff to meet business objectives.
- Staffing records, including working hours, shift systems or working patterns to meet
- The importance of effective people management in achieving an organisation's objectives.
- Staff development and the link between staff performance and the success of the business.
- Annual staff performance reviews or appraisals, linking an individual's objectives to meeting business objectives, and their individual contribution. Managing poor performance, adhering to employment legislation, disciplinary records.

#### 4.2 Basic employment rights available to all employees

- Pay, national minimum wage, illegal deductions, timing of payment.
- Holiday entitlement: full- and part-time employees.
- Family:
  - maternity and paternity leave
  - unpaid parental leave.
- Workplace, e.g. rights associated with flexible working, time off for trade union duties, access to a trade union representative in the event of a grievance, weekly and daily rest breaks, not to be harassed or discriminated against, whistleblowing, rights to study and training if aged 16–17.

#### 4.3 Contracts of employment and other documentation

- Types of contract:
  - full time
  - part time
  - temporary
  - fixed

- trainee
- zero hours
- flexible.
  
- Commencement date of a contract.
- Determining if the employee is employed or self-employed.
- Changes to a contract.
- Contents of the written statement of employment particulars, e.g. business name, employee's name, job title and/or job description, start date, if a previous job counts towards service, how much and when the employee will be paid, hours of work and the days/times that work will be undertaken, details relating to overtime, holiday entitlements, location of work.
- Other contents, e.g. length of temporary employment, end date of fixed contract, notice periods, collective agreements, pension details, processes for dealing with a grievance, how to complain.
- Access to information or policies on sick pay; disciplinary, grievance and dismissal procedures.
- Importance of employment contracts in meeting legislation.

#### **4.4 Ensuring equality in employment**

- Protected characteristics, definition and description (Equality Act 2010), e.g. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation – need for employee training to avoid work-based problems.
- Prohibited conduct, e.g. direct and indirect discrimination, violence, bullying, theft, illegal use of electronic communication, harassment, gambling on the job, verbal and physical abuse, practices relevant to the specific business.
- Evaluation, application of case law and statutes.

Further information for tutors and assessors

**Essential resources**

There are no special resources needed for this unit.

## Essential information for assessment

This unit is assessed internally by the centre and externally verified by Pearson.

Please read this guidance in conjunction with *Section 8 Assessment*.

The table below shows the recommended approach to assessment, detailing suitable forms of evidence for each learning outcome. Centres can use these forms of evidence or other suitable forms of evidence. Centres need to give learners an appropriate assignment brief to complement the recommended assessment approach.

Learning outcome	Assignment title	Recommended assessment approach
1 Understand the interrelationships between businesses operating in the pet service industry	Businesses in the pet service industry	A report investigating the range and types of businesses in the pet service industry.
2 Investigate the physical resources required to operate pet service businesses	Setting up a pet service business	A case study examining the resources and record keeping for an identified pet service business.
3 Investigate the types and purposes of records required for a pet service business		
4 Examine employment rights and how they impact on a pet service business and its employers and employees	Looking after employees in a pet service business	Create a factsheet discussing the rights of employees and how the employer can ensure these are maintained.

### Learning outcome 1 – Businesses in the pet service industry

**To achieve a pass**, learners will show an understanding of the two chosen pet service businesses and their relationship with associated businesses in the pet service industry. They will discuss the types of business and their purpose and objectives. They will explore business relationships through stakeholders and along the supply chain, and discuss how these enable the business to meet its objectives.

### Learning outcomes 2 and 3 – Setting up a pet service business

**To achieve a pass**, learners will explain the physical resources required to ensure the success of a named pet service business. Using the same business as an example, learners will discuss the marketing methods used to promote the business, commenting on why they have been selected over other methods.



#### **Learning outcome 4: Looking after employees in a pet service business**

**To achieve a pass**, learners will show their understanding of employment rights and legal requirements. Learners will outline the staff roles and responsibilities for a named pet service business, and explain the training and CPD required by staff in these roles to meet the needs of the business. Learners will give an explanation of relevant legislation and how it ensures equal rights. The information given will be clear and detailed, linking to the employer's responsibilities to ensure the requirements are met.



# Unit 3: Customer Care in a Pet Service Business

<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Assessment type:</b>	<b>Internal</b>
<b>Guided learning hours:</b>	<b>60</b>

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## Unit introduction

Learners will study how customer care contributes to the success of pet service businesses. This unit gives learners the opportunity to develop their customer service skills for the pet service industry. Attracting new customers costs a business a lot more than keeping existing customers, so it is important to ensure that existing customers have a positive experience and continue to return.

This unit will help you to understand what customer care is and how to develop the communication and interpersonal skills to deal with customers effectively. The unit will also help you to understand how important it is to have good product and service knowledge. You will explore how a business builds effective relationships with customers and learn the procedures to follow when dealing with requests and complaints. Finally, you will examine how businesses monitor and evaluate their services to improve their level of customer care, through customer feedback and reflection on own role in customer care.

This unit will support you with further training and study, and with employment in a pet service business.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Explore how effective customer service contributes to business success	1.1	Describe the different approaches to customer service delivery
		1.2	Examine ways that customer service in a selected business can meet the expectations and satisfaction of customers and adhere to relevant current legislation and regulations
2	Demonstrate customer service in different situations, using appropriate behaviours to meet expectations	2.1	Demonstrate the appropriate communication and interpersonal skills to meet customer needs in different situations
		2.2	Review own customer service skills, identifying gaps where improvements could be made
		2.3	Present a clear, effective development plan for own customer service skills
3	Investigate the methods used to improve customer service in a business	3.1	Research the methods that a business can use to monitor and make improvements to their customer service provision

## Unit content

### What needs to be learned

#### Learning outcome 1: Explore how effective customer service contributes to business success

##### 1.1 Customer service in business

- Definition of customer service.
- Customer service roles and the importance of teamwork.
- Importance of following organisational rules and procedures.
- Different approaches to customer service need different skills and knowledge, for example:
  - staff working in retail shops selling tangible goods need to have detailed product knowledge and effective selling skills.

##### 1.2 Customer expectations and satisfaction

- Different types of customer, including:
  - internal and external customers and the differences between them
  - customer personalities such as aggressive, quiet, demanding
  - customers with special requirements, e.g. different language or culture, age, gender, families, special needs such as visual, hearing or mobility.
- Customer complaints.
- Customer expectations and satisfaction, including:
  - anticipation of good service, reliable information or service, offering different options
  - effect of advertisements, reputation, word of mouth, recommendations from others
  - importance of responding to customer needs, exceeding customer expectations through giving additional help and assistance, dealing promptly with problems, offering discounts, offering additional products or services, providing exceptional help and assistance for customers with special requirements
  - balancing customer satisfaction with business goals, aims and objectives.
- Understanding the risk to the business of not dealing with complaints.

##### 1.3 Benefits of building customer relationships

- Enhanced reputation of the business.
- Repeat business.
- Customer confidence in the business.
- Job satisfaction for employees.

#### **1.4 Customer service legislation and regulations**

- Industry and sector-specific codes of practice, ethical issues and standards.
- Implications for the business of not meeting all legal and regulatory requirements, including consumer protection, distance selling, sale of goods, health and safety, data protection, equal opportunities.

### **Learning outcome 2: Demonstrate customer service in different situations, using appropriate behaviours to meet expectations**

#### **2.1 Customer service skills and behaviours**

- Communication skills:
  - face to face, written, email or other electronic media, telephone
  - verbal, e.g. pitch and tone of voice, open and closed questions, using the telephone
  - non-verbal, e.g. sign and body language, listening skills
  - barriers to communication.
- Interpersonal skills:
  - personal presentation approach, e.g. attitude, behaviour, hygiene, personality
  - conversation skills, giving a consistent and reliable response.
- Behaviours, e.g. being positive, offering assistance, showing respect.

#### **2.2 Dealing with customer service requests and complaints**

- Customer service situations:
  - providing information, products or services, promoting additional products and services, giving advice, taking and relaying messages
  - limitations of role and authority, keeping records
  - dealing with problems, handling complaints, remedial measures, emergency situations, organisational policy.

#### **2.3 Individual skills audit and development plan**

- Skills audit of customer service skills.
- Personal SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to assess any gaps, e.g. interpersonal and communication skills – body language, listening skills, handling complaints, working with others.
- Set objectives to meet skills development goals for a specified customer services role by:
  - identifying resources and available support needed to meet the objectives
  - setting review dates
  - monitoring the plan to assess progress against targets.

**Learning outcome 3: Investigate the methods used to improve customer service in a business****3.1 Monitoring and evaluating customer service provision**

- Using research from customers to identify improvements and monitor complaints.
- Monitoring, using:
  - customer profiles; data, e.g. types of customer, products or services provided, customer care and service
  - sources of information, e.g. customers, colleagues, management
  - methods, e.g. questionnaires, comment cards, quality circles, suggestion boxes, staff surveys, mystery shoppers, recording and sharing information.
- Evaluating customer service, including:
  - analyse responses, e.g. level of customer satisfaction, quality of product or service, meeting regulatory requirements, balancing costs and benefits
  - planning for change, resolving problems/complaints.

**3.2 Indicators in improved performance**

- Reduction in numbers of complaints.
- Increase in profits.
- Reduction in turnover of staff.
- Repeat business from loyal customers.

## **Further information for tutors and assessors**

### **Essential resources**

There are no special resources needed for this unit.



### Essential information for assessment

This unit is assessed internally by the centre and externally verified by Pearson.

Please read this guidance in conjunction with *Section 8 Assessment*.

The table below shows the recommended approach to assessment, detailing suitable forms of evidence for each learning outcome. Centres can use these forms of evidence or other suitable forms of evidence. Centres need to give learners an appropriate assignment brief to complement the recommended assessment approach.

Learning outcome	Assignment title	Recommended assessment approach
1 Explore how effective customer service contributes to business success	Staff training – customer care	A leaflet for employees outlining what customer care is, how to maintain it and the benefits of carrying it out effectively.
2 Demonstrate customer service in different situations, using appropriate behaviours to meet expectations	Delivering customer care	A reflective essay explaining how a range of customer care situations were handled and how this could be improved in future situations.
3 Investigate the methods used to improve customer service in a business	Improving customer care	A survey of customers and an action plan to implement customer care improvements.

#### Learning outcome 1 – Staff training – customer care

**To achieve a pass**, learners will prepare a leaflet to be used for staff training. The leaflet must give information on the types of customer and their expectations of customer service, the benefits of effective customer care, and the legal requirements in relation to customer care.

#### Learning outcome 2 – Delivering customer care

**To achieve a pass**, learners will carry out a self-evaluation on their customer care skills. They will then discuss how they handled a range of customer care situations, including face to face, over the phone and written, and a minimum of two complaints should be discussed. Learners will then reflect on improvements they would make when handling a similar situation in the future.

#### Learning outcome 3 – Improving customer care

**To achieve a pass**, learners will create and issue a customer satisfaction survey to a minimum of 20 customers. The results will then be used to generate an action plan, detailing ways to improve customer care.



## Unit 4: Animal Welfare

<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Assessment type:</b>	<b>Internal</b>
<b>Guided learning hours:</b>	<b>60</b>

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### Unit introduction

Understanding the fundamental needs of animals is essential to being able to care for them to a high standard, whether you are in a pet shop, working as a dog walker or running a boarding establishment. High-quality care includes appropriate handling and restraining techniques, completion of regular health checks, and meeting animal accommodation and dietary needs.

In this unit, you will learn about the methods used to ensure that animal health and welfare is maintained through appropriate accommodation, feeding, and recognition of the physical and behavioural needs of animals to maintain their health. You will examine accommodation requirements, including the need for social contact, feeding requirements, behaviour and patterns. You will recognise the physical and behavioural signs of good and poor health animals.

This unit will help you to work in any role in the pet services industry, for example in a pet shop, in a boarding establishments, for an animal charity.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Explore the preparation and maintenance of accommodation and environments to meet the needs of different animals	1.1	Demonstrate the preparation of accommodation, showing how it meets the welfare needs of two different animals
		1.2	Demonstrate appropriate maintenance of animal accommodation for two different animals
2	Investigate the feeding requirements of different animals	2.1	Plan the diets for two different animals, explaining how this meets their nutritional needs
		2.2	Implement feeding and watering plans and evaluate their suitability after three weeks
3	Investigate the physical and behavioural indicators of health	3.1	Demonstrate the correct handling of animals of different temperaments in different situations
		3.2	Report on the health of two different animals

## Unit content

### What needs to be learned

#### Learning outcome 1: Explore the preparation and maintenance of accommodation and environments to meet the needs of different animals

##### 1.1 Types and requirements of accommodation

The factors influencing accommodation design to meet animal welfare needs and licensing requirements, and the practical implications.

- Types of accommodation and materials used for a specified animal species to meet animal welfare needs:
  - accommodation designs to ensure human and animal safety, security and hygiene
  - fixtures and fittings suitable for the animal and accommodation to include bedding and substrate materials, hides, enrichment and exercise opportunities.

##### 1.2 Preparing accommodation to meet animal welfare needs

- Assessing the suitability of accommodation to meet animal welfare and human safety needs, to include temporary animal accommodation when cleaning or maintaining main enclosure:
  - dimensions of available space, e.g. height consideration for birds
  - temperature and humidity
  - stocking density
  - enrichment
  - cleanliness
  - health and safety of animals and humans.
- Establishing an animal in new or changed accommodation, e.g. after cleaning or repair, and carrying out frequent early checks to ensure the animal is settled and not exhibiting signs of stress or discomfort.
- Animal accommodation bedding materials:
  - a selection of environmental materials to meet welfare needs
  - suitable materials used for substrate/bedding based on the features of the material, e.g. dust free; absorbent; warmth including wood shavings, hay, straw, gravel, peat, peat-free compost, non-printed paper
  - suitability and safety of enrichment items used in animal accommodation, e.g. choke hazards, chewed or cracked items.

##### 1.3 Practical maintenance of animal accommodation

- Frequency of cleaning for different animals.
- Preparation, to include cleaning, hazard spotting, repair and maintenance where needed, reporting of problems.
- Spot cleaning and full cleaning, including procedure for end of occupancy.

- Animal-safe products, e.g. disinfectants, antibacterial cleaners, saline solution.
- Disposal of waste.
- Recording and monitoring of accommodation maintenance.

**Learning outcome 2: Investigate the feeding requirements of different animals**

**2.1 Planning animal diets**

- Nutritional requirements of animals.
- Food types for specific animals, to include dried, fresh, complete feeds, supplementary feeds.
- Feeding plans, to include amount of food, timing and frequency, presentation of food.
- Adapting feeding plans to meet the needs of animals, for example feeding for different life stages, sick animals, pregnant animals, nursing and working animals.
- Benefits and methods of enrichment feeding.

**2.2 Implementation, recording and monitoring feeding and watering plans**

- Record keeping and monitoring the amount of food and water consumed, type of food eaten (selective feeders), frequency of feeding and watering.
- Practical feeding and watering of animals.
- Review and adapt animal diet based on weight, body condition, life stage and health status.

**Learning outcome 3: Investigate the physical and behavioural indicators of health**

**3.1 Handling of animals**

- Reasons for handling, moving and restraining animals: grooming, transport to vets, health checks, administering medication, breeding, capture, sexing, training, cleaning accommodation, change of accommodation.
- Adaptations to handling to meet the individual needs of animals, including health issues, aggression, stress.
- Methods, equipment and personal protective equipment (PPE) used for handling.
- Awareness of current recommendations to promote and maintain the welfare of animals under the Animal Welfare Act 2006.

**3.2 Physical and behavioural indicators of good and poor health**

- Practical monitoring and recording, to include observation and physical examination/health checks.
- Indicators of health status in different animal groups, to include:

- behaviour, posture and movement
- coat condition
- weight
- presence of lumps/bumps/cuts and bruises
- normal parameters of temperature, pulse, respiration
- physical health check: clear and shiny eyes; open, shiny and clean ears; mouth; dry/wet, open, clean nose; intact teeth of appropriate colour, all teeth present, pink, moist mucous membranes
- faeces/urine output, e.g. volume, colour, texture.
- Indicators of stress, including lethargy, vocalisations, body posture, performance of stereotypes, changes in health and maintaining health-check records.
- Procedures for dealing with ill and injured animals.

## Further information for tutors and assessors

### Essential resources

There are no special resources needed for this unit.

### Essential information for assessment

This unit is assessed internally by the centre and externally verified by Pearson.

Please read this guidance in conjunction with *Section 8 Assessment*.

The table below shows the recommended approach to assessment, detailing suitable forms of evidence for each learning outcome. Centres can use these forms of evidence or other suitable forms of evidence. Centres need to give learners an appropriate assignment brief to complement the recommended assessment approach.

Learning outcome	Assignment title	Recommended assessment approach
1 Explore the preparation and maintenance of accommodation and environments to meet the needs of different animals	Animal accommodation	A storyboard using photographs and reflective logs to show evidence of the cleaning and maintaining of accommodation for two animals, and how this accommodation meets the welfare needs of the animals.
2 Investigate the feeding requirements of different animals	Animal feeding	Feeding plans for two animals with different nutritional requirements, and information/a written report about the implementation and impact of the feeding plans.
3 Investigate the physical and behavioural indicators of health	Health checks	A portfolio of evidence, showing the handling of animals with different temperaments and different situations for a health check, supplemented by a written report explaining the potential signs of ill health commonly seen in these animals.



**Learning outcome 1 – Animal accommodation**

**To achieve a pass**, learners will show knowledge and understanding of accommodation requirements for a minimum of two different animals, explaining how the accommodation ensures that animals' welfare needs are met. Learners will demonstrate that they can correctly maintain animal accommodation, showing due care for animal and personal safety, security and hygiene. Learners must follow the correct procedures to carry out a spot clean and a full clean for each animal.

**Learning outcome 2 – Animal feeding**

**To achieve a pass**, learners will recall and apply knowledge to develop suitable feeding plans for two different animals. The animals should have different nutritional requirements based on the species or life-stage requirements. The feeding plan must take into account the type of food; amount of food; and the timing, frequency and presentation of food, and learners must explain why the plan is the most appropriate for each animal. Feeding plans must be implemented for a minimum of three weeks before being evaluated.

**Learning outcome 3 – Health checks**

**To achieve a pass**, learners will demonstrate safe and confident handling of animals of different temperaments in two different situations for health checks. The indicators of the health status of the animals must be recorded in detail.



## Unit 5: Industry based Research project

<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Assessment type:</b>	<b>Internal</b>
<b>Guided learning hours:</b>	<b>60</b>

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### Unit introduction

Learners study the principles and purposes of research in the pet services industry and develop the skills needed to conduct their own small-scale research project in an area related to their industry specialism.

Conducting research projects and investigations into issues concerning animal management is an element of work in the animal industry. Research enables those working with animals to question and evaluate new or traditional working methods with a view to suggesting alternative approaches.

This unit will give you the skills and techniques needed to carry out investigations in the areas of animal management. You will follow the research process from start to finish. You will study the methods used in effective research, identify a project, conduct the research and present your findings. Finally, you will critically examine the process and reflect upon it to improve your analytical and presentation skills. The skills and techniques you learn in this unit are essential for a career in managing animals. Whether designing animal enclosures, improving animal welfare or developing a management plan, good research skills are essential.

The unit will also help to give you further research opportunities at a higher level in animal management or other fields of study or interest.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the methodologies and processes available when conducting a research project in the animal sector	1.1	Explain reasons for the selection of a specific animal management research project.
		1.2	Explain the methodologies appropriate to the selected project.
2	Carry out a small-scale research project investigating an aspect of animal management	2.1	Demonstrate the management of an animal research project using agreed project frameworks.
		2.2	Explain the findings of the animal research project in a suitable format
3	Review the effectiveness of the research project in meeting its stated aims	3.1	Assess how the outcome of the investigative animal research project met the aims of the project plan.

## Unit content

### What needs to be learned

#### Learning outcome 1: Understand the methodologies and processes available when conducting a research project in the animal sector

##### 1.1 Research methodology

- Research sources:
  - primary data collection including sampling
  - secondary data collection and the use of published sources
  - hypotheses, null hypotheses and the scientific method
  - reliability, validity of sources
  - circular references.
- Methods of reporting and types of project outcomes:
  - the extended essay
  - scientific papers
  - audio/visual presentations
  - design or product, e.g. plans, artefacts, computer-based products, such as the
  - creation of web-based content or applications (apps).
- Decision making:
  - the decision-making process
  - subjectivity and objectivity
  - developing qualitative and quantitative criteria to aid decision making.

##### 1.2 Investigative project processes

- Planning frameworks:
  - scheduling
  - task and activity lists
  - use of timelines
  - flow diagrams
  - critical path analysis
  - monitoring methods.
- Factors that affect planning:
  - internal factors, e.g. workload, personal commitments, motivation
  - external factors, e.g. the target audience, seasonal or time-limited data collection, financial or technological constraints and opportunities, availability of interviewees
  - resourcing considerations, e.g. seasonality, reproductive cycles of animals

- availability of equipment
- planning for health and safety issues and other regulatory constraints
- the need for contingency planning and problem solving.
- Investigating relevant topics:
  - suitability and feasibility
  - using decision-making methods to decide on a project, e.g. personal interest
  - and expertise, usefulness to sector, stakeholder needs
  - selecting a final project and developing the aims and objectives and the project title.

**Learning outcome 2: Carry out a small-scale research project investigating an aspect of animal management**

**2.1 Planning for an animal management project**

- The application of planning tools and methods to create a project
  - risk analysis
  - absolute and relative timings
  - identification of critical points, tasks and activities
  - identification of deadlines
  - development of project record keeping.

**2.2 Carry out an animal management project**

- Following a plan to carry out a project:
  - maintain project record keeping
  - compliance with task lists and schedules
  - completion within planned timescales and resources
  - production of a completed animal sector-related investigative project.

**2.3 Monitor an animal management project**

- Following a plan to monitor a project in the animal sector:
  - monitoring through formative reviews
  - use of problem-solving techniques to identify and overcome challenges
  - use of contingency planning to overcome obstacles
  - incorporating justified changes to the project plan.

**2.4 Report and present the project outcomes in an appropriate format**

- Reporting formats, including:
  - project title
  - aims and objectives

- factors affecting project
- methodologies used
- findings, results or outcomes
- conclusions, recommendations
- appendices
- referencing and acknowledgements, e.g. Harvard referencing.
- Presenting reports:
  - tailoring format to meet needs of target audience and stakeholders
  - appropriate presentation methods and professionalism.

**Learning outcome 3: Review the effectiveness of the research project in meeting its stated aims**

**3.1 Review the project**

- Constructing an appropriate evaluation framework including relevant criteria, e.g. qualitative, quantitative, peer review.
- Strengths and weaknesses of the research process.
- Validity and reliability of results, e.g. bias error, use and misuse of statistics.
- Review of conclusion, including the extent to which the investigation has met its stated aims
- Relevance of recommendations to animal sector.
- Potential areas for further development of the research.
- The role and importance of research in supporting continuing professional development in the animal sector.
- Personal skills, e.g. autonomy, decision making, time management.

## **Further information for tutors and assessors**

### **Essential resources**

There are no special resources needed for this unit.



### Essential information for assessment

This unit is assessed internally by the centre and externally verified by Pearson.

Please read this guidance in conjunction with Section 8 Assessment.

The table below shows the recommended approach to assessment detailing suitable forms of evidence for each learning outcome. Centres can use these forms of evidence or other suitable ones. Centres need to provide learners with an appropriate assignment brief to complement the recommended assessment approach.

Learning outcome	Assignment title	Recommended assessment approach
1 Understand the methodologies and processes available when conducting a research project in the animal sector	Plan and conduct a research project	Planning document as well as documentary and photographic evidence of data collected. Written report on the research carried out.
2 Carry out a small-scale research project investigating an aspect of animal management		
3 Review the effectiveness of the research project in meeting its stated aims	Review research project	Review report

### Learning outcomes 1 and 2 – Plan and Conduct a Research project

**To achieve a Pass**, learners will investigate a range of suitable projects from which their final project will be selected, giving evidence that shows they have considered methodological and resource implications. Learners will create and follow a plan to complete their project and monitor its progress. They will complete the project within an agreed timescale, making adjustments where identified. The findings of the project will be presented and explained in a format suitable for the audience. Learners will clearly relate their chosen project to their specific industry. Learners will carefully consider their project title, aims and objectives before they present evidence for assessment. They will usually favour one title over alternatives and will need to demonstrate objectivity and a full justification of their choice.

### Learning outcome 3 – Review Research project

**To achieve a Pass**, learners will relate the outcome of the project to the aims and objectives. They will explain how the findings meet the stated aims and objectives. Learners will assess the outcome of the project against the stated aims and objectives. They will be able to identify the strengths and weaknesses of the project and the degree to which the project aims and objectives have been realised. Learners will identify valid opportunities for improvement, for example, through further research or application of their findings.



## Unit 6: Pet Boarding

<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Assessment type:</b>	<b>Internal</b>
<b>Guided learning hours:</b>	<b>60</b>

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### Unit introduction

Professional pet boarding businesses are growing as people are spending more time away from home, for example by taking extended holidays, and so they need their pets to be looked after while they are away.

In this unit, you will explore different types of pet boarding businesses, including home pet boarding and traditional kennels and catteries, the purposes they serve and the licensing that governs them. You will learn about the complexities of animal husbandry for centres holding many animals in close quarters. You will also learn about the criteria for setting up a pet boarding business and how to ensure that they are met in order to obtain the appropriate licence.

This unit will help you in your job role, specifically in pet boarding businesses such as kennels, catteries, and animal rescue and animal quarantine organisations.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the types and purposes of pet boarding businesses and their resourcing requirements	1.1	Compare the resource requirements of two pet boarding businesses with different purposes
		1.2	Explain how to license a pet boarding business
		1.3	Explain the policies and procedures required by a pet boarding business to meet licensing requirements
2	Investigate management and husbandry practices relating to boarding businesses	2.1	Discuss the management procedures used in pet boarding businesses
		2.2	Discuss the husbandry practices used in a pet boarding businesses

## Unit content

### What needs to be learned

#### Learning outcome 1: Understand the types and purposes of pet boarding businesses and their resourcing requirements

##### 1.1 Types and purposes of pet boarding businesses

- Purpose of pet boarding businesses, including:
  - purpose-built pet boarding businesses, e.g. kennels and catteries
  - home pet boarding
  - animal breeding centres, e.g. assistance dog breeders
  - animal boarding training centres, e.g. pet training or working dog training
  - quarantine centres for imported animals.

##### 1.2 Resource requirements for pet boarding businesses

- Physical resources specific for the species being boarded, including construction and design of different types of accommodation and how to ensure the five welfare needs are met in a pet boarding environment.
- Access and security.
- Isolation facilities.
- Storage areas.
- Exercise facilities.
- Insurance requirements for dogs and owners.
- Waste management.
- Additional services, e.g. grooming, collection and delivery services, training.

##### 1.3 Licensing procedures for pet boarding businesses

- Application procedure.
- Inspections, what inspectors will examine, reporting procedures, action plans and compliance.
- Model licensing conditions and primary authority.
- Power of entry.
- Risk-based inspections and actions given by licensing inspector, including improvement notice, seizure of animals, refusal of licence.
- Appeals procedure.
- Revocation of licence.

**1.4 Meeting licensing requirements**

- Ensuring licensing requirements are met in specific pet boarding businesses under current legislation.
- Animal Boarding Establishments Act 1963.
- Minimum welfare needs for animals as stipulated by the Animal Welfare Act 2006.
- Business requirements for the implementation of the five needs of animals, including accommodation and species-specific requirements, age of animals for sale, disease prevention and emergency procedures.
- Appropriate documentation and procedures implemented by the business, including emergency procedures, animal health records, animal sales and purchase records.
- Model License Conditions, Department for Environment, Food and Rural Affairs (Defra) welfare codes.

**Learning outcome 2: Investigate management and husbandry practices relating to pet boarding businesses****2.1 Management procedures**

- General pet boarding business procedures to ensure that animal welfare and human safety meet regulatory requirements.
- Admittance records specific to pet boarding businesses, including:
  - owner details
  - animal details, including age, name, preferences, history, species, breed, health, status, temperament
  - length of stay
  - quarantine animals: country of origin, destination.
- Pet boarding contracts.
- Vaccination and microchipping policies.
- Calculating pet boarding rates based on running costs.
- Safe working practices, e.g. hygiene, personal protective equipment (PPE), risk assessments, emergency procedures.
- Record keeping: client records; animal monitoring records, including feed, exercise, accommodation maintenance, health checking, cleaning, behaviour.

**2.2 Animal husbandry**

- Factors affecting the planning of animal husbandry in pet boarding businesses with multiple animals:
  - procedures for settling new arrivals to minimise stress

- planning for known health needs, e.g. medication, isolation
- daily husbandry cleaning procedures, including daily clean, full clean on departure, disinfecting methods, bedding changes, disposal of waste
- feeding procedures – specialist and non-specialist diets, amount of feed, types of feed, dietary supplements, supply of fresh water
- exercising policies and strategies for multiple animal residents – lead exercise, off-lead exercise, handling equipment, social play, pen exercise, secure field exercise, consideration of life stage and health status of animal
- health checking – routines and identifying signs of good and ill health
- medication policy – administering medication according to veterinary surgeon instructions, presentation methods, record keeping
- accommodation requirements and enrichment
- monitoring and recording the welfare of animals
- planning for problem animals, e.g. behavioural problems, infectious diseases
- planning for adverse conditions, e.g. adverse weather, power failure
- emergency procedures.

## **Further information for tutors and assessors**

### **Essential resources**

There are no special resources needed for this unit.



## Essential information for assessment

This unit is assessed internally by the centre and externally verified by Pearson.

Please read this guidance in conjunction with *Section 8 Assessment*.

The table below shows the recommended approach to assessment, detailing suitable forms of evidence for each learning outcome. Centres can use these forms of evidence or other suitable forms of evidence. Centres need to give learners an appropriate assignment brief to complement the recommended assessment approach.

Learning outcome	Assignment title	Recommended assessment approach
1 Understand the types and purposes of pet boarding businesses and their resourcing requirements	Pet boarding businesses	A business report comparing two types of pet boarding businesses and an explanation of how the businesses meet the licensing requirements.
2 Investigate management and husbandry practices relating to pet boarding businesses	Daily management and husbandry requirements	Discuss policies and procedures for maintaining animal husbandry for a named business.

### Learning outcome 1 – Understand the types and purposes of pet boarding businesses and their resourcing requirements

**To achieve a pass**, learners will show evidence of resourcing for two different pet boarding businesses with different purposes. They will describe the licensing procedure and explain how the pet boarding businesses meet the licensing requirements.

### Learning outcome 2 – Investigate management and husbandry practices relating to pet boarding businesses

**To achieve a pass**, learners will discuss policies and procedures of a named pet boarding business, outlining and explaining reasons for the procedures used for the booking in and booking out of animals and daily husbandry of animals.



# Unit 7: Rehoming Animals

<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Assessment type:</b>	<b>Internal</b>
<b>Guided learning hours:</b>	<b>60</b>

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## Unit introduction

Rescue and rehoming centres deal with a variety of animals with varying needs, for a range of reasons. To ensure that animals can be rehomed, it is essential that they are well cared for and, where possible, rehabilitated in the rescue environment.

A key role for rehoming staff is to ensure that the potential new owner is matched to the most suitable animal. In this unit, you will learn how to maximise animal welfare in a rehoming environment. You will also learn the skills and tactics needed to be able to match the pet to its new owner effectively.

This unit will help you to work in the rehoming animal sector, for example working in a role in an animal rescue centre, such as the RSPCA and the Blue Cross.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Examine the reasons why animal rehoming centres exist	1.1	Explain why animals are relinquished or abandoned
2	Examine behaviour and health of animals for suitability to rehome	2.1	Carry out an assessment on the behaviour of animals, commenting on the suitability for rehoming
		2.2	Carry out initial assessments on animals to assess their suitability for rehoming
3	Maximise animal welfare in a rehoming centre environment	3.1	Establish animals in their new environment
		3.2	Monitor and record animals, modifying husbandry to maximise welfare
4	Assess the suitability of potential new owners	4.1	Investigate the suitability of potential owners, suggesting alternatives where appropriate
		4.2	Demonstrate effective communication with the owners who are relinquishing their animal and with potential new owners

## Unit content

### What needs to be learned

#### Learning outcome 1: Examine the reasons why animal rehoming centres exist

##### 1.1 Reasons why animals are in rehoming centres

- Reasons why people relinquish animals to rehoming centres:
  - change of personal circumstance
  - animal behavioural problems
  - financial difficulty
  - ill health of the animal
  - unplanned breeding.
- Reasons why animals are abandoned, including neglect, cruelty and straying.
- Range of species and approximate number of animals in rehoming centres.
- Trends in animals requiring rehoming due to popular culture and changing attitudes towards different species and breeds.

#### Learning outcome 2: Examine behaviour and health of animals for suitability to rehome

##### 2.1 Behavioural assessment of animals

- Assessment methods to maximise animal welfare.
- Health and safety requirements when working with a new animal.
- Initial assessment of animal, including species, breed, sex, age and temperament.
- Responsiveness of animal to vocal commands and a range of stimuli.
- Recognising a range of body language in animals.
- Signs of stress in animals, including yawning, avoiding eye contact, avoidance of humans and other animals, vocalisations, repetitive behaviours and aggression.
- Signs of fear in animals.
- Assessments carried out prior to rehoming to assess responsiveness to children, other animals, basic obedience etc.
- Report the findings of the behavioural assessment and the animal's suitability for rehoming to different home environments and to owner lifestyles.

##### 2.2 Health check of animals

- Assessment of animal age, sex and breed (where appropriate).
- Signs of good and poor health in animals, recognising when veterinary advice is required.
- Assessment of weight, including condition scoring and weighing.

- Assessment of movement and posture.
- Report the findings of the health check and the animal's suitability for rehoming to different home environments and to owner lifestyles.

**Learning outcome 3: Maximise animal welfare in a rehoming centre environment**

**3.1 Establish animals in their new environment**

- Suitable accommodation for animals, ensuring that there are appropriate fixtures and fittings.
- Settle animals into new accommodation.
- Feeding plans for new animals, taking into account their health status and weight.
- Exercise requirements.
- Specific care requirements dependent on the animal's life stage and condition, including fostering, bottle feeding, neutering.
- Specialist husbandry tasks for neglected or ill animals, e.g. parasite treatment, grooming, veterinary treatment, medication.

**3.2 Monitor and record animals, modifying husbandry to maximise welfare**

- Monitor and reporting procedures for animals when settling in and longer term.
- Appropriate action, where necessary, to reduce stress and maximise welfare.
- Move accommodation location.
- Enriching the animal's life to minimise the occurrence of abnormal behaviours while it is in the rescue centre.
- Fostering.
- Behaviour and training plans to overcome negative behaviours and maximise chances of rehoming, e.g. socialisation, food guarding, recall.

**Learning outcome 4: Assess the suitability of potential new owners****4.1 Investigate the suitability of potential owners, suggesting alternatives where appropriate**

- Appropriate questions to potential new owners to identify their suitability and lifestyle for a particular animals, e.g. presence of children and other pets, working hours, access to outside space.
- Introduce animals to their potential new owners, minimising stress to the animal.
- Give information and advice to potential owners.

**4.2 Demonstrate effective communication with the owners relinquishing their animal and the potential new owners**

- Communicate effectively with people, adapting the method of communication to meet the needs of the client.
- Maintain professionalism and confidentiality.
- Deal with disagreements professionally.

## **Further information for tutors and assessors**

### **Essential resources**

Learners will require access to animals recently taken in by a rehoming centre.



### Essential information for assessment

This unit is assessed internally by the centre and externally verified by Pearson.

Please read this guidance in conjunction with Section 8 Assessment.

The table below shows the recommended approach to assessment, detailing suitable forms of evidence for each learning outcome. Centres can use these forms of evidence or other suitable forms of evidence. Centres need to give learners an appropriate assignment brief to complement the recommended assessment approach.

Learning outcome	Assignment title	Recommended assessment approach
1 Examine the reasons why animal rehoming centres exist	Reasons for rehoming	A report summarising the number of animals in rehoming centres, the trends in the animals found in rehoming centres and the reasons for animals being taken in.
2 Examine behaviour and health of animals for suitability to rehome	Meeting the needs of an animal in a rehoming centre	A case study of two animals brought into a rehoming centre, carrying out an initial assessment and ensuring that the animals' husbandry needs are met.
3 Maximise animal welfare in a rehoming centre environment		
4 Assess the suitability of potential new owners	Matching potential new owners to an animal	Creation of an information form to identify the suitability of potential new owners, using the form to record the findings of a potential-owner interview.

### **Learning outcome 1 – Reasons for Rehoming**

**To achieve a pass,** learners will use national statistics of animals in rehoming centres, showing the trends in the species and breeds of animals found, and comparing the species given up for adoption to those rescued because of neglect and abuse.

### **Learning outcomes 2 and 3 – Meeting the needs of an animal in a rehoming centre**

**To achieve a pass,** learners will produce a case study on the initial assessments carried out on two different animals (relinquished and abandoned) brought into a rehoming centre. Learners will focus on the information known about the animal and the information ascertained through the initial assessments before reaching a conclusion on the suitability of the animal for rehoming. Learners will use the information from the initial assessment to plan animal husbandry requirements while in the rehoming centre environment.

### **Learning outcome 4 – Matching potential new owners to an animal**

**To achieve a pass,** learners create a recording form for potential new owners. The form should take into account all the information needed to successfully match a potential owner to a new animal. The information needed to complete the form will then be gathered through role play or interaction with potential new owners.

# Unit 8: Professional Pet Services in Clients' Homes

<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Assessment type:</b>	<b>Internal</b>
<b>Guided learning hours:</b>	<b>60</b>

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## Unit introduction

There is a growing market for professionals offering services in dog walking and pet sitting. This is because of increased demands on pet-owners' time.

In this unit, you will learn how to ensure personal safety while working alone with animals in clients' homes. You will learn how to ensure that the service you provide meets owners' requirements and the needs of the animals.

This unit will help you to develop the skills you need to deal with the responsibilities of working in clients' homes and caring for their animals, for example while you are working as a professional dog walker or a pet sitter.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Investigate the requirements for setting up a profitable pet service business	1.1	Explain the factors that need to be considered in order to set up a professional pet-sitting/dog-walking business
		1.2	Explain the factors that need to be considered to ensure that a pet service business is profitable
2	Understand the health, safety and security requirements for pet-service businesses	2.1	Explain how to ensure personal safety while working alone
		2.2	Explain how to maintain the security of the client's home and animals
3	Identify and provide information for pet services	3.1	Carry out an initial client meeting, obtaining and recording appropriate information
		3.2	Demonstrate giving effective feedback to clients

## Unit content

### What needs to be learned

#### Learning outcome 1: Investigate the requirements for setting up a profitable pet-service business

##### 1.1 Factors to be considered when setting up a professional pet-sitting/dog-walking business

- Disclosure and Barring Service (DBS) checks and safeguarding training.
- Professional insurance covering the client's animal.
- Location licensing requirements for dog walking and the limitations on the number of dogs.
- Appropriate transportation and transport insurance.
- Maintaining the welfare needs of the animal.
- Advantages of membership to supporting organisations, e.g. Pet Industry Federation, National Association of Pet Sitters and Dog Walkers, Professional Dog Walkers Association, Association of Professional Dog Walkers.
- Franchise businesses, e.g. Tailster, Walk My Dog, Doggies Day Out.
- Code of practice for dog walkers.
- Professionalism, including professional appearance, effective communication and time keeping.

##### 1.2 Ensuring a profitable business

- Marketing materials, including business cards and flyers; social media advertising, uniform.
- Using a logo.
- Effectiveness and profitability of loyalty schemes and promotional offers.
- Additional services offered, e.g. nail clipping, grooming, training.
- Calculating profitability: total potential income, e.g. number of dogs walked, transport costs, licence, duration of walks; total potential expenses, e.g. licensing, transport costs, marketing.

#### Learning outcome 2: Understand the health, safety and security requirements for pet-service businesses

##### 2.1 Safety principles for lone working

- Risk assessments and the identification of hazards specific to the location.
- Controls to ensure personal safety when in a client's home, including home security, procedures for entering the house where a client/visitor is present, identification of exit routes, staying between client and exit route.

- Controls to ensure personal safety when walking a dog, including tracking devices, planned routes, use of mobile phone, knowing how to deal with a personal injury from the dog, gaining emergency assistance in the case of an accident or assault.
- Keeping others informed of daily routes and locations, estimated start and finish times.
- Personal safety equipment, e.g. personal alarm, mobile phone, first-aid kit.

## **2.2 Maintain the safety and security of animals**

- Basic health check and signs of ill health.
- Security and control of dog while walking.
- Assessing the responsiveness of animals to names, commands and other stimuli, e.g. other animals.
- Correct use and safe fitting of restraint equipment, including a range of leads, harnesses and halters.
- Basic animal first aid, including cardiopulmonary resuscitation (CPR) and bandaging.
- Actions in case of an emergency (e.g. escaped animal, first-aid situation, poisoning) and emergency contact details.
- Administering medication when directed by the owner.

## **2.3 Maintain the safety and security of the client's property**

- Procedures for exchanging keys.
- Actions in case of an emergency (e.g. burglary, burst water pipe) and emergency contact details.
- Additional services when pet sitting, e.g. opening curtains, putting bins out.

### **Learning outcome 3: Identify and provide information for pet services**

#### **3.1 Identify the information to be recorded when taking on a new client**

Information to be recorded when meeting a new client.

- Client details and emergency contact information.
- Animal details, including age, sex, medical history and behaviour when walking.
- Agreed rate.
- Service agreement, e.g. frequency and timing of service, procedure for key exchange, dog to be walked alone or in a group, dog to be walked on or off the lead, number of animals to be cared for.
- Findings from initial animal assessment, e.g. behaviour, responsiveness to commands.
- Signed contract.

**3.2 Give feedback to clients**

- Importance of giving feedback to client, including proof of service, identifying health issues.
- Information to be fed back to clients, e.g. pick-up/drop-off time, health issues, time of defecation etc.
- Methods of giving feedback to clients:
  - text/app message
  - written report/email
  - social media post
  - phone call.

## **Further information for tutors and assessors**

### **Essential resources**

Learners need have access to animals to provide a pet service in clients' homes.



### Essential information for assessment

This unit is assessed internally by the centre and externally verified by Pearson.

Please read this guidance in conjunction with *Section 8 Assessment*.

The table below shows the recommended approach to assessment, detailing suitable forms of evidence for each learning outcome. Centres can use these forms of evidence or other suitable forms of evidence. Centres need to give learners an appropriate assignment brief to complement the recommended assessment approach.

Learning outcome	Assignment title	Recommended assessment approach
1 Investigate the requirements for setting up a profitable pet service business	Starting a pet service business	A report detailing the requirements for setting up a profitable pet service business.
2 Understand the health, safety and security requirements for pet-service businesses	Providing a pet service	A portfolio of evidence that documents the business policies and procedures in place, including lone working, a client information form and client contract. The portfolio should conclude with a report on how client feedback is offered and why the method of feedback was chosen.
3 Identify and provide information for pet services		

#### Learning outcome 1 – Becoming a pet-service provider

**To achieve a pass**, learners will produce a report that gives a detailed account of the factors they considered and selected to set up a business as a professional pet-service provider. They will discuss how potential expenses (for example transport, licence, selected marketing materials, logo, loyalty schemes, any additional services) ensure the viability of a profitable pet-service business, by giving an example of the costs of these expenses against the potential income.

#### Learning outcomes 2 and 3 – Providing a pet service

**To achieve a pass**, learners will create and provide copies of the documents for the client, including the lone working policy, the service agreement, client information form and client contract, which includes client and animal details. Learners will also produce a report explaining how they plan to give feedback to the client, they will need to evaluate the various feedback methods before justifying the method they have chosen to use.



## Unit 9: Animal Encounters

<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Assessment type:</b>	<b>Internal</b>
<b>Guided learning hours:</b>	<b>60</b>

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### Unit introduction

There is a growing awareness of the benefits of interaction between humans and animals. An increasing number of businesses are offering animal encounter experiences, ranging from organisations that bring animals into schools and educational events so that children can meet the animals.

In this unit, you will investigate the correct equipment and methods needed for transporting animals to a display site. You will learn how to ensure that the welfare of animals and clients is maintained on site and during the encounter experience.

You will learn how to present information to groups and individuals in appropriate and engaging ways to ensure that they get the most out of the encounter session. This unit will help you to progress to employment, specifically as an animal handler and presenter in an organization that offers animal encounter experiences, for example mobile zoos.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Prepare and transport animals safely and legally	1.1	Explain the safe and legal preparation of three different animal species for transportation to animal encounter sites
		1.2	Explain the safe and legal transportation of three different animal species to animal encounter sites
2	Maintain animal and client welfare during animal encounters	2.1	Describe the animal encounter sites, considering the welfare of the three different species of animals
		2.2	Describe how the welfare needs of three animal species is maintained on site and during animal encounters
		2.3	Explain the procedures for maintaining client welfare during an animal encounter
3	Present information at an animal encounter to meet audience needs	3.1	Describe the factors considered and how information was adapted when presenting to audiences for three different animal encounters

## Unit content

### What needs to be learned

#### Learning outcome 1: Prepare and transport animals safely and legally

##### 1.1 Welfare and legal considerations for preparing animals for transport

- Welfare of Animals During Transport (2007), codes of practice.
- Welfare requirements: watering, feeding, opportunities to rest, health.
- Appropriate transport documentation as required for individual species, including Animal and Plant Health Agency (APHA) and Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES).
- Regulations for drivers and accompanying personnel, including economic/non-economic activity, driver hours, operator licensing, transport to or from veterinary practices, journey times, competency of the handlers, certificates of competence, authorisation, contingency plans, journey log, trailer test.
- Transport legislation, including design of the vehicle, heavy goods vehicle (HGV)/non-HGV and trailers, space allowances, temperature limits, partitions, weight limits.
- Method of transportation and its effect on animal stress, e.g. lorry, trailer and towing vehicle, car, van.
- Methods for minimising stress while transporting animals.

##### 1.2 Preparing animals for transport

- Vehicle checks and roadworthiness, to include fuel, oil, water, lights, brakes, tyres.
- Selection of suitable transport restraining equipment, to ensure the animal is suitably restrained.
- Safety checks, e.g. travel boxes secured, restricted movement.
- Welfare checks, e.g. appropriate substrate, provision of food and water.
- Risk assessment.
- Loading and unloading animals.
- Planning journey, including timings of journeys, location and route planning, breaks in the journey.
- Contingency planning, e.g. vehicle breakdown, road closures, adverse weather conditions.
- Maintenance of transportation vehicles, including trailer servicing, lights, wheels and tyres, spare wheel, oil checks.
- Aftercare of transport, e.g. disinfecting, disease control, maintenance checks, storage of equipment.

**Learning outcome 2: Maintain animal and client welfare during animal encounters**

**2.1 Considerations to establish an animal encounter site**

- Biosecurity and animal security on site.
- Safeguarding.
- Access arrangements and equal opportunities for all audience members.
- Suitability of enclosure, e.g. free from drafts, out of direct sunlight, away from predator species.
- Animal welfare requirements, including access to food, water and enrichment, rest breaks, provision of hides/rest areas.

**2.2 Maintaining animal and client welfare during animal encounters**

- Supervising handling activities.
- Use of personal protective equipment (PPE) and restraint equipment.
- Identifying signs of stress and remedial action.
- Contingency planning, e.g. escaped animal, injury to a member of the audience.

**Learning outcome 3: Present information at an animal encounter to meet audience needs**

**3.1 Presenting information to audiences**

- Welcome and introductions.
- Identify clients' needs and expectations.
- Aims, objectives and planning the encounter.
- Risk assessments for audience participation.
- Techniques for managing groups and ensuring animal welfare is maintained.
- Methods of presenting information, including oral presentation, posters, leaflets, and interactive games and activities.
- Refer clients to additional sources of information.
- Methods for checking understanding and consolidating information.
- Methods of obtaining feedback.
- Meeting needs of clients while maintaining animal welfare.

**3.2 Adapting information to meet the needs of the audience**

- Recognise which information is appropriate for different types of audience, e.g. presenting to children or adults, individuals or groups.
- Adapt presentation style to meet the needs of the audience, including writing information and oral presentations, e.g. poster, leaflets, informal discussion, formal presentation, demonstrations.
- Questioning techniques to ensure understanding.

## **Further information for tutors and assessors**

### **Essential resources**

There are no special resources needed for this unit.



### Essential information for assessment

This unit is assessed internally by the centre and externally verified by Pearson.

Please read this guidance in conjunction with *Section 8 Assessment*.

The table below shows the recommended approach to assessment, detailing suitable forms of evidence for each learning outcome. Centres can use these forms of evidence or other suitable forms of evidence. Centres need to give learners an appropriate assignment brief to complement the recommended assessment approach.

Learning outcome	Assignment title	Recommended assessment approach
1 Prepare and transport animals safely and legally	Transport and ensure animal and client welfare for an animal encounter experience	A reflective report explaining how the three different species of animals were transported and how their welfare was maintained throughout the encounter experience.
2 Maintain animal and client welfare during animal encounters		
3 Present information at an animal encounter to meet audience needs	Presenting information at an animal encounter experience	A reflective journal explaining the information given on three different encounters, explaining how the information and presentation style was adapted to meet the needs of the audience.

### Learning outcomes 1 and 2 – Transport and ensure animal and client welfare for an animal encounter experience

**To achieve a pass**, learners will explain how at least three different species of animals are transported. The report will include how the welfare of the animals was maintained throughout the encounter experience through suitable preparation for transport, transportation, accommodation, handling, and actions taken if the animals displayed any signs of stress.

### Learning outcome 3 – Presenting information at an animal encounter experience

**To achieve a pass**, learners will produce a reflective journal explaining the information given for three different animal encounter sessions. They will explain how appropriate information for the audience was identified, evaluate the presentation methods and discuss how this was adapted to meet the needs of the audience.



# Unit 10: Pet Retail and Merchandising

<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Assessment type:</b>	<b>Internal</b>
<b>Guided learning hours:</b>	<b>60</b>

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## Unit introduction

When planning the design of a new pet retail environment, good animal care and management is essential for the reputation of the business and its success. There needs to be a balance of animal welfare and management, so that customers are encouraged into the environment and can browse the stock, including livestock, while ensuring that the welfare of the animals is considered.

In this unit, you will learn how stock-display designs have an influence on how attractive the products look, and about the browsing experience and profitability. You will also learn about the legislative and welfare requirements to be considered when selling livestock, and how correct animal management regimes can minimise the stress on animals. Any new business can be affected by the way stock is sourced and displayed, so you will investigate the options available to support business needs. You will also learn about the sourcing of livestock for selling purposes, including breeding and management to promote optimal sale time.

The knowledge you gain in this unit will help you to work in any role in the pet services industry, for example pet shops, grooming parlours, animal charities.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Explore shop layout designs in relation to animal husbandry needs and the needs of animal retail businesses	1.1	Explain how the layout design for a retail shop takes animal needs into consideration
		1.2	Explain the benefits of offering additional services for a pet shop
2	Investigate the management of livestock and non-livestock to meet the needs of animal retail businesses	2.1	Describe how to source livestock and non-livestock in relation to the retail business
		2.2	Explain the factors that may affect stock control in animal retail businesses
3	Provide information to customers on animal care requirements	3.1	Information to be provided to customers
4	Investigate licensing requirements	4.1	Describe how the licensing procedure is implemented
		4.2	Explain the policies and procedures that must be followed to meet licensing requirements

## Unit content

### What needs to be learned

#### Learning outcome 1: Explore shop layout designs in relation to animal husbandry needs and the needs of animal retail businesses

##### 1.1 Concepts of animal retail design and layout

- Purpose of retail design – to meet customer needs and promote good practice of animal husbandry.
- Types of designs, to include grid pattern, free flow, boutique, loop species grouping, item grouping, and the advantages and disadvantages of each.
- Factors influencing design, to include customer access, car parking, delivery access, location of livestock, provision of heating and lighting.
- Legal requirements for access, staff facilities, isolation and quarantine, and storage.

##### 1.2 Factors affecting the location of stock

- The needs and welfare of the livestock in relation to the location, to include proximity to windows and doors, fire exits, high traffic levels.
- Impact of incorrectly locating stock, e.g. animal stress, loss of sales, viewing implications.
- Acquiescence with relevant legislation, policies and guidance, e.g. local authority.
- Inspections and licensing.

##### 1.3 Diversification of the pet shop

- Cost and benefits to a pet shop of offering additional services, including grooming, microchipping, over-the-counter treatments, veterinary services, educational workshops and family activities.

**Learning outcome 2: Investigate the management of livestock and non-livestock to meet the needs of animal retail businesses**
**2.1 Management of livestock**

- Sourcing methods, e.g. wholesalers, specialist breeders, hobbyists, customers, small pet shops, pet supershops, importers and captive breeding.
- Considerations and potential risks of sourcing methods, e.g. cost, reliability, variety, mortality rates, history, disease, ethical sourcing.
- Methods of controlling livestock, e.g. breeding, contraception, disposal of unsold livestock.
- Legislation relating to animal welfare and sourcing.

**2.2 Management of non-livestock**

- Stock-control management systems, including just-in-time (JIT), batch control, economic order quantity (EOQ), fixed quantity, fixed interval, first in, first out (FIFO) method, including stock rotation, out-of-date stock, stock reviews, minimum stock levels, reorder lead time.
- Records, e.g. manual or computerised record-keeping methods.
- Considerations and potential risks associated with stock controlling methods.
- Methods of sourcing non-livestock, e.g. wholesaler, independent traders, importation.
- Considerations and potential risks associated with sources of non-livestock, e.g. cost, range, storage and minimum order requirements.

**Learning outcome 3: Provide information to customers on animal care requirements**
**3.1 Information to be provided to customers**

- Biological data for common pet shop species, including average adult weight, breeding age, litter size, gestation period, average life expectancy.
- Identifying the sex of the animal.
- Physical and behavioral characteristics of common breeds of pet shop species.
- Common diseases and disorders affecting pet shop animals, including signs, symptoms, causes and prevention.

**Learning outcome 4: Licensing requirements of a pet store****4.1 Meeting licensing requirements under the Pet Animals Act 1951**

- Ensuring licensing requirements are met in specific boarding establishments.
- How establishments are required to implement the five needs of animals, including accommodation and species-specific requirements, age of animals for sale, disease prevention and emergency procedures.
- Accommodation construction: size, number of occupants, exercise facilities, temperature, lighting, ventilation, cleanliness, safety and security.
- Staff training.
- Isolation and biosecurity facilities, policies and procedures.
- Waste disposal.
- Appropriate documentation and procedures implemented by the establishment, including emergency procedures, animal health records, animal sales and purchase records (where applicable).
- Procedure for sale of animals.
- Model Licence Conditions in relation to meeting each of the five welfare needs, where applicable.
- Department for Environment, Food and Rural Affairs (Defra) welfare codes, where applicable.

## **Further information for tutors and assessors**

### **Essential resources**

There are no special resources needed for this unit.



### Essential information for assessment

This unit is assessed internally by the centre and externally verified by Pearson.

Please read this guidance in conjunction with *Section 8 Assessment*.

The table below shows the recommended approach to assessment, detailing suitable forms of evidence for each learning outcome. Centres can use these forms of evidence or other suitable forms of evidence. Centres need to give learners an appropriate assignment brief to complement the recommended assessment approach.

Learning outcome	Assignment title	Recommended assessment approach
1 Explore shop layout designs in relation to animal husbandry needs and the needs of animal retail businesses	Managing a pet shop	A business report outlining and justifying the proposed layout of a new pet shop and the shop policies in relation to managing livestock in the pet shop.
2 Investigate the management of livestock and non-livestock to meet the needs of animal retail businesses		
3 Provide information to customers on animal care requirements		
4 Investigate licensing requirements	The licensed pet shop	A licensing application, explaining how the pet shop will meet animals' welfare needs while ensuring all licensing requirements are achieved.

#### Learning outcomes 1, 2 and 3 – Managing a pet shop

**To achieve a pass**, learners will produce a pet shop layout that clearly identifies animal needs and which provides feasible solutions to identified problems. Learners will show their understanding of the importance of the location of livestock, including proximity to windows, doors, fire exits and high-traffic areas. Learners will recall knowledge to discuss in detail the different methods of sourcing livestock and non-livestock, and the suitability of each method to the retail business. They will also explain the factors that affect stock control in the pet shop, showing that they have used research that is relevant to the situation. They will provide information to customers on animal care requirements.

#### Learning outcome 4 – The licensed pet shop

**To achieve a pass**, learners will evidence how they have used the information given in the model licence conditions to plan husbandry and hygiene procedures in order to maximise animal welfare and meet all licensing conditions.



# Unit 11: Care of Aquatics

<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Assessment type:</b>	<b>Internal</b>
<b>Guided learning hours:</b>	<b>60</b>

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## Unit introduction

As well as being highly popular pets, captive aquatic fish species are often a significant part of zoological collections for the purposes of education and conservation. Aquariums can also form part of the interior design of commercial or public premises, owing to the calming effect that observing aquatics can have.

In this unit, you will learn about the physiological and nutritional needs of aquatic fish, and ways to meet these needs, including setting up feeding regimes. You will learn about ways to create and maintain their environments, including plant maintenance. You will also learn about common diseases and abnormal behaviours that can affect captive species, along with ways to prevent or manage them. By the end of this unit you will be able to promote good health in fish when maintaining aquatic systems.

This unit will prepare you for employment in areas such as pet retail, zoos, aquariums, and specialist pet service businesses.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Investigate commonly kept species of fish and their breeding strategies	1.1	Explain the characteristics of commonly kept fish species from a range of habitats
		1.2	Explain breeding strategies and sex determination in selected fish
2	Examine the biology and associated diseases of fish to manage their health and welfare	2.1	Explain the internal and external anatomy of a given fish species
		2.2	Identify normal and abnormal conditions, diseases and behaviour in aquatic fish species
		2.3	Discuss how to prevent and treat abnormal conditions and diseases in aquatic fish species
3	Establish and maintain aquatic systems to meet the environment and welfare needs of captive fish	3.1	Demonstrate the skills needed to manage aquariums
		3.2	Explain the benefits and drawbacks of own aquarium system management on the health and welfare of the managed stock

## Unit content

### What needs to be learned

#### Learning outcome 1: Investigate commonly kept species of fish and their breeding strategies

##### 1.1 Commonly kept species of fish

- Recognition of tropical fish species such as tetra, guppies, mollies, platies, cichlids, bettas and gouramis.
- Recognition of marine fish species such as clownfish, damselfish, tangs and puffers.
- Recognition of freshwater fish species such as goldfish, barbs and Koi.
- Recognition of brackish fish species such as archerfish.
- Recognition of fish species that can and cannot be housed together in tropical, marine, freshwater, brackish and saltwater habitats.
- Consequences of housing species incorrectly.

##### 1.2 Breeding strategies

- Breeding strategies such as mouthbrooders, livebearers, egg scatterers, egg hiders, nest builders.
- Sex determination in different species for breeding purposes and to indicate sexual maturation, e.g. temperature and light, and ways to care for broodstock.

#### Learning outcome 2: Examine the biology and associated diseases of fish to manage their health and welfare

##### 2.1 Anatomy of fish

- Structure and function of the external anatomy of a fish, e.g. eyes, nares, operculum, dorsal fin, caudal fin, peduncle, lateral line, anal fin, vent, scales, pelvic fins, pectoral fins and mouth.
- Structure and function of the internal anatomy of a fish, e.g. gills, heart, liver, stomach, intestines, vent, muscle, kidney, gonads, pyloric caeca, spinal cord, spine and brain.

##### 2.2 Fish health and disease prevention

- Recognition of normal and abnormal signs of health such as swimming actively, good appetite, fins fully open, no spots on scales.
- Common causes of ill health such as stress, presence of pathogens, predators.
- Common conditions, nutritional problems, diseases and parasitic infections.
- Signs of normal and abnormal behaviour such as loss of appetite, fighting, fin nipping, hiding.

- Signs, symptoms and causes of diseases in species of fish, to include:
  - viral diseases
  - bacterial infections
  - fungal infections
  - parasitic infections.
- Methods of prevention and treatment such as medication, water treatment, isolation, quarantine, environmental management, hygiene, and sources of specialist advice.
- Maintenance routines to prevent disease and control the species environment, including keeping records and maintaining health and safety.

**Learning outcome 3: Establish and maintain aquatic systems to meet the environment and welfare needs of captive fish**

**3.1 Requirements for aquatic systems**

- Recognition of aquarium types for marine, freshwater, tropical and temperate fish species.
- Differences between the requirements of marine, freshwater, tropical and temperate aquariums.
- Methods and processes involved with aquarium set-up:
  - location and setting
  - size requirements
  - temperature control
  - lighting
  - filtration
  - aeration
  - furnishings, e.g. ornaments and hides
  - live plants
  - substrates, e.g. gravel, sand, rock
  - filling the system
  - pH control.

**3.2 Maintenance of systems**

- Practical maintenance of aquatic systems and fish husbandry using associated methods and processes, to include:
  - stocking regime
  - stocking density

- sources of system instability.
- Water-quality factors and measurements, e.g. dissolved oxygen, temperature, pH, ammonia, nitrate, nitrite, the use of testing kits, benefits of water testing and knowing when to complete a water change.
- Stabilising and maintaining water quality to suit the requirements and needs of the aquarium.
- Cleaning the systems and the methods used, why this needs to be completed and the impact if systems are not fully maintained.
- Maintenance routines involved in maintaining aquariums and promoting good health and welfare for fish species.
- Maintenance and health considerations of live plants in promoting a healthy aquarium.

### **3.3 Feeding**

- Types of feed.
- Frequency of feeding.
- Feed portions.
- Consequences of overfeeding.

### **3.4 Health and safety**

- Safe working practices relating to water and electricity, handling glass, wet floors, and having measures in place to reduce injuries.
- Use of personal protective equipment (PPE) such as gloves, goggles and safety boots.

## **Further information for tutors and assessors**

### **Essential resources**

Learners will require access to tropical, marine, freshwater, brackish and saltwater habitats.



### Essential information for assessment

This unit is assessed internally by the centre and externally verified by Pearson.

Please read this guidance in conjunction with *Section 8 Assessment*.

The table below shows the recommended approach to assessment, detailing suitable forms of evidence for each learning outcome. Centres can use these forms of evidence or other suitable forms of evidence. Centres need to give learners an appropriate assignment brief to complement the recommended assessment approach.

Learning outcome	Assignment title	Recommended assessment approach
1 Investigate commonly kept species of fish and their breeding strategies	Commonly kept fish	An advice leaflet identifying a range of aquatic species, their breeding strategies and the signs, symptoms and treatments of common diseases and conditions which can affect them.
2 Examine the biology and associated diseases of fish to manage their health and welfare		
3 Establish and maintain aquatic systems to meet the environment and welfare needs of captive fish	Maintaining aquatic accommodation of fish	A portfolio of evidence showing the set-up and maintenance of marine, freshwater, tropical and temperate tanks while ensuring fish welfare and human health and safety. The evidence may be in the format of reflective logs, feeding regimes, copies of water-quality tests, hides, ornaments and plants, stocking records, photographs, video evidence and direct observation records.

### Learning outcomes 1 and 2 – Commonly kept fish

**To achieve a pass**, learners will explain the functions of the internal and external anatomical features of fish species. Learners will provide annotated images of commonly kept fish species from each of the habitats, and they will explain the breeding strategies and sex determination for each of the selected fish. Learners will explain the signs of good health in fish, and discuss the signs and symptoms of commonly occurring diseases and conditions and how these can be treated.

### **Learning outcome 3 – Maintaining aquatic environments**

**To achieve a pass**, learners will show how to set-up and maintenance of marine, freshwater, tropical, temperate systems and feeding regimes. To demonstrate the effective maintenance of tasks, the evidence must be provided for a minimum period of two weeks and show how changes in the water-quality test results were dealt with. Learners will show evidence of the selection and application of appropriate methods and processes. They will discuss how they ensure the welfare needs of the fish they manage, and consider how their management approaches meet those needs. Learners should demonstrate an awareness of alternative management approaches and give reasons for their choices.

## Unit 12: Care of Herptiles

<b>Level:</b>	<b>3</b>
<b>Unit type:</b>	<b>Optional</b>
<b>Assessment type:</b>	<b>Internal</b>
<b>Guided learning hours:</b>	<b>60</b>

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### Unit introduction

Learners will study herptile welfare needs and the husbandry methods used to manage the welfare of reptiles and amphibians in captivity.

Captive species of reptiles and amphibians as pets are increasingly popular and herptile collections are also found as part of zoological collections for the purposes of education and conservation. Appropriate care is needed to ensure that species-specific requirements are met.

In this unit, you will learn about the physiological and nutritional needs of reptiles and amphibians. You will learn how to create and maintain environments and feeding regimes that meet those needs. You will learn about the common diseases and abnormal behaviours that can affect captive species, along with ways to prevent or manage them. You will develop practical skills in promoting good health for the species, including disease prevention and specific accommodation requirements.

This unit will prepare you for employment in areas such as pet retail, zoos and specialist pet service businesses.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Investigate herptile species and their breeding strategies	1.1	Explain the characteristics of commonly kept reptiles and amphibians
		1.2	Explain breeding strategies and sex determination in selected reptiles and amphibians
2	Examine the biology and associated diseases of herptile species in order to manage their health and welfare	2.1	Explain the internal and external anatomy of a given reptile and amphibian
		2.2	Discuss normal and abnormal signs of health, behaviour and diseases in reptile and amphibian species
		2.3	Identify methods of prevention and treatment of common diseases in reptile and amphibian
3	Establish and maintain vivariums to meet the environment and welfare needs of captive herptile species	3.1	Demonstrate the skills needed to manage vivariums
		3.2	Explain the benefits and drawbacks of own management on the health and welfare of the managed stock

## Unit content

### What needs to be learned

#### Learning outcome 1: Investigate herptile species and their breeding strategies

##### 1.1 Commonly kept reptiles and amphibians

- Types, characteristics and natural habitats of commonly kept reptiles and amphibians, to include snakes, lizards, frogs and chelonia.

##### 1.2 Breeding strategies

- Breeding strategies, including livebearers, egg scatterers, egg hidiers.
- Sex determination in different species for breeding purposes and to indicate sexual maturation, e.g. temperature and light.
- Methods of care for offspring.

#### Learning outcome 2: Examine the biology and associated diseases of herptile species in order to manage their health and welfare

##### 2.1 Reptile and amphibian breeding strategies

- Structure and function of the external anatomy of herptiles, e.g. legs, tail, body, shell, eyes, nose, ears, mouth, tongue, feet and claws where appropriate.
- Structure and function of the internal anatomy of reptiles and amphibians, e.g. respiratory, digestive and excretory systems.

##### 2.2 Herptile health and disease prevention

- Recognition of normal and abnormal signs of health.
- Common causes of ill health such as stress, presence of pathogens, predators.
- Common conditions, nutritional problems, diseases and parasitic infections.
- Signs of normal and abnormal behaviour such as loss of appetite, fighting, hiding.
- Diseases in herptile species, to include:
  - viral diseases
  - bacterial infections
  - fungal infections
  - parasitic infections.
- Methods of prevention and treatment such as medication, isolation, quarantine, environmental management, hygiene, and sources of specialist advice.

- Maintenance routines to prevent disease and control the species environment, including keeping records and maintaining health and safety.

### **Learning outcome 3: Establish and maintain vivariums to meet the environment and welfare needs of captive herptile species**

#### **3.1 Vivarium requirements**

- Recognition of vivarium set-ups for ground dwelling, arboreal and aquatic herptiles.
- Methods and processes involved in vivarium set-up:
  - location and setting
  - size requirements
  - temperature control and monitoring
  - lighting, including UV lighting where required
  - humidity
  - security
  - furnishings, e.g. plants, hides
  - substrates, e.g. gravel, sand, rock.

#### **3.2 Maintenance of systems**

- Practical maintenance of vivariums for different species of herptile using associated methods and processes, to include:
  - stocking regime
  - stocking density.
- Cleaning the systems and the methods used, why this needs to be completed and the impact if systems are not fully maintained.
- Maintenance routines involved in maintaining vivariums and promoting good health and welfare for herptile species.

#### **3.3 Health and safety**

- Safe working practices relating to water and electricity, handling glass, wet floors, and having measures in place to reduce injuries.
- Use of personal protective equipment (PPE) such as gloves, goggles and safety boots.

## **Further information for tutors and assessors**

### **Essential resources**

Learners will require access to appropriate herptile enclosures, this may include vivariums, terrariums and other suitable enclosures.

## Essential information for assessment

This unit is assessed internally by the centre and externally verified by Pearson.

Please read this guidance in conjunction with *Section 8 Assessment*.

The table below shows the recommended approach to assessment, detailing suitable forms of evidence for each learning outcome. Centres can use these forms of evidence or other suitable forms of evidence. Centres need to give learners an appropriate assignment brief to complement the recommended assessment approach.

Learning outcome	Assignment title	Recommended assessment approach
1 Investigate herptile species and their breeding strategies	Commonly kept herptiles	An advice leaflet identifying a range of herptile species and their gross anatomy and breeding strategies, and the signs, symptoms, preventative methods and treatments of common diseases and conditions that can affect them.
2 Examine the biology and associated diseases of herptile species in order to manage their health and welfare		
3 Establish and maintain vivariums to meet the environment and welfare needs of captive herptile species	Maintaining herptile accommodation	A portfolio of evidence showing the set-up and maintenance of vivariums for reptiles and amphibians while ensuring animal welfare and human safety. The evidence may be in the form of a reflective log, stocking records, photographs, video evidence and/or direct observation records.

### Learning outcomes 1 and 2 – Commonly kept herptiles

**To achieve a pass**, learners will explain the functions of the internal and external anatomical features of herptile species. Learners will provide annotated images of commonly kept species of snakes, lizards and frogs, and they will explain the breeding strategies and sex determination for each of the selected animals. Learners will explain the signs of good health in herptiles and discuss the signs and symptoms of commonly occurring diseases and conditions, and how they can be prevented and treated.

### Learning outcome 3 – Maintaining herptile accommodation

**To achieve a pass**, learners will show how they set-up and maintain a range of herptile accommodation provision. To demonstrate the effective maintenance of tasks, evidence must be provided for a minimum of two weeks and must show how changes in the temperature and humidity were dealt with. Learners will show evidence of the selection and application of appropriate methods and processes. They will discuss how they ensure that the welfare needs of the herptiles they manage are met, and consider how their management approach contributes to



meeting those needs. Learners should demonstrate an awareness of alternative management approaches and give reasons for their choices.



## 13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

### **Additional resources**

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

# 14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

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

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

## **BTEC training and support for the lifetime of the qualifications**

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

## **Your Pearson support team**

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

## Annexe A

### Mapping with Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Diploma in Pet Services against the underpinning knowledge of the Occupational Standards in Animal Care. Centres can use this mapping when planning holistic delivery and assessment activities.

#### KEY

# indicates partial coverage of knowledge in the Occupational Standards

A blank space indicates no coverage of the knowledge

BTEC Specialist units		Occupational Standards											
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
LANAT3	Protect integrity of barrier maintain accommodation												
LANCTB2	Care and handling of dogs	✓			✓	✓	✓	✓	✓	✓	✓		
LANCS68	Regulations	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
LANNAC9	Prepare and groom animals	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
LANNAC16	Assess and planning of dog grooming	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
LANANC19	Groom animals	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
LANANC30	Care for animals in a retail store	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
LANANC45	Plan and monitor animal accommodation						✓	✓					

Occupational Standards		BTEC Specialist units											
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
LANANC71	Provide and manage accommodation for animal boarding services						✓	✓					
LANANC72	Provide dog walking services	✓			✓	✓	✓	✓	✓	✓	✓		

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