



# **City & Guilds Level 3 Certificate and Diploma in Work-based Animal Care (0067)**

**Version 5.5 (April 2026)**

**Qualification handbook**

Version and date	Change detail	Section
Version 5 – Oct 2014	Unit 304 – amendment to LO 5 Unit 324 – amendment to LO 6 Unit 332 – amendment to AC1.4 Unit 352 – credit value changed to 5 Unit 354 – amendment to AC 4.3 Unit 358 – amendment to LO1 AC 1.3 Unit 359 – amendment to AC 2.1 Unit 365 - amendment to LO3 Unit 367 – amendment to unit title Unit 368 – added AC 3.4 and 3.5	Units
Version 5.1 – September 2017	Added GLH and TQT details Removed QCF	Page 22 Throughout
Version 5.2 May 2019	Unit 360 removed from pathway 0067-34 Rule of Combination	Page 17
Version 5.3 May 2020	Unit 360 removed	Throughout
Version 5.4 July 2021	Centre, assessor and IV requirements updated	Assessment strategy
V5.5 April 2026	<ul style="list-style-type: none"> <li>• Front cover updated to current template and 'City &amp; Guilds' added to product title</li> <li>• page 2 removed, Appendix 1 added</li> <li>• Removed 'intentionally blank' pages</li> <li>• Removed references to QCA</li> <li>• Removed all references to the Award (QN 500/6940/8)</li> <li>• Updated access arrangements, CASS and Sustainability sections added</li> </ul>	Cover Cover & throughout  Appendix 1 Throughout Throughout Throughout Assessment strategy Centre and qualification approval

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# City & Guilds Level 3 Certificate and Diploma in Work-based Animal Care (0067)

## Introduction

This document contains the information that centres need to offer the following qualifications:

Qualification title(s) and level(s)	City & Guilds qualification number(s)	Ofqual accreditation number(s)
Level 3 Certificate in Work-based Animal Care	0067-31 to 38.	500/7471/4
Level 3 Diploma in Work-based Animal Care	0067-31 to 39.	500/6815/5

Please note that this qualification handbook and assessor guidance details the information for all the routes within the qualification. The following routes are available:

- 0067-31 Level 3 Certificate and Diploma in Work-based Animal Care (Animal Care and Welfare)
- 0067-32 Level 3 Certificate and Diploma in Work-based Animal Care (Zoos/Wildlife Establishments)
- 0067-33 Level 3 Certificate and Diploma in Work-based Animal Care (Dog Grooming)
- 0067-34 Level 3 Certificate and Diploma in Work-based Animal Care (Pet Care and Retail)
- 0067-35 Level 3 Certificate and Diploma in Work-based Animal Care (Animal Welfare Enforcement)
- 0067-36 Level 3 Certificate and Diploma in Work-based Animal Care (Animal Training)
- 0067-37 Level 3 Certificate and Diploma in Work-based Animal Care (Dog/Animal Wardens)
- 0067-38 Level 3 Certificate and Diploma in Work-based Animal Care (Animals in Education and Entertainment)
- 0067-39 Level 3 Diploma in Work-based Animal Care (Service Dogs)

## **The Qualification**

The City & Guilds Level 3 Certificate and Diploma in Work-based Animal Care (0067-31 to 38) are programmes of workplace training and assessment leading to nationally recognised qualifications. They aim to:

- meet the needs of learners who work or want to work in the animal care sector
- allow learners to learn, develop and practise the skills required for employment and/or career progression in the animal care sector
- replace the following qualifications:  
Level 3 NVQ in Animal Care (0255-03) which expired on 31/08/2009. (QAN 100/2437/2)

The Diploma is included in the Animal Care apprenticeship framework

### **Level 3 Certificate in Work-based Animal Care (0067)**

The aim of this qualification is to provide a work-related, competence-based qualification. It reflects the skills and knowledge needed to do a job effectively and shows that a learner is competent in the area of work the qualification represents. The different routes available within this qualification include Animal Care and Welfare, Zoos/Wildlife Establishments, Dog Grooming, Pet Care and Retail, Animal Welfare Enforcement, Animal Training, Dog Animal Wardens and Animals in Education and Entertainment.

### **Level 3 Diploma in Work-based Animal Care (0067)**

This qualification will form part of the Advanced Apprenticeship framework for Animal Care. It is a work-related, competence-based qualification. It reflects the skills and knowledge needed to do a job effectively and shows that a learner is competent in the area of work the qualification represents. The different routes available within this qualification include Animal Care and Welfare, Zoos/Wildlife Establishments, Dog Grooming, Pet Care and Retail, Animal Welfare Enforcement, Animal Training, Dog Animal Wardens, Animals in Education and Entertainment and Service Dogs.

## Publications and resources

City & Guilds provides the following publications and resources specifically for this qualification.

To access these documents, go to the City & Guilds website [www.cityandguilds.com](http://www.cityandguilds.com). Click on 'Qualifications' and then click on 'Land-based industries'.

Description	How to access
Qualification handbook and assessor guidance This provides the structures of the qualifications and guidance for assessors on the evidence requirements for each unit.	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Learner guide and logbook This provides guidance for learners and evidence summary sheets for the units within the qualification. It is expected that centres will use these forms. If centres devise or customise alternative forms, including paper-based or electronic methods, they must be approved by the external verifier before they are used by learners and assessors at the centre.	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Portfolio builder pack for learners and assessors This has a series of recording forms that may be helpful for centres and learners to use. The forms are generic and may be used for any City & Guilds Land Based work-based qualification.	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Information guide for centres	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Product briefing sheet	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## City & Guilds Level 3 Certificate and Diploma in Work-based Animal Care

### 0067 31 to 39

#### Unit details

All units available in the different qualification routes are listed below. The rules of combination for each route within the qualification are detailed separately. Please refer to this carefully to ensure that the correct units are delivered for the chosen routes.

Accreditation unit reference	Unit Number	Title	Level	Number of credits
L/502/1565	Unit 301	Implement, monitor and evaluate plans for the health and welfare of animals	3	6
D/502/1523	Unit 302	Promote, monitor and maintain health, safety and security of the workplace	3	6
R/502/1468	Unit 303	Plan the handling and restraint of animals	3	4
L/502/1470	Unit 304	Plan, supervise and control the movement of animals	3	4
A/502/1609	Unit 215	Welcome, receive and care for visitors to sites	2	3
D/502/1635	Unit 305	Investigate reported abuse or harm to animals and act appropriately	3	8
Y/502/1634	Unit 308	Co-ordinate the care of animals that have been abused, harmed, strayed or abandoned	3	5
R/502/1020	Unit 309	Provide advice and guidance on the choice and care of animals to prospective keepers	3	7
F/502/1014	Unit 310	Assess the suitability of new environments for the placement of animals	3	7
H/502/1636	Unit 311	Plan the establishment and management of wild animal populations	3	5
K/502/1637	Unit 312	Monitor and evaluate the establishment and management of wild animal populations	3	4
R/502/0675	Unit 313	Provide information on how to maintain the behaviour, health and welfare of animals	3	2
L/502/1632	Unit 314	Recognise and interpret the behaviour of animals	3	4
J/502/1631	Unit 315	Contribute to the prevention of aggressive and abusive behaviour of people	3	4
F/502/1627	Unit 316	Contribute to managing aggressive and abusive behaviour of people	3	5
K/502/1699	Unit 317	Assess and plan dog grooming work	3	4
D/502/1621	Unit 318	Sell over the counter medicines and treatments for the care of animals	3	7
R/502/1633	Unit 319	Provide information to customers seeking advice about symptoms and over the counter medications for the care of animals	3	7
A/502/1612	Unit 320	Evaluate the match between individuals and animals	3	4
R/502/1616	Unit 321	Design integrated training programmes for	3	4

		people and animals to realise their combined potential		
F/502/1613	Unit 322	Implement integrated training programmes for individuals and animals to realise their agreed outcomes	3	5
M/502/1638	Unit 323	Evaluate integrated training programmes for people and animals against agreed outcomes	3	4
F/502/1563	Unit 324	Plan and prepare to release native animals into natural habitats	3	5
Y/502/0676	Unit 325	Recommend animals to meet entertainment and educational requirements in the audio-visual industries	3	5
D/502/0680	Unit 326	Provide budgetary information for the animal's role for audio-visual requirements	4	7
R/502/1664	Unit 327	Plan the transportation and transfer of animals for entertainment and education	3	3
D/502/0677	Unit 328	Plan temporary accommodation for animals in entertainment and education environment	3	3
Y/502/1665	Unit 329	Plan the care of animals in entertainment and education	3	3
H/502/0678	Unit 330	Prepare the animal for entertainment and education	3	6
K/502/0679	Unit 331	Prepare artiste to work with the animal	3	4
L/502/0674	Unit 332	Work the animal to achieve entertainment and educational requirements	2	3
T/502/1706	Unit 333	Carrying out styling and finishing of dogs	3	6
J/502/1452	Unit 334	Prepare and construct new structures or surfaces	3	5
H/502/1507	Unit 203	Promote and maintain the health and well-being of animals	2	4
J/502/1466	Unit 335	Handle animals	2	2
L/502/1453	Unit 336	Plan diets and feeding regimes for animals	3	6
R/502/1454	Unit 337	Monitor and evaluate the feeding of animals	3	3
J/502/1659	Unit 338	Select and prepare animals for breeding	3	4
F/502/1661	Unit 339	Manage the care of young animals	3	3
K/502/1525	Unit 340	Plan the accommodation of animals	3	4
M/502/1526	Unit 341	Monitor and evaluate the accommodation of animals	3	4
L/502/1601	Unit 342	Select animals for training	3	4
R/502/1602	Unit 343	Design individual training programmes for animals	3	4
Y/502/1603	Unit 344	Implement individual training programmes for animals	3	4
D/502/1604	Unit 345	Evaluate and improve training programmes which enable animals to achieve specific objectives	3	2
F/502/1644	Unit 226	Handle animals to enable them to work effectively	2	6
F/502/1594	Unit 227	Care for animals after they have worked	2	4
K/502/1492	Unit 228	Load and unload animals for transportation	2	3
Y/502/1469	Unit 346	Establish animals in a new environment	3	3

T/502/1494	Unit 347	Prepare for the transportation of animals	2	4
K/502/1542	Unit 348	Maintain the health and welfare of animals during transportation	2	4
L/502/1517	Unit 349	Plan, monitor and evaluate the transportation of animals	3	3
K/502/1606	Unit 350	Determine and agree policies for the management of animals	3	5
H/502/1605	Unit 351	Monitor and evaluate the implementation of animal management policies	3	4
J/502/1645	Unit 352	Encourage and motivate volunteers	3	5
D/502/1599	Unit 353	Manage the work of volunteers	3	6
A/502/3179	Unit 354	Prepare and maintain the operational condition of workboats	2	6
R/502/3222	Unit 355	Operate work boats	2	6
L/502/3249	Unit 356	Prepare interpretive entertainment and educational activities	3	4
J/502/3251	Unit 357	Deliver and evaluate interpretive entertainment and educational activities	3	4
H/502/3239	Unit 358	Protect the environment through legal enforcement	3	8
A/500/4938	Unit 359	Organise the receipt and storage of goods in a retail environment	3	11
L/500/9786	Unit 361	Maintain the availability of goods for sale to customers in a retail environment	3	11
D/500/9789	Unit 362	Evaluate the receipt of payments from customers	3	9
H/601/1232	Unit 363	Improve the customer relationship	3	7
D/601/1553	Unit 364	Work with others to improve customer service	3	8
J/502/5596	Unit 365	Conduct priority and volume investigations	3	5
R/502/5598	Unit 366	Interview victims and witnesses in relation to priority and volume investigations	3	5
Y/502/5599	Unit 367	Interview suspects	3	5
A/602/1538	Unit 368	Prepare and submit case files	3	5
F/602/1539	Unit 369	Present information to courts or to other hearings	3	5
F/504/0310	Unit 370	Undertake covert searches with dogs	3	3
J/504/0311	Unit 371	Enable learning through demonstration and instruction	3	4
L/504/0312	Unit 372	Plan, co-ordinate and evaluate general purpose service (working) dog team(s) under operational conditions	3	10

## City & Guilds Level 3 Certificate and Diploma in Work-based Animal Care

### 0067 31 to 39

#### Certification modules

The certification modules for the Certificate and Diploma and the routes within these qualifications are listed below. They are included within the Rule of Combination for the qualification and must be submitted to the Walled Garden upon completion of the qualification to allow certification to take place.

City & Guilds unit number	Certification module title
919	Level 3 Certificate in Work-based Animal Care (Animal Care and Welfare)
920	Level 3 Diploma in Work-based Animal Care (Animal Care and Welfare)
922	Level 3 Certificate in Work-based Animal Care (Zoos/Wildlife Establishments)
923	Level 3 Diploma in Work-based Animal Care (Zoos/Wildlife Establishments)
925	Level 3 Certificate in Work-based Animal Care (Dog Grooming)
926	Level 3 Diploma in Work-based Animal Care (Dog Grooming)
928	Level 3 Certificate in Work-based Animal Care (Pet Care and Retail)
929	Level 3 Diploma in Work-based Animal Care (Pet Care and Retail)
931	Level 3 Certificate in Work-based Animal Care (Animal Welfare Enforcement)
932	Level 3 Diploma in Work-based Animal Care (Animal Welfare Enforcement)
934	Level 3 Certificate in Work-based Animal Care (Animal Training)
935	Level 3 Diploma in Work-based Animal Care (Animal Training)

937	Level 3 Certificate in Work-based Animal Care (Dog/Animal Wardens)
938	Level 3 Diploma in Work-based Animal Care (Dog/Animal Wardens)
940	Level 3 Certificate in Work-based Animal Care (Animals in Education and Entertainment)
941	Level 3 Diploma in Work-based Animal Care (Animals in Education and Entertainment)
942	Level 3 Diploma in Work-based Animal Care (Service Dogs)

## Rules of combination for the Level 3 Certificate and Diploma in Work-based Animal Care (Animal Care and Welfare)

**(0067-31)**

### Certificate

<b>0067-31 Level 3 Certificate in Work-based Animal Care (Animal Care and Welfare)</b>	
Rules for achievement of qualification	302 plus a minimum of 25 credits from 301, 303-304, 309-316, 318 – 324, 334 – 357, 359, 361 364, 203, 215, 226 – 228 a maximum of 4 credits may be taken from (203, 215, 226-228, 335, 347, 348,354) plus 919 for certification.

### Diploma

<b>0067-31 Level 3 Diploma in Work-based Animal Care (Animal Care and Welfare)</b>	
Rules for achievement of qualification	301-304, 340-341 and either units 336 & 337 or units 228 & 346 plus a minimum of 20 credits from 203, 215, 226-227, 309-316, 318-324, 334-335, 338-339, 342-345, 347-357, 359, 361-364 plus 920 for certification, plus for the Apprenticeship learners should complete the following additional modules: 705 and 605.

## Rules of combination for the Level 3 Certificate and Diploma in Work-based Animal Care (Zoos/Wildlife Establishments)

**(0067-32)**

### Certificate

<b>0067-32 Level 3 Certificate in Work-based Animal Care (Zoos/Wildlife Establishments)</b>	
Rules for achievement of qualification	302 plus a minimum of 25 credits from 301, 303 - 304, 311-314, 324, 334–349, 351–357, 359, 362–364, 203, 215, 226–228 a maximum of 4 credits may be taken from (203, 215, 226-228, 335, 347-348, 354-355) plus 922 for certification.

### Diploma

<b>0067-32 Level 3 Diploma in Work-based Animal Care (Zoos/Wildlife Establishments)</b>	
Rules for achievement of qualification	301-304, 340-341 and either units 336 & 337 or units 228 & 346 plus a minimum of 20 credits from 203, 215, 226-227, 311-314, 324, 334-335, 338-339, 342-345, 347-357, 359, 362-364 plus 923 for certification, plus for the Apprenticeship learners should complete the following additional modules: 706 and 606.

## Rules of combination for the Level 3 Certificate and Diploma in Work-based Animal Care (Dog Grooming)

**(0067-33)**

### Certificate

<b>0067-33 Level 3 Certificate in Work-based Animal Care (Dog Grooming)</b>	
Rules for achievement of qualification	302 plus a minimum of 25 credits from 301, 303-304, 313-314, 317, 319, 333, 335, 340-341, 346-349, 359, 362-364, 203, 228 a maximum of 4 credits may be taken from (203, 228, 335, 347-348) plus 925 for certification.

### Diploma

<b>0067-33 Level 3 Diploma in Work-based Animal Care (Dog Grooming)</b>	
Rules for achievement of qualification	301-304, 317, 333 and either units 340 & 341 or units 228 & 346 plus a minimum of 19 credits from 203, 313-314, 319, 335, 347-349, 359, 362-364 plus 926 for certification, plus for the Apprenticeship learners should complete the following additional modules: 707 and 607.

## Rules of combination for the Level 3 Certificate and Diploma in Work-based Animal Care (Pet Care and Retail)

**(0067-34)**

### Certificate

<b>0067-34 Level 3 Certificate in Work-based Animal Care (Pet Care and Retail)</b>	
Rules for achievement of qualification	302 plus a minimum of 25 credits from 301, 303-304, 309, 313-314, 318-319, 335-337, 340-341, 346-349, 359, 361- 364, 203, 228 a maximum of 4 credits may be taken from (203, 228, 335, 347-348) plus 928 for certification

### Diploma

<b>0067-34 Level 3 Diploma in Work-based Animal Care (Pet Care and Retail)</b>	
Rules for achievement of qualification	301-304, 340-341 and either units 336 & 337 or units 228 & 346 plus a minimum of 23 credits from 203, 309, 313-314, 318-319, 335, 347-349, 359, 361 - 364 plus 929 for certification, plus for the Apprenticeship learners should complete the following additional modules: 708 and 608.

## Rules of combination for the Level 3 Certificate and Diploma in Work-based Animal Care (Animal Welfare Enforcement)

**(0067-35)**

### Certificate

<b>0067-35 Level 3 Certificate in Work-based Animal Care (Animal Welfare Enforcement)</b>	
Rules for achievement of qualification	302 plus a minimum of 25 credits from (301, 303-305, 308-310, 313-316, 203, 335-337, 340-341, 228, 346-351, 356-358, 365-369) a maximum of 4 credits may be taken from (203, 228, 335, 347-348) plus 931 for certification

### Diploma

<b>0067-35 Level 3 Diploma in Work-based Animal Care (Animal Welfare Enforcement)</b>	
Rules for achievement of qualification	301-304, 365-369, plus a minimum of 12 credits from (305, 308 -310, 313-316, 203, 335-337, 340-341, 228, 346-351, 356-358) plus 932 for certification, plus for the Apprenticeship learners should complete the following additional modules: 709, 609

## Rules of combination for the Level 3 Certificate and Diploma in Work-based Animal Care (Animal Training)

**(0067-36)**

### Certificate

<b>0067-36 Level 3 Certificate in Work-based Animal Care (Animal Training)</b>	
Rules for achievement of qualification	302 plus a minimum of 25 credits from 301, 303-304, 311-314, 320-323, 335-337, 340-351, 356-357, 359, 363-364, 203, 215, 226-228 a maximum of 4 credits may be taken from (203, 215, 226-228, 335, 347-348) plus 934 for certification

### Diploma

<b>0067-36 Level 3 Diploma in Work-based Animal Care (Animal Training)</b>	
Rules for achievement of qualification	301-304, 340-345 and either units 336 & 337 or units 228 & 346 plus a minimum of 18 credits from 203, 215, 226-227, 311-314, 320-323, 335, 347-351, 356-357, 359, 363-364 plus 935 for certification, plus for the Apprenticeship learners should complete the following additional modules: 710 and 610.

## Rules of combination for the Level 3 Certificate and Diploma in Work-based Animal Care (Dog/Animal Wardens)

**(0067-37)**

### Certificate

<b>0067-37 Level 3 Certificate in Work-based Animal Care (Dog/Animal Wardens)</b>	
Rules for achievement of qualification	302 plus a minimum of 25 credits from 301, 303-305, 308-310, 313-316, 320-323, 335-337, 346-351, 356-359, 363-364, 203, 228 A maximum of 4 credits may be taken from (203, 228, 335, 347-348) plus 937 for certification

### Diploma

<b>0067-37 Level 3 Diploma in Work-based Animal Care (Dog/Animal Wardens)</b>	
Rules for achievement of qualification	301-304, 228, 346-348, 358 plus a minimum of 19 credits from 203, 305, 308-310, 313-316, 320-323, 335-337, 349-351, 356-357, 359, 363-364, 368-369 (only one of 305, 368 or 369 may be taken in this pathway) plus 938 for certification plus for the Apprenticeship learners should complete the following additional modules: 711 and 611.

## Rules of combination for the Level 3 Certificate and Diploma in Work-based Animal Care (Animals in Education and Entertainment)

**(0067-38)**

### Certificate

<b>0067-38 Level 3 Certificate in Work-based Animal Care (Animals in Education and Entertainment)</b>	
Rules for achievement of qualification	302 plus a minimum of 25 credits from 301, 303-304, 309, 313-314, 320-323, 325-332, 335-337, 340-346, 350-351, 359, 363-364, 203, 215, 228 a maximum of 4 credits may be taken from (203, 215, 228, 332, 335) plus 940 for certification

### Diploma

<b>0067-38 Level 3 Diploma in Work-based Animal Care (Animals in Education and Entertainment)</b>	
Rules for achievement of qualification	301-304, 325-326, 336-337, 342-346, 228 plus a minimum of 19 credits from 203, 215, 309, 313-314, 320-323, 327-332, 335, 340-341, 350-351, 359, 363-364 plus 941 for certification, plus for the Apprenticeship learners should complete the following additional modules: 712 and 612.

## Rules of combination for the Level 3 Diploma in Work-based Animal Care (Service Dogs)

**(0067-39)**

<b>0067-39 Level 3 Diploma in Work-based Animal Care (Service Dogs)</b>	
Rules for achievement of qualification	301-304, 340, 341, 370, 371, 372 plus either 336 and 337 or 328 and 346 plus 942 for certification, plus for the Apprenticeship learners should complete the following additional modules: 713 and 613.

### Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 3 Certificate in Work-based Animal Care	151	310
Level 3 Diploma in Work-based Animal Care	346	510

## **Assessment for the Certificate and Diploma**

The units will be assessed by the gathering of Work-based evidence into a portfolio. The authenticity, sufficiency and validity of the evidence will be judged by the assessor.

**The portfolio builder pack** is available on **www.cityandguilds.com**. It contains a series of pro-formae that may be helpful to learners/assessors in the compilation of portfolios.

Included in the pack are the following pro-formae:

- Centre contacts form
- Self assessment and personal action plan form
- Record of units achieved
- Witness status list
- Witness testimony form
- Assessment planning form
- Learner feedback sheet

Where witness testimony is used, the Witness Status List must be completed on one occasion by any witnesses used.

The record of units achieved must also be updated as the learner completes each unit. The use of the other forms is optional.

## **Assessment for learners completing the Level 3 Diploma in Work-based Animal Care as part of the Advanced Apprenticeship framework**

Learners who are completing the Level 3 Diploma in Work-based Animal Care as part of the Advanced Apprenticeship framework are required to undertake an independent assessment in the form of a short answer written test and an assignment. This covers the underpinning knowledge elements of the units included within the test and assignment. The test is specific to the qualification route chosen and may be taken three times a year. Exam dates are available on the Walled Garden. These tests are dated entry exams. Test specifications for the different routes are available below.

Centres will be required to provide Lantra SSC with evidence that the short answer written test and assignment has been achieved before certification takes place.

## Assessment Specifications - Level 3 Diploma in Work-based Animal Care short answer written tests and assignments.

### 0067-31

#### 705 Level 3 Animal Care and Welfare Independent Assessment Test – short answer written exam

Duration: 2 hours

Pass mark: 12 (50%)

Unit number	Unit title	No. of questions
302	Promote, monitor and maintain health, safety and security	15
303	Plan the handling and restraint of animals	10
<b>Total</b>		<b>25</b>

#### 605 Level 3 Animal Care (Animal Care and Welfare) Independent Assessment Test – Assignment

Pass mark 50%

Unit Number	Unit title
304	Plan, supervise and control the movement of animals

### 0067-32

#### 706 Level 3 Animal Care (Zoos/Wildlife Establishments) Independent Assessment Test – short answer written exam

Duration: 2 hours

Pass mark: 12 (50%)

Unit number	Unit title	No. of questions
302	Promote, monitor and maintain health, safety and security	15
303	Plan the handling and restraint of animals	10
<b>Total</b>		<b>25</b>

#### 606 Level 3 Animal Care (Zoos/Wildlife Establishments) Independent Assessment Test – Assignment

Pass mark 50%

Unit Number	Unit title
304	Plan, supervise and control the movement of animals

**0067-33****707 Level 3 Animal Care (Dog Grooming) Independent Assessment Test – short answer written exam**

Duration: 2 hours

Pass mark: 12 (50%)

<b>Unit number</b>	<b>Unit title</b>	<b>No. of questions</b>
302	Promote, monitor and maintain health, safety and security	15
303	Plan the handling and restraint of animals	10
	<b>Total</b>	<b>25</b>

**607 Level 3 Animal Care (Dog Grooming) Independent Assessment Test – Assignment**

Pass mark 50%

<b>Unit Number</b>	<b>Unit title</b>
304	Plan, supervise and control the movement of animals

**0067-34****708 Level 3 Animal Care (Pet Care and Retail) Independent Assessment Test – short answer written exam**

Duration: 2 hours

Pass mark: 12 (50%)

<b>Unit number</b>	<b>Unit title</b>	<b>No. of questions</b>
302	Promote, monitor and maintain health, safety and security	15
303	Plan the handling and restraint of animals	10
	<b>Total</b>	<b>25</b>

**608 Level 3 Animal Care (Pet Care and Retail) Independent Assessment Test – Assignment**

Pass mark 50%

<b>Unit number</b>	<b>Unit title</b>
304	Plan, supervise and control the movement of animals

**0067-35****709 Level 3 Animal Care (Animal Welfare and Enforcement) Independent Assessment Test – short answer written exam**

Duration: 2 hours

Pass mark: 12 (50%)

<b>Unit number</b>	<b>Unit title</b>	<b>No. of questions</b>
302	Promote, monitor and maintain health, safety and security	15
303	Plan the handling and restraint of animals	10
	<b>Total</b>	<b>25</b>

**609 Level 3 Animal Care (Animal Welfare and Enforcement) Independent Assessment Test – Assignment**

Pass mark 50%

<b>Unit number</b>	<b>Unit title</b>
304	Plan, supervise and control the movement of animals

**0067-36****710 Level 3 Animal Care (Animal Training) Independent Assessment Test – short answer written exam**

Duration: 2 hours

Pass mark: 12 (50%)

<b>Unit number</b>	<b>Unit title</b>	<b>No. of questions</b>
302	Promote, monitor and maintain health, safety and security	15
303	Plan the handling and restraint of animals	10
	<b>Total</b>	<b>25</b>

**610 Level 3 Animal Care (Animal Training) Independent Assessment Test – Assignment**

Pass mark 50%

<b>Unit number</b>	<b>Unit title</b>
304	Plan, supervise and control the movement of animals

**0067-37****711 Level 3 Animal Care (Dog/Animal Wardens) Independent Assessment Test - short answer written exam**

Duration: 2 hours

Pass mark: 12 (50%)

<b>Unit number</b>	<b>Unit title</b>	<b>No. of questions</b>
302	Promote, monitor and maintain health, safety and security	15
303	Plan the handling and restraint of animals	10
	<b>Total</b>	<b>25</b>

**611 Level 3 Animal Care (Dog/Animal Wardens) Independent Assessment Test – Assignment**

Pass mark 50%

<b>Unit number</b>	<b>Unit title</b>
304	Plan, supervise and control the movement of animals

**0067-38****712 Level 3 Animal Care (Animals in Education and Entertainment) Independent Assessment Test – short answer written exam**

Duration: 2 hours

Pass mark: 12 (50%)

<b>Unit number</b>	<b>Unit title</b>	<b>No. of questions</b>
302	Promote, monitor and maintain health, safety and security	15
303	Plan the handling and restraint of animals	10
	<b>Total</b>	<b>25</b>

**612 Level 3 Animal Care (Animal in Education and Entertainment) Independent Assessment Test – Assignment**

Pass mark 50%

<b>Unit number</b>	<b>Unit title</b>
304	Plan, supervise and control the movement of animals

**0067-39****713 Level 3 Animal Care (Service Dogs) Independent Assessment Test – short answer written exam**

Duration: 2 hours

Pass mark: 12 (50%)

<b>Unit number</b>	<b>Unit title</b>	<b>No. of questions</b>
302	Promote, monitor and maintain health, safety and security	15
303	Plan the handling and restraint of animals	10
	<b>Total</b>	<b>25</b>

**613 Level 3 Animal Care (Service Dogs) Independent Assessment Test – Assignment**

Pass mark 50%

<b>Unit number</b>	<b>Unit title</b>
304	Plan, supervise and control the movement of animals

## Assessment strategy

### Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

### Assessors and internal verifiers

The centre must provide Assessor personnel who must be occupationally competent in the industry either qualified to at least level 2 and/or have current experience of working in the industry at this level. The centre must provide Internal Quality Assurance personnel who must be occupationally competent in the industry either qualified to at least level 2 and/or have current experience of working in the industry at this level. Assessors/Internal Quality Assurance personnel may hold relevant qualifications such as D32/33/34 or A1/V1 or TAQA however they are not a mandatory requirement for this qualification. They should have had formal training in assessment/IQA, which may be the qualifications above, or other training that allows the assessor to demonstrate competence in the practice of assessment/IQA. This training may be carried out in-house or with an external agency.

TAQA qualifications are considered very appropriate as Continuing Professional Development (CPD) or as best practice standards for new centre staff to work towards

Approved centres must have effective quality assurance systems to ensure optimal delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for all verified and/or moderated assessments undertaken by City & Guilds, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City & Guilds quality assurance processes visit the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website

## Appeals and Equal opportunities

Centres must have their own auditable, appeals procedure. If a learner is not satisfied with the examination conditions or a learner feels that the opportunity for examination is being denied, the Centre Manager should, in the first instance, address the problem. If, however, the problem cannot be resolved, City & Guilds will arbitrate and an external verifier may be approached to offer independent advice. All appeals must be clearly documented by the Centre Manager and made available to the external verifier or City & Guilds if advice is required.

Should occasions arise when centres are not satisfied with any aspect of the external verification process, they should contact their City & Guilds local office.

Access to the qualification is open to all, irrespective of gender, race, creed, age or special needs. The Centre Manager should ensure that no learner is subjected to unfair discrimination on any grounds in relation to access to assessment and to the fairness of the assessment.

For learners with particular requirements, centres should refer to City & Guilds' policy document *Access to Assessment and Qualifications*, which is available from **[www.cityandguilds.com](http://www.cityandguilds.com)**

## **Centre and qualification approval**

New centres must apply for centre and qualification approval. Further information on this process is available on the City & guilds website.

Existing City & Guilds centres will need to get specific qualification approval to run this qualification. They should contact their City & Guilds Local Office.

Full details of the process for both centre and qualification approval are given in 'Providing City & Guilds qualifications – a guide to centre and qualification approval' which is available from [www.cityandguilds.com](http://www.cityandguilds.com)

City & Guilds reserve the right to suspend an approved centre, or withdraw their approval from an approved centre to conduct a particular City & Guilds qualification, for reasons of debt, malpractice or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

## **Registration and certification**

- Learners must be registered at the beginning of their course. Centres should submit registrations using Walled Garden or Form S (Registration), under the appropriate qualification/complex.
- Certification modules must be submitted before certification can take place (See page 12 for details).
- Learners achieving the number and combination of assessment components required for the Certificate and Diploma will, in addition, be issued an appropriate Certificate.

Full details on the procedures for these qualifications will be found in the City & Guilds On-line Catalogue. This is accessed through the Walled Garden.

## **Access arrangements, reasonable adjustments and special consideration**

City & Guilds has considered the design of these qualifications and their assessments in order to best support accessibility and inclusion for all learners. City & Guilds understands however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Special consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Please refer to the documents 'Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments', 'JCQ – A Guide to the special consideration process' and 'Access arrangements – When and how applications need to be made to City & Guilds' for more information. All of these are available on the **City & Guilds website**

## **Sustainability**

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that help our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

### **Our Pathway to Net Zero | City & Guilds (cityandguilds.com)**

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy and considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised and recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of activities wherever possible.

## The units

As units are signed off as completed the record of units achieved proforma should be updated

## How to use the Evidence Recording Sheets

There is a column alongside the assessment criteria. In this Qualification handbook this column is used for assessor guidance. In the Learner's Guide this column is used for recording the evidence. Records of direct observation may be written directly into this column or, if the evidence is on a separate document, the reference of where the evidence can be found should be entered here. If the evidence is cross referenced to elsewhere in the Learner Guide and Logbook then the reference to where it may be found should be inserted. For underpinning knowledge criteria, the answers may be written in directly or completed on a separate page which can be referenced in the normal way.

Below is an example of how a recording sheet may look, with entries by the learner, the supervisor and the assessor. Although several people may enter information here, it remains the responsibility of the assessor to judge the evidence presented is sufficient, authentic and valid.

**Z**

## Example Unit for Level 3 Work-Based Qualifications

TITLE	Estimate and programme resource requirements for landscaping	Learner's name  <b>JOE GOODMAN</b>
UAN REFERENCE	Y/502/0502	
LEVEL	3	
CREDIT VALUE	4	
<p>This unit will provide the learner with the skills, knowledge and understanding required for estimating resource requirements and programming work for soft, hard and interior landscapes. Simulation will not be acceptable. Please refer to Lantra's Assessment Strategy for further guidance. Relationship to National Occupational Standards : L26.1,2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to estimate the resources.	a. Identify the nature, extent, required outcome and standards of proposed work clearly and accurately.	<p><i>Most of the evidence for this unit revolves around a major redevelopment of an herbaceous border at Stanley Gardens. Details of this project are in reference 1. JG</i></p> <p><i>The initial research findings and specifications are at 1.1</i></p>
	1.2 Identify required resources which are appropriate to the work taking into account: <ul style="list-style-type: none"> <li>• labour,</li> <li>• equipment,</li> <li>• materials,</li> <li>• finance</li> <li>• specific expertise.</li> </ul>	<i>Reference 1.2 Action plan and financial breakdown JG</i>
	1.3 Ensure timing of resource enable work to proceed.	<p><i>Reference 1.3 Initial resource orders and labour scheduling JG</i></p> <p><i>Joe effectively prepared the plans and ensured sufficient and appropriate resources were ready for the start of work AB</i></p>

2. Be able to sequence and programme work	2.1 Ensure the work programme takes full account of the available resources to proceed.	Reference 1.4 Gantt chart indicates the major stages of the project and work schedule indicates each stage in more detail JG  <i>I have seen these documents during the professional discussion AN</i>
	2.2 Provide a sequence of work which meets agreed targets efficiently and effectively	
	2.3 Use a work programme which enables work to be completed on time, safely and to the standard required.	Joe carried out all the scheduling of staff and other resources. He carried out risk assessment for all stages and method statements for all activities AB
	2.4 Communicate the work programme effectively and in time to all relevant people.	Joe lead 2 staff meetings to explain the project to the staff involved and train them in the methods of work. 2 staff were trained to use the mini-digger AB
3. Be able to promote health and safety and good environmental practice.	3.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements.	Joe has met all the company's requirements to comply with legislation, including carrying out risk assessments, COSHH assessments, environmental assessments and maintained all the relevant records, including PUWER. He has carried out staff training on manual handling and machinery use and liaised with contractors carrying out specific tasks AB
	3.2 Ensure work is carried out in a manner which minimises environmental damage.	Joe carried out an environmental assessment and used this to inform the method statements AB
4. Understand how to estimate resource requirements and programme work.	4.1 Define project planning and describe methods of estimating resource requirements: <ul style="list-style-type: none"> <li>• labour,</li> <li>• equipment,</li> <li>• materials,</li> <li>• finance</li> </ul>	<i>A combination of questions and answers available in reference 4.1 is evidence for this section. AN I carried out a professional discussion with Joe at Stanley Gardens, where we could look at the company's records and the work completed. The audio tape of our conversation is reference 4.2 AN</i>

	<ul style="list-style-type: none"> <li>• specific expertise.</li> </ul>	
	4.2 Compare the effects of timing of resource provision on costs and completion.	4.1
	4.3 Assess methods to optimise resource usage and timing and minimise waste.	4.1 and 4.2
	4.4 Comment on the implications of estimating and arranging resources for both horticultural and landscape projects.	4.2
5. Understand the sequence and programming of work.	5.1 Explain the methods of sequencing work to achieve targets and realistic work rates for the work type programmed.	4.2
	5.2 Evaluate the use of performance measures.	4.2
	5.3 Describe the possible causes of disruption to work programmes and their effects on quality and timing.	4.1

	5.4 Explain the sources of hazard encountered on landscape maintenance and measures for their reduction.	4.1 and 4.2
6. Understand relevant health and safety legislation and environmental good practice.	6.1 Explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work.	4.2
	6.2 Describe the possible environmental damage and how to respond appropriately.	4.1
	6.3 Explain the records required for management and legislative purposes and the importance of maintaining them.	4.2

## UNIT 301

TITLE	Implement, monitor and evaluate plans for the health and welfare of animals	Learner's name
UAN REFERENCE	L/502/1565	
LEVEL	3	
CREDIT VALUE	6	
<p>All routes            Simulation will not be acceptable. Please refer to Lantra's Assessment Strategy for further guidance.            The aim of this unit is to provide the learner with the knowledge, understanding and skills required to implement, monitor and evaluate plans for the health and welfare of animals in a broad sense.            It involves the implementation of plans to maintain animal health and welfare in relation to health promotion measures, feeding, maintenance of living conditions and exercise and promoting health and safety.            The learner needs to complete this unit with more than one animal, which could be one or more species.            Simulation will not be acceptable. Please refer to Lantra's assessment for further guidance            Relationship to National Occupational Standards : AC10</p>		
Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to implement plans to maintain animal health and welfare.	1.1 Establish routines which allow for the effective implementation of plans: <ul style="list-style-type: none"> <li>(i) health promotion measures</li> <li>(ii) feeding and watering</li> <li>(iii) maintenance of the animal</li> <li>(iv) type and preparation and maintenance of living conditions</li> <li>(v) exercise</li> </ul>	

## UNIT 301

	(vi) methods and systems for promoting health and safety (vii) management of waste (viii) maintaining bio-security.	
	1.2 Implement the necessary recording and reporting arrangements and prepare any required forms ready for use.	
	1.3 Obtain the resources essential to the maintenance of animal health and development to meet requirements specified within the plan.	
	1.4 Present the requirements of the plan in a suitable way for those who are also involved in implementation.	
	1.5 Organise personnel requirements to support routines and schedules.	
	1.6 Establish a schedule for reviewing the plan.	

## UNIT 301

	1.7	Implement plans which promotes health and safety, and are consistent with current legislation and codes of practice.	
2. Be able to review plans for the maintenance of animal health and welfare.	2.1	Monitor and evaluate the implementation of the plan against specified criteria as follows quality of outcomes quality of working methods, practice and scheduling resource use.	
	2.2	Recommend and carry out modifications where appropriate.	
	2.3	Maintain records in accordance with organisational requirements.	
	2.4	Maintain effective communication with the relevant people to facilitate the effective running of the plan.	

## UNIT 301

<p>3. Be able to promote health and safety and environmental good practice.</p>	<p>3.1 Work in a way which promotes health and safety, animal welfare and is consistent with relevant legislation and codes of practice.</p>	
<p>4. Understand how to implement plans to maintain animal health and welfare.</p>	<p>4.1 Explain how to establish an effective plan to maintain animal health and welfare covering:</p> <ul style="list-style-type: none"> <li>(i) health promotion measures</li> <li>(ii) feeding and watering</li> <li>(iii) maintenance of the animal</li> <li>(iv) type, preparation and maintenance of living conditions</li> <li>(v) exercise</li> <li>(vi) methods and systems for promoting health and safety</li> <li>(vii) management of waste</li> <li>(viii) maintaining bio-security.</li> </ul>	

## UNIT 301

	<p>4.2 Explain how the following resources can be obtained:</p> <ul style="list-style-type: none"><li>(i) Feed</li><li>(ii) Services</li><li>(iii) People</li><li>(iv) Finance</li><li>(v) Accommodation</li><li>(vi) Equipment and consumables.</li></ul>	
	<p>4.3 Describe the legislation and codes of practice relevant to animal health and welfare and explain how these relate to the development of plans.</p>	
	<p>4.4 Explain the reporting and recording arrangements which are necessary under legislation and codes of good practice and which enable animal health and welfare to be effectively monitored.</p>	
	<p>4.5 Explain how to present plans in a form which is capable of use by those who are to implement them.</p>	
	<p>4.6 State why it is necessary to include arrangements for reviewing the plans and how this can best be done.</p>	

## UNIT 301

5. Understand how to review plans for the maintenance of animal health and welfare.	5.1	Explain the actions you should take if there are variations from the plans, including: (i) feedback information to those setting the plan (ii) feedback information to those implementing plan (iii) propose changes where appropriate.	
	5.2	Explain how to monitor the effectiveness of plans to maintain animal health and welfare against the following: (i) quality of outcomes (ii) quality of working methods, practice and scheduling (iii) resource use.	
	5.3	Outline the procedure for recommending modifications to the plan.	
	5.4	State the reasons for keeping records and the importance of their accuracy.	
	5.5	Explain the value of effective communication.	
	5.6	Summarise current health and safety legislation and codes of practice.	

## UNIT 302

TITLE	Promote, monitor and maintain health, safety and security of the workplace	Learner's name
UAN REFERENCE	D/502/1523	
LEVEL	3	
CREDIT VALUE	6	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required for monitoring and maintaining the safety and security of the workplace. It also covers carrying out risk assessments, promoting good standards of health and safety and understanding how to deal with any accidents or health emergencies.</p> <p>Relationship to National Occupational Standards : CU3</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Understand how to monitor and maintain the health, safety and security of the work area.	1.1 Explain the legal and organisational responsibilities in relation to health, safety and security covering: (i) people (ii) equipment and materials (iii) the work area.	
	1.2 Explain the importance of carrying out risk assessments for all work activities including assessing risks from new and non-routine activities.	

## UNIT 302

	<p>1.3 Explain the importance of assessing security issues associated with the work area covering:</p> <ul style="list-style-type: none"> <li>(i) bio security</li> <li>(ii) building security</li> <li>(iii) data security</li> <li>(iv) personal security.</li> </ul>	
	<p>1.4 Describe how to carry out and evaluate a risk assessment.</p>	
	<p>1.5 Explain the hierarchy of measures to control risks (including elimination, substitution, relevant engineering controls, safe systems of work, training/instruction and personal protective equipment).</p>	
	<p>1.6 Outline safe systems of work when people are working alone or at risk of abuse.</p>	
	<p>1.7 Explain safe methods and systems of working with hazardous materials and equipment in line with relevant legislation.</p>	
	<p>1.8 Explain how hazardous and non-hazardous waste should be managed in line with legislation.</p>	

## UNIT 302

2. Understand how to promote good standards of health and safety.	2.1 Explain the methods of communicating health and safety precautions to others entering the work area.	
	2.2 Explain how good standards of health and safety contribute to the management and efficiency of businesses or organisations.	
3. Understand how to deal with health emergency situations.	3.1 Describe the types of accidents or incidents which may occur and the correct actions to take.	
	3.2 Explain the importance of not carrying out actions beyond own capabilities.	
	3.3 Explain the potential risks to others from an emergency situation.	
	3.4 Explain the reasons for offering support and help to others involved in the accident or incident and how this should be achieved.	

## UNIT 302

4. Understand the records required and their importance.	4.1 Explain the responsibility for and types of records required and the importance of accurate record keeping.	
	4.2 Explain the relevant legislative requirements for completing records of accidents and incidents.	
5. Monitor and maintain the health, safety and security of the work area.	5.1 Carry out risk assessments in accordance with relevant legal and organisational requirements.	
	5.2 Evaluate the risks which have been identified and implement appropriate control measures.	
6. Promote good standards of health and safety.	6.1 Ensure appropriate clothing and protective equipment is worn which is consistent with recognised health and safety practice and in line with risk assessment.	
	6.2 Communicate any health and safety precautions that are being applied in the work area to others entering the area.	

## UNIT 302

	6.3	Use approved safe methods of lifting and handling when carrying out work.	
	6.4	Ensure standard procedures for personal hygiene are followed at all times.	
	6.5	Adopt safe systems of work which are consistent with organisational procedures and the findings of the risk assessment.	
	6.6	Take appropriate action if there is a danger of accidents or injury.	
7. Respond to health emergencies within the work area.	7.1	Implement procedures safely, correctly and without delay in an emergency situation.	
	7.2	Summon assistance immediately for any health emergency and initiate action appropriate to the condition and situation.	

## UNIT 302

	7.3 Give assistance as required within the limits of your capability, including suitable verbal support.	
	7.4 Make the immediate vicinity as safe as possible.	

## UNIT 303

TITLE	Plan the handling and restraint of animals.	Learner's name
UAN REFERENCE	R/502/1468	
LEVEL	3	
CREDIT VALUE	4	
<p>The aim of this unit is to provide the learner with knowledge, understanding and skills to handle and restrain animals. The learner will assess the risks involved and identify appropriate methods of restraint. The unit also requires the learner to supervise others handling animals.</p> <p>Approach, handle and restrain animals that are:</p> <ul style="list-style-type: none"> <li>(i) new to you</li> <li>(ii) have a physical condition that may affect their handling and restraint.</li> <li>(iii) have a behavioural condition that may affect their handling and restraint.</li> </ul> <p>Relationship to National Occupational Standards : CU115.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to plan for handling and restraining animals.	1.1 Plan the handling and restraint of animals by identifying the reason for handling and the possible risks involved.	
	1.2 Identify a range of suitable methods for restraining the animal and the appropriate equipment required for each method.	
	1.3 Prepare the environment to ensure that the risks to the animal, others and themselves are minimised.	

## UNIT 303

	1.4	Ensure that authorisation has been obtained for the animal to be handled and restrained using the method selected if required.	
2. Be able to handle and restrain animals.	2.1	Select a method of handling and restraint that is appropriate for the animal concerned, minimises the risks to the animal, the handler and others.	
	2.2	Approach the animal in a manner which promotes animal welfare, minimises stress to the animal.	
	2.3	Adapt the handling and restraint of the animal in response to its reactions and behaviour.	
	2.4	Assess the situation and seek assistance if there is a risk to the animal, security or health and safety.	
	2.5	Supervise others in the handling and restraint of animals.	

## UNIT 303

	2.6	Record the handling and restraint of the animal using the correct system.	
3. Be able to promote health and safety and environmental good practice.	3.1	Work in a way which promotes health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements.	
	3.2	Ensure the appropriate protective clothing and wear it correctly.	
4. Understand how to plan the handling and restraint of animals.	4.1	Explain how to plan the handling and restraint of animals and how to assess the risks inherent in restraining animals.	
5. Understand how to handle and restrain animals.	5.1	Explain why animals may require handling and restraint and how this may affect the method selected.	
	5.2	Describe the different methods of handling and restraining animals and the range of equipment used.	

## UNIT 303

	5.3	Explain how to identify the possible risks and hazards involved with handling and restraint of animals and how to minimise and respond to them.	
	5.4	Explain how animals should be approached in order to minimise stress, promote animal welfare and maintain health and safety.	
	5.5	Explain how to recognise and assess the signs of stress and alarm in the animals being handled and restrained.	
	5.6	Explain why it is important to work within their own limitations and experience when working with animals.	
	5.7	Explain how to identify situations where it is not suitable for a person to approach, handle or restrain an animal without assistance and the possible consequences of doing so.	

## UNIT 303

	5.8	Describe the types of conditions that may affect the approach, handling and restraint of animals (i) physical (ii) behavioural.	
	5.9	Explain how to supervise others in the safe handling and restraint of animals.	
	5.10	Describe how to, and from whom, to obtain the necessary authority for handling and restraining of animals and when this may be necessary.	
6. Understand relevant health and safety legislation.	6.1	Summarise current health and safety, animal health and welfare legislation, codes of practice and any additional requirements.	
	6.2	Describe the range of protective clothing which may be required and the reasons for its use.	

## UNIT 304

TITLE	Plan, supervise and control the movement of animals.	Learner's name
UAN REFERENCE	L/502/1470	
LEVEL	3	
CREDIT VALUE	4	
<p>The aim of this unit is to provide the learner with the skills, knowledge and understanding to plan, supervise and control the movement of animals from one place to another, taking into account condition of animals, health, environmental conditions, welfare and behaviour. Learners will be able to move animals using an appropriate method to include animals that:</p> <ul style="list-style-type: none"> <li>(i) are new to them</li> <li>(ii) have a physical condition that may affect their movement</li> <li>(iii) have a behavioural condition that may affect their movement.</li> </ul> <p>Relationship to National Occupational Standards : CU115.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to plan the movement of animals.	1.1 Plan the movement of animals with others to select the method of movement and identify the risks involved based on: <ul style="list-style-type: none"> <li>(i) condition of animals</li> <li>(ii) their health</li> <li>(iii) environmental conditions</li> <li>(iv) their welfare</li> <li>(v) their behaviour.</li> </ul>	
	1.2 Identify the animal to be moved and assess their suitability for movement.	

## UNIT 304

	1.3	Assess the new location to ensure that it meets animal's requirements.	
	1.4	Identify the appropriate method for moving the animal and prepare the necessary equipment.	
	1.5	Communicate the movement plan to others to ensure that animal's welfare is maintained and the risks to others are reduced.	
	1.6	Ensure that authorisation has been obtained for the animal to be moved, if necessary.	
2. Be able to supervise the movement of animals.	2.1	Ensure others approach the animal in an appropriate manner in order to minimise stress to the animal and maintain health and safety.	
	2.2	Supervise others to move the animal to its new location maintaining health and safety and welfare of the animal or other animals in the vicinity.	
	2.3	Record the movement of animals using the correct method and documentation clearly and accurately.	

## UNIT 304

3. Be able to promote health and safety.	3.1 Work in a way which promotes health and safety, animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements.	
4. Understand how to plan, supervise and control the movement of animals	4.1 Explain the reasons for moving the animal and how this may affect the method used.	
	4.2 Describe different methods of identification for animals.	
	4.3 Explain the range of handling and restraint methods available	
	4.4 Describe the conditions that may affect the movement of animals (i) physical condition (ii) environmental conditions (iii) welfare (iv) behaviour	
	4.5 Explain how the pace of the animal affects the movement plan	
	4.6 Explain how to assess the risks involved with approaching and the movement of animals and how to minimise them	
	4.7 Explain how to supervise others in the safe movement of animals	

	4.8	Explain the information to be recorded when animals are moved and the reasons for doing so	
	4.9	Explain how to assess the suitability of a new location to meet the animal's requirements	
	4.10	Explain how to identify a suitable route to meet the animal's requirements	
5. Understand relevant health and safety legislation and environmental good practice	5.1	Summarise current health and safety legislation, animal welfare and codes of practice and any additional requirements	

## UNIT 215

TITLE	Welcome, receive and care for visitors to sites	Learner's name
UAN REFERENCE	A/502/1609	
LEVEL	2	
CREDIT VALUE	3	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to deal with visitors to sites. It covers caring for and monitoring the behaviour of visitors in the workplace, and providing them with information. Workplaces may be open to the public or may be organisations to which visitors are invited or where officials have the right of access. Learners should be aware of their limitations and should not put themselves in potentially dangerous situations to achieve this unit, Simulation will not be acceptable.</p> <p>Relationship to National Occupational Standards : AC6</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to welcome and receive visitors.	1.1 Keep the area in a state of readiness to receive visitors safely.	
	1.2 Greet and communicate with visitors in an appropriate manor.	
	1.3 Identify and report inappropriate visitors.	Witness statements may be appropriate here.

## UNIT 215

	1.4	Work in a way which promotes health and safety, is consistent with relevant legislation and codes of practice.	
2. Be able to care for visitors.	2.1	Care for visitors in accordance with their needs and relevant policies.	
	2.2	Refer visitors to the appropriate source of information.	
	2.3	Manage visitors to the site in a way which is consistent with its purpose and condition, and in a manner which promotes their own safety and security.	
3. Know how to welcome and receive visitors.	3.1	State the preparations required for the arrival of visitors covering groups and individuals.	
	3.2	Outline the importance of creating a positive first impression and how this is achieved.	

## UNIT 215

	3.3	Describe how to recognise those visitors who should not be on the site and understand the limitations and the dangers in being able to deal with them.	
	3.4	List potential sources of information for visitors covering groups and individuals.	
	3.5	Describe effective methods of communicating to groups and individuals.	
4. Know how to care for visitors.	4.1	Outline how to monitor visitors' needs and when to intercept to offer help.	

## UNIT 215

	<p>4.2 Describe how the purpose of the site can be maintained whilst accommodating the needs and security of visitors covering all of the following:</p> <ul style="list-style-type: none"> <li>(i) supporting visitors in terms of their safety and welfare</li> <li>(ii) providing information to visitors</li> <li>(iii) caring for the environment (e.g. by restricting access)</li> <li>(iv) maintaining the bio-security of the site</li> <li>(v) maintaining the welfare of the animals.</li> </ul>	
<p>5. Know the relevant health and safety procedures.</p>	<p>5.1 Describe how bio-security and welfare can be maintained on sites open to visitors.</p>	
	<p>5.2 Outline organisational policy on health and safety and confidentiality and how this can be maintained.</p>	

## UNIT 305

TITLE	Investigate reported abuse or harm to animals and act appropriately	Learner's name
UAN REFERENCE	D/502/1635	
LEVEL	3	
CREDIT LEVEL	8	
<p>Simulation will not be acceptable. Please refer to Lantra's Assessment Strategy for further guidance.</p> <p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to collect and collate information relating to investigating reports of abuse or harm to animals. Where necessary, the learner will need to involve the appropriate law enforcement agencies.</p> <p>Relationship to National Occupational Standards : AC11.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to investigate reported abuse or harm of animals.	1.1 Receive and record reports of abuse or harm to include: (i) cruelty (ii) abandonment (iii) straying (iv) nuisance.	
	1.2 Gather sufficient information to enable appropriate action to be taken.	Learner must be fully conversant with the implications of the data protection act.

## UNIT 305

	1.3	Review the information and assess potential risks taking into account: (i) the seriousness of the allegation (ii) the urgency of situation (iii) welfare considerations (iv) risk to public, self and animal.	
	1.4	Involve law enforcement agencies and/or other specialists as appropriate.	
	1.5	Follow procedures to identify responsibility for the animal.	
	1.6	Select investigation methods that take account of all the relevant factors.	

## UNIT 305

	<p>1.7 Obtain evidence from appropriate sources which could include:</p> <ul style="list-style-type: none"> <li>(i) photographs</li> <li>(ii) specimens</li> <li>(iii) veterinary records</li> <li>(iv) written statements</li> <li>(v) physical items.</li> </ul>	
	<p>1.8 Inform the individual responsible of their legal rights where there are grounds to suspect an offence has been committed.</p>	<p>Learner must be fully informed of relevant current legislation and know their own limitations.</p>
	<p>1.9 Summon assistance without delay to prevent injury or harm to self, members of the public and animals, where the behaviour of individuals suggests the possibility of aggressive or abusive behaviour.</p>	
	<p>1.10 Carry out your work in accordance with the law.</p>	
	<p>1.11 Produce investigation reports and findings that are accurate and complete, and pass them to the appropriate authority.</p>	

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

## UNIT 305

	<p>2.6 Describe the techniques for the collection, and methodology for collation and storage of each type of information:</p> <ul style="list-style-type: none"><li>(i) photographs</li><li>(ii) specimens</li><li>(iii) veterinary records</li><li>(iv) written statements</li><li>(v) physical items.</li></ul>	
	<p>2.7 Explain current legislation relating to the collection, storage and disclosure of information.</p>	
	<p>2.8 Review and analyse investigation methods used.</p>	

## UNIT 308

TITLE	Co-ordinate the care of animals that have been abused, harmed, strayed or abandoned.	Learner's name
UAN REFERENCE	Y/502/1634	
LEVEL	3	
CREDIT LEVEL	5	
<p>Simulation will not be acceptable.</p> <p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to co-ordinate the care of animals that have been abused, harmed, picked up as stray or abandoned. This includes liaison with the animals' keeper, the organisation of veterinary care where this is needed and the keeping of full records.</p> <p>In this unit, the term 'keeper' is used to denote the individual responsible for the control and welfare of the animal - this may or may not be the owner.</p> <p>Relationship to National Occupational Standards : AC11.4</p>		

Learner Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Be able to co-ordinate the care of animals that have been abused, harmed, been picked up as stray or abandoned.	1.1 Establish the condition and assess the behaviour of the animal.	
	1.2 Review the situation and assess any potential risks.	
	1.3 Record the condition of the animal and the environment.	

## UNIT 308

	1.4	Identify where the animal requires the attention of a qualified practitioner or specialist handler and obtain as appropriate.	
	1.5	Accurately record advice and directions on (i) medication and treatment (ii) behaviour (iii) diet (iv) environment (v) handling and communicate to those who need to know.	
	1.6	Produce a care plan which gives clear instructions and advice regarding the remedial course of action to be followed.	
	1.7	Co-ordinate the careful handling of the animal and its establishment in a suitable environment.	
	1.8	Maintain up to date, accurate and complete records.	Learner must have relevant knowledge of the data protection act.

## UNIT 308

	1.9	Communicate with colleagues, qualified veterinary staff and specialists on the care of the animal.	
2. Understand how to co-ordinate the care of animals that have been abused, harmed, been picked up as stray or abandoned.	2.1	Summarise the legal requirements and duties relating to the removal and care of animals.	
	2.2	Explain how to obtain the relevant consents and waivers where the animal has been voluntarily signed and where animals are removed to safe accommodation.	
	2.3	Describe the considerations to be taken into account when producing a care plan for the animal including advice and remedial course of action.	
	2.4	Explain the importance of accurate record keeping and monitoring in a welfare situation.	
	2.5	Describe the considerations to be taken into account when selecting appropriate environments for animals that have been abused.	

## UNIT 308

	2.6 Critically compare actions and outcomes of a case.	
	2.7 Explain how to co-ordinate the careful handling of the animal and its establishment in a suitable environment.	

## UNIT 309

TITLE	Provide advice and guidance on the choice and care of animals to prospective keepers.	Learner's name
UAN REFERENCE	R/502/1020	
LEVEL	3	
CREDIT LEVEL	7	
<p>Simulation will not be acceptable.          The learner must have a good understanding of the animal abandonment act.          The aim of this unit is to provide the learner with the knowledge, understanding and skills required to provide advice and guidance to prospective keepers on the choice and care of animals.          It covers the likely needs, temperament and behaviour of animals for which they may wish to provide a home. It reflects the need to assess and verify that prospective owners recognise and understand their duties and obligations as keepers of an animal, and that the facilities that they are able to offer are suitable for the animal. It includes advising on the suitability of an animal, the care required by an animal and the likely costs of keeping them. This information needs to be clearly and effectively communicated.          Relationship to National Occupational Standards : AC12.1</p>		

Learner Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Be able to advise prospective keepers on the choice and care of animals.	1.1 Give advice on the likely growth and behaviour patterns of a young animal clearly and in a manner and pace suitable for the individual.	
	1.2 Clearly explain the animal's needs in relation to meeting the five needs.	

## UNIT 309

	1.3	Clearly detail the likely maintenance costs over an average lifetime: (i) food (ii) medical and care fees (iii) training (iv) accessories (v) adaptations to living space and vehicles.	
	1.4	Offer and explain written information to reinforce advice and information.	
	1.5	Encourage potential keepers to ask questions, seek clarification and make comments at appropriate stages in the discussion.	
	1.6	Make recommendations regarding the choice of animal and its care which are tactful and clearly related to the animal's needs and the care and facilities that the potential keeper can offer.	

## UNIT 309

	1.7	<p>Accurately assess the animal's temperament and its likely reaction to factors in the new environment and communicate your assessment to the potential keeper. Provide advice relating to the following factors in the new environment:</p> <ul style="list-style-type: none"> <li>(i) presence of other animals</li> <li>(ii) presence of people</li> <li>(iii) access to space for recreation</li> <li>(iv) space</li> <li>(v) security.</li> </ul>	
	1.8	Clearly explain any conditions, care and support services offered by the organisation (if applicable).	
	1.9	Inform prospective keepers of any behavioural or medical conditions that the animal has that may affect their decision.	The learner must not make diagnoses, but would inform prospective keeper of any known conditions.

## UNIT 309

	1.10	Confirm the prospective keeper's understanding of advice about the animal and their intention to proceed.	
2. Understand how to advise prospective keepers on the choice and care of animals.	2.1	Describe the normal behaviour patterns, temperament and growth of a selection of animals relevant to the organisation.	
	2.2	Explain the needs of animals for company, exercise, food, and space.	
	2.3	Explain how to estimate maintenance costs for an animal and the factors that should be included: (i) food (ii) medical and care fees (iii) training (vi) accessories (vii) adaptations to living space and vehicles.	
2.4	Explain the training options for different types of animals.		

	2.5 Describe how to adapt communication methods to meet the needs of individuals.	
	2.6 State the sources of information and specialist advice.	
	2.7 Assess and explain the likely reactions of animals to new environments: (i) presence of other animals (ii) presence of people (iii) access to space for recreation (vi) space (vii) security.	
	2.8 Define and explain the five animal needs.	
	2.9 Explain any additional requirements or conditions that may be required from prospective keepers to meet their responsibilities within the legislation and codes of practice.	

## UNIT 310

TITLE	Assess the suitability of new environments for the placement of animals	Learner's name
UAN REFERENCE	F/502/1014	
LEVEL	3	
CREDIT LEVEL	7	
<p>Simulation will not be acceptable.          The aim of this unit is to provide the learner with the knowledge, understanding and skills required to assess the suitability of new environments for the placement of animals.          The learner will be able to accurately assess conditions, deal with unrealistic expectations on the part of prospective keepers and to carry out follow-up checks on animal placements, if applicable.          Relationship to National Occupational Standards : AC12.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to assess the suitability of new environments to meet the five freedoms.	1.1 Identify the potential keeper's expectations and the care and facilities they can offer the animal to meet the requirements of the five needs.	
	1.2 Assess the suitability of the new environment for the animal to identify the criteria covering: (i) presence of other animals (ii) presence of adults and children (iii) care and facilities.	

## UNIT 310

	1.3	Produce criteria that takes into account the history and welfare of the animal, and the interests of the potential keeper.	
	1.4	Accurately record information relating to the new environment, the prospective keeper and their lifestyle.	
	1.5	Analyse, report and communicate information about decisions from the results of the assessments.	
	1.6	Confirm arrangements for post-placement checks if applicable.	
	1.7	Work in a way which promotes health and safety, and is consistent with relevant legislation and codes of practice.	
2. Understand how to assess the suitability of new environments for the placement of	2.1	Explain the methods available for determining the suitability of environments.	

animals.	2.2	Identify the available sources of information and specialist advice.	
	2.3	Explain how to assess the suitability of new environments to meet the five needs for the specified animal and one other type of animal.	
	2.4	Explain how the presence of children or other animals may affect the suitability of a prospective new home.	
	2.5	Describe how and when post-placement checks should be undertaken.	
	2.6	Describe the relevant health and safety legislation and codes of practice.	
	2.7	Evaluate the criteria used to assess suitability of new environment and the prospective keeper.	

	2.8 Explain why it is important to record and report information on the assessment process and decisions.	
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## UNIT 311

TITLE	Plan the establishment and management of wild animal populations	Learner's name
UAN REFERENCE	H/502/1636	
LEVEL	3	
CREDIT LEVEL	5	
<p>Learners need to be aware of the zoo licensing act. Simulation will not be acceptable . The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan the establishment of a population of wild animals or animals for release into the wild. The learner will produce plans that achieve a balance between the intended purpose of the establishment/ management and the opportunities and constraints relating to the activity. Relationship to National Occupational Standards : AC13.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to plan the establishment and management of wild animal populations.	1.1 Establish the intended purpose of the animal population.	

## UNIT 311

	<p>1.2 Identify the following opportunities and constraints relevant to establishing and managing the animal population:</p> <ul style="list-style-type: none"><li>(i) legal</li><li>(ii) environmental</li><li>(iii) social, cultural and aesthetic</li><li>(iv) economic</li><li>(v) physical</li><li>(vi) organisational</li><li>(vii) timing/seasonality.</li></ul>	
	<p>1.3 Produce plans that achieve the best balance between the intended purpose and the opportunities and constraints.</p>	
	<p>1.4 Identify the following resources required to achieve the plan and establish their availability:</p> <ul style="list-style-type: none"><li>(i) human</li><li>(ii) financial</li><li>(iii) material</li><li>(iv) capital</li><li>(v) animal.</li></ul>	

	<p>1.5 Produce plans that contain the following types of information as necessary for their effective implementation in the context of the specific site:</p> <ul style="list-style-type: none"> <li>(i) site preparation</li> <li>(ii) methods of work</li> <li>(iii) sequence of operations</li> <li>(iv) disposal of waste</li> <li>(v) site maintenance</li> <li>(vi) health and safety requirements.</li> </ul>	
	<p>1.6 Present your plans in a way which is suitable for those who are to use them.</p>	
<p>2. Understand how to plan the establishment and management of wild animal populations.</p>	<p>2.1 Explain planning methods and the circumstances in which they apply when establishing or managing wild animal populations.</p>	

	<p>2.2 Explain the methods for identifying the opportunities and constraints to establishing and managing animal populations:</p> <ul style="list-style-type: none"> <li>(i) legal</li> <li>(ii) environmental</li> <li>(iii) social, cultural and aesthetic</li> <li>(iv) economic</li> <li>(v) physical</li> <li>(vi) organisational timing/seasonality.</li> </ul>	<p>Learners must be aware of the wildlife and countryside act, the wild animals act, and zoo licensing act as appropriate.</p>
	<p>2.3 Summarise the requirements and legislation relating to the establishment and management of populations.</p>	
	<p>2.4 Identify the sources of information covering:</p> <ul style="list-style-type: none"> <li>(i) site preparation</li> <li>(ii) methods of work</li> <li>(iii) sequence of operations</li> <li>(iv) disposal of waste</li> <li>(v) site maintenance</li> <li>(vi) health and safety requirements.</li> </ul>	

	2.5	Summarise the legislation relating to planning and use of sites for the care and breeding of animals.	
	2.6	Describe the methods available for assessing population growth targets.	
	2.7	Describe the methods available for calculating the size and types of facilities required for the assessed population growth.	
3. Understand relevant health and safety legislation and environmental good practice.	3.1	Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements.	

## UNIT 312

TITLE	Monitor and evaluate the establishment and management of wild animal populations	Learner's name
UAN REFERENCE	K/502/1637	
LEVEL	3	
CREDIT LEVEL	4	
<p>Learners need to be aware of the zoo licensing act. Simulation will not be acceptable . Learners must be aware of the wildlife and countryside act, the wild animals act, and zoo licensing act as appropriate. The aim of this unit is to provide the learner with the knowledge, understanding and skills required to monitor and evaluate progress of the establishment and management of wild animal populations and to intervene where establishment and management are not going according to plan. Relationship to National Occupational Standards : AC13.2</p>		

Learner Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Be able to monitor and evaluate the establishment and management of wild animal populations.	1.1 Select monitoring methods which are appropriate to the establishment and management plan and those implementing it.	

	<p>1.2 Monitor establishment and management at optimal frequencies to evaluate progress against the following aspects of adherence to plan:</p> <ul style="list-style-type: none"> <li>(i) quality of outcomes</li> <li>(ii) quality of working methods and practice</li> <li>(iii) resource use</li> <li>(iv) scheduling</li> <li>(v) progress.</li> </ul>	
	<p>1.3 Take the appropriate action as necessary when monitoring reveals deviations from the plan. Action to include:</p> <ul style="list-style-type: none"> <li>(i) cessation of work (temporary or permanent)</li> <li>(ii) reporting to others in responsibility</li> <li>(iii) feedback information for review of plan.</li> </ul>	
	<p>1.4 Take the appropriate action where unforeseen circumstances arise during establishment and management.</p>	

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

## UNIT 313

TITLE	Provide information on how to maintain the behaviour, health and welfare of animals	Learner's name
UAN REFERENCE	R/502/0675	
LEVEL	3	
CREDIT LEVEL	2	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to provide information on how to maintain the behaviour, health and welfare of animals. It is not intended for those who specialise in animal behaviour or animal health            The learner will prepare and provide accurate and complete information and present it in a manner that is suitable for the audience            Simulation will not be acceptable.            Relationship to National Occupational Standards : AC14.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to provide information on how to maintain the behaviour, health and welfare of animals.	1.1 Supply appropriate information on maintaining the health and welfare of animals which is consistent with organisation policy on health promotion.	
	1.2 Supply appropriate information on the behaviour which is typical of the animal.	
	1.3 Provide guidance on alternative sources of information where individuals might benefit from it.	

	1.4	Provide health promotion and risk reduction advice in a manner, and at a level and pace, which is appropriate to the individual(s) you are advising.	
	1.5	Offer individuals the opportunity to discuss and seek clarification on any health matters.	
2. Know what information to provide on how to maintain the behaviour, health and welfare of animals.	2.1	Explain the different ways in which animal health and welfare can be promoted.	
	2.2	Explain the general requirements for maintaining health and welfare, including: (i) diet (ii) accommodation (iii) exercise (iv) handling (v) physical condition (vi) specific measures to promote health (e.g. preventative measures, identification etc.) (vii) maintaining the body and appearance of the animal.	
	2.3	List the main sources of information e.g. organisations, references, legislation.	

	2.4	Assess the limitations of your own knowledge and competence and how this influences the amount of information you can provide.	
	2.5	Describe the potential problems which may arise if the wrong information is given.	
	2.6	Describe how to recognise abnormal behaviour in animals.	
	2.7	State the importance of maintaining confidentiality.	
	2.8	Explain your own responsibility under health and safety and animal welfare legislation when providing information.	
	2.9	Explain how good practice can be promoted to others and how your own behaviour can influence this.	

	<p>2.10 Explain the main requirements for risk reduction covering:</p> <ul style="list-style-type: none"> <li>(i) Encouraging the individual to change the way they currently care for the animal</li> <li>(ii) Medication for particular conditions</li> <li>(iii) Health and safety to the animal and the owner.</li> </ul>	<p>Learners should be encouraged to take a broad overview of the range of situations that this may be applicable for.</p>
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## UNIT 314

TITLE	Recognise and interpret the behaviour of animals.	Learner's name
UAN REFERENCE	L/502/1632	
LEVEL	3	
CREDIT VALUE	4	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to recognise and interpret the behaviour of animals in order to identify options for action which are best for the individual animal and the person. It is not intended for those who specialise in animal behaviour but is for those who carry out such interpretation in a support capacity. Simulation will not be acceptable .</p> <p>Relationship to National Occupational Standards : AC14.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to recognise and interpret the behaviour of animals.	1.1 Obtain relevant information on the individual animal behaviour to determine the nature of its behaviour or whether the animal is behaving abnormally. Information may be obtained by: <ul style="list-style-type: none"> <li>(i) personal observation</li> <li>(ii) reports of owners</li> <li>(iii) reports from others.</li> </ul>	

	<p>1.2 Evaluate the range of situations and influences which may be affecting the animal, and identify those which are most likely to be affecting the animal. Influences could include:</p> <ul style="list-style-type: none"> <li>(i) the behaviour of people</li> <li>(ii) the behaviour of other animals</li> <li>(iii) the environment.</li> </ul>	
	<p>1.3 Analyse the impact of the owner's behaviour on the animal:</p> <ul style="list-style-type: none"> <li>(i) the ways in which animals are conditioned to respond</li> <li>(ii) the ways in which animals react to particular incidents</li> <li>(iii) the influence of animals' previous experience of humans in particular situations.</li> </ul>	

	<p>1.4 Explore the possible options for action and identify the best for the individual animal and person. Options could include:</p> <ul style="list-style-type: none"> <li>(i) individuals changing their behaviour</li> <li>(ii) changing animals' environment</li> <li>(iii) altering the other animals who are present.</li> </ul>	
	<p>1.5 Monitor the result of changing animal and individual behaviour and give follow-up advice where necessary.</p>	
<p>2. Understand how to recognise and interpret the behaviour of animals.</p>	<p>2.1 Explain the following animal behaviour:</p> <ul style="list-style-type: none"> <li>(i) behaviour which is normal to the type</li> <li>(ii) behaviour which is normal to the animal concerned</li> <li>(iii) unexpected/abnormal behaviour to the animal or type.</li> </ul>	
	<p>2.2 Describe the effective ways of handling and managing animals which contributes to their health and welfare.</p>	

	2.3	<p>Explain the effects of human behaviour on animals and how animals can learn responses from humans covering:</p> <ul style="list-style-type: none"> <li>(i) the ways in which animals are conditioned to respond</li> <li>(ii) the ways in which react to particular incidents</li> <li>(iii) the influence of animals' previous experience of humans in particular situations.</li> </ul>	
	2.4	<p>Assess the limitations of own knowledge and competence and hence the amount of information which can be provided.</p>	
	2.5	<p>Describe the potential problems which may arise if the wrong information is given.</p>	
	2.6	<p>Explain how situations and influences may affect the behaviour of the animal:</p> <ul style="list-style-type: none"> <li>(i) the behaviour of people</li> <li>(ii) the behaviour of other animals</li> <li>(iii) the environment.</li> </ul>	

	2.7	Describe how to assess what may be affecting animal behaviour.	
	2.8	Describe how to encourage individuals to think through how their own behaviour may be affecting animals and how they may alter it constructively.	
	2.9	Explain the possible options for action when there are changes in animal behaviour: (i) individuals changing their behaviour (ii) changing animal's environment (iv) altering the other animals who are present.	
	2.10	Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements.	

## UNIT 315

TITLE	Contribute to the prevention of aggressive and abusive behaviour of people	Learner name
UAN REFERENCE	J/502/1631	
LEVEL	3	
CREDIT LEVEL	4	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to contribute to the prevention of aggressive and abusive behaviour. The learner will identify signs of disruptive behaviour and how their own actions and behaviour can affect that of others.</p> <p>There should be clear organisational guidelines and guidance regarding the managing of potentially aggressive and abusive behaviour of people which the learner should be familiar with. Learners should be aware of their limitations of responsibilities in the advice they give and the actions they take. It should be ensured that the assessment does not endanger or cause additional risk to the persons involved.</p> <p>Simulation will not be acceptable .</p> <p>Relationship to National Occupational Standards : AC15.1</p>		

Learner Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Be able to take action to discourage aggressive and abusive behaviour of people.	1.1 Approach individual/s in a manner which is likely to be perceived as non-threatening and which is consistent with any legal and organisational constraints.	

	<p>1.2 Communicate with individual/s in a manner which:</p> <ul style="list-style-type: none"> <li>(i) is free from discrimination and oppression</li> <li>(ii) is not likely to antagonise the situation</li> <li>(iii) encourages an open exchange of information</li> <li>(iv) is appropriate</li> <li>(v) acknowledges the rights of everyone present.</li> </ul>	
	<p>1.3 Explain clearly to the individual what your role is and the required outcome of the encounter.</p>	
	<p>1.4 Ensure your behaviour towards individual/s is supportive of diverting aggression or abuse, and resolving the situation peacefully.</p>	
	<p>1.5 Monitor the situation and give appropriate warnings to people who are becoming aggressive or abusive consistent with good practice and relevant legislation.</p>	
	<p>1.6 Take appropriate action if the situation deteriorates.</p>	

2. Understand the actions to take to discourage aggressive and abusive behaviour of people.	2.1	Describe the signs of potentially disruptive behaviour - verbal and non-verbal.	
	2.2	Explain how the principles of equality, diversity and anti-discriminatory practice apply and the dangers of stereotyping.	
	2.3	Explain how to communicate effectively and how this may promote the behaviour wanted.	
	2.4	Explain how your own behaviour and language could be interpreted.	
	2.5	Describe the types of constructive behaviour and techniques which can be taken to diffuse situations.	
	2.6	Describe actions that could trigger aggressive or abusive behaviour.	
	2.7	Explain the warnings which may be necessary to give people in relation to their behaviour.	

	2.8 Explain the importance of constantly assessing the risks of a situation and what actions to take if the situation deteriorates.	
	2.9 Summarise how to report and record incidents of abusive and aggressive behaviour.	Learners should work within the data protection legislation.

## UNIT 316

TITLE	Contribute to managing aggressive and abusive behaviour of people	Learner's name
UAN REFERENCE	F/502/1627	
LEVEL	3	
CREDIT LEVEL	5	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to contribute to managing episodes of aggressive and abusive behaviour in a manner which seeks to maintain personal safety and the safety of others. There should be clear organisational guidelines and guidance regarding the managing of potentially aggressive and abusive behaviour of people which the learner should be familiar with. Learners should be aware of their limitations of responsibilities in the advice they give and the actions they take. It should be ensured that the assessment does not endanger or cause additional risk to the persons involved. Simulation will not be acceptable.</p> <p>Relationship to National Occupational Standards : AC15.2</p>		

Learner Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Be able to contribute to the management of episodes of aggressive and abusive behaviour of people.	1.1 Recognise when a situation is leading to aggressive and abusive behaviour.	
	1.2 Assess whether there are any immediate actions that can be taken to reduce the risk of aggressive and abusive behaviour.	
	1.3 Act in a manner which is likely to promote calm and reassurance.	

	1.4	Take the appropriate action without delay to protect yourself and others who are potentially at risk from the situation.	
	1.5	Summon assistance or leave the situation without delay when you feel endangered and you are on your own.	
	1.6	Manage physically aggressive behaviour in ways which are consistent with legal and organisational requirements.	
	1.7	Record the circumstances surrounding any incident and report them to appropriate people without delay.	
	1.8	Discuss and review incidents of aggression or abuse with appropriate people and identify and agree possible ways of preventing future occurrence.	
	1.9	Offer support to others affected by the incident.	
2. Understand how to contribute to the management of episodes of aggressive and	2.1	Describe effective methods of monitoring behaviour.	

abusive behaviour of people.	2.2	Explain the signs of potentially disruptive behaviour - verbal and non-verbal.	
	2.3	Explain actions that could be taken to try to reduce the risk of aggressive and abusive behaviour and how to prevent the escalation of aggression during an outburst.	
	2.4	Explain actions that could trigger aggressive and abusive behaviour.	
	2.5	Describe the routes out of the situation and methods of manoeuvring oneself into the safest position.	
	2.6	Explain how to plan actions to be taken if the situation deteriorates.	
	2.7	Explain the safe methods of restraint which are consistent with legally permissible methods of control.	

	2.8	Explain how to control your own emotions and feelings while an outburst is happening and why it is necessary to manage your own feelings after the incident.	
	2.9	Explain how to portray a calm and reasoned approach whilst the aggression is happening and why it is important to do so even if you do not feel calm.	
	2.10	Explain why it is important to discuss incidents of aggression or abuse with appropriate people to try to prevent future occurrence.	Examples of future preventative measures, eg warning signs, restricted access, review of protocols.
	2.11	Describe the legal aspects of dealing with aggression e.g. statutory powers of entry or seizure.	

## UNIT 317

TITLE	Assess and plan dog grooming work	Learner's name
UAN REFERENCE	K/502/1699	
LEVEL	3	
CREDIT VALUE	4	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required assess and plan the work to be done in terms of grooming a dog. The learner will consider what methods will be used to carry out the work as well as the tools and techniques to use when conducting the grooming. Simulation will not be acceptable. Relationship to National Occupational Standards : AC16</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to Assess and plan the work to be done.	1.1 Accurately assess the appearance of the dog.	
	1.2 Plan the work according to the client request, the breed of dog and its appearance for three of the following: (i) round head (ii) head with short split eyebrows (iii) head with long split eyebrows (iv) head with centre fall eyebrows (v) clean head (vi) clean face.	The assessor needs to observe at least 2.

	1.3	Plan two required trimming methods for the work: (i) scissored coat (ii) hand-stripped coat (iii) clipped coat.	The assessor needs to observe at least 1.
	1.4	Discuss any problems with the planned work with the client and suggest suitable ways forward.	
	1.5	Prepare the work area to meet the needs of the planned activity.	
	1.6	Keep accurate records of the client's request and the assessed work plan.	
2. Be able to maintain and use relevant equipment.	2.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout.	
	2.2	Select the appropriate tools and equipment for the work: (i) clippers and blades (ii) scissors (iii) thinning scissors (iv) stripping tools.	The assessor needs to observe at least 2.

<p>3. Be able to promote health and safety and environmental good practice.</p>	<p>3.1 Work in a way which promotes health and safety, animals welfare, is consistent with relevant legislation, codes of practice and any additional requirements.</p>	
<p>4. Understand how to assess and plan the work to be done.</p>	<p>4.1 Explain how to plan the work according to the client request, the breed of dog and its appearance:  (i) round head  (ii) head with short split eyebrows  (iii) head with long split eyebrows  (iv) head with centre fall eyebrows  (v) clean head  (vi) clean face.</p>	
	<p>4.2 Explain the necessary appearance and condition of the dog.</p>	
	<p>4.3 Explain the types of problems which may occur and how these should be dealt with.</p>	
	<p>4.4 Explain the importance of maintaining the condition of the work area for the work.</p>	

	4.5 Explain how to plan the required trimming methods for the work: (i) scissored coat (ii) hand-stripped coat (iii) clipped coat.	
5. Understand the reasons for maintaining equipment.	5.1 Explain the importance of maintaining equipment for use.	
	5.2 describe the types of tools and equipment for the work: (i) clippers and blades (ii) scissors (iii) thinning scissors (iv) stripping tools.	
6. Understand relevant health and safety legislation and environmental good practice.	6.1 Summarise current health and safety, animal welfare legislation, codes of practice and any additional requirements.	
	6.2 Describe the possible environmental damage that could occur and how to respond appropriately.	
	6.3 Explain the correct and appropriate methods for disposing of waste.	
	6.4 Explain the records required for management and legislative purposes and the importance of maintaining them.	

## UNIT 318

TITLE	Sell over the counter medicines and treatments for the care of animals	Learner's name
UAN REFERENCE	D/502/1621	
LEVEL	3	
CREDIT LEVEL	7	
<p>The aim of this unit is to provide the learner with the knowledge understanding and skills required in the sale of medicines and treatments for animals in pet retail outlets.</p> <p>It covers establishing customer requirements, identifying the most suitable item and advising customers about how medicines and treatments should be used.</p> <p>It applies to the sale of General Sales List (GSL) and products, and not to the sale of Prescription Only Medicines (POM), Pharmacy Merchants' List (PML) or Pharmacy Medicines (PM) - items that should be obtained from a veterinary surgeon, Pharmacist or Registered Animal Health Distributor.</p> <p>Simulation will not be acceptable .</p> <p>Relationship to National Occupational Standards : AC17.1</p>		

Learner Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Be able to sell over the counter medicines and treatments for animals.	1.1 Correctly identify the customer's requirements including: (i) routine requirements (ii) special requirements.	
	1.2 Request any further details about the animal and confirm the details provided with the customer.	

	1.3	Establish the customer's experience of using products which are requested by name, and give appropriate and accurate advice.	
	1.4	Advise customers on the administration, dosage, storage and disposal of medicines and treatments.	
	1.5	Give the customer sufficient opportunities to examine products and to seek clarification on how to use the product.	
	1.6	Treat customers courteously and in a manner that promotes trust and loyalty.	
	1.7	Respond in an appropriate way to requests for medicines and treatments that cannot be sold to customers.	
	1.8	Package products correctly and, if necessary, discreetly.	
	1.9	Work in a way which promotes health and safety and animal welfare, and is consistent with relevant legislation and codes of practice.	

	1.10	Keep accurate records of the sale of animal medicine and treatment products.	
	1.11	Advise customers to seek veterinary advice as required.	
2. Understand how to sell over the counter medicines and treatments for animals.	2.1	Explain the differences between items which can be sold to customers and prescription medicines which must be obtained from a veterinary surgeon.	
	2.2	State what questions to ask, and how to ask questions clearly.	
	2.3	Explain which products require special precautions or sales procedures, including when to advise customers on the use of products.	
	2.4	Specify what the active ingredients in products are, and explain how to identify them, and what effect they may have.	

	2.5	State the factors that affect the choice and use of medicines.	
	2.6	Explain which items require special storage, dosage or disposal precautions.	
	2.7	State whom to approach for advice and when to do so.	
	2.8	Explain the range of products stocked, how they should be used and the possible consequences of misuse.	
	2.9	Explain what records need to be kept and the reasons for doing so.	
	2.10	Summarise your responsibilities under the relevant legislation and codes of practice for the selling of medicines and treatments for animals.	

## UNIT 319

TITLE	Provide information to customers seeking advice about symptoms and over-the-counter medications for the care of animals	Learner's name
UAN REFERENCE	R/502/1633	
LEVEL	3	
CREDIT LEVEL	7	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to provide information to customers seeking advice about symptoms and over-the-counter medications for the care of animals.</p> <p>It covers establishing customer requirements, giving information and advice to customers and identifying where the involvement of a veterinary surgeon is required and advising customers of this.</p> <p>It applies to the sale of General Sales List (GSL) and products, and not to the sale of Prescription Only Medicines (POM), Pharmacy Merchants' List (PML) or Pharmacy Medicines (PM) - items that should be obtained from a veterinary surgeon, Pharmacist or Registered Animal Health Distributor.</p> <p>Simulation will not be acceptable .</p> <p>Relationship to National Occupational Standards : AC17.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to provide information to customers seeking advice about symptoms and over-the-counter medications.	1.1 Accurately identify the customer's requirements for information and advice: (i) about products (ii) about symptoms.	
	1.2 Seek clarification promptly and politely if the customer's request is unclear or ambiguous.	

	1.3	Use information obtained from the customer, together with the animal medicines classification system, to decide whether to advise the customer or to refer the request to a veterinary surgeon.	
	1.4	Give information and advice to the customer that is accurate and complete.	
	1.5	Inform the customer and direct them to the appropriate source of specialist advice if their request cannot be met.	
	1.6	Treat customers courteously and in a manner that promotes trust and loyalty.	
2. Understand how to provide information to customers seeking advice about symptoms and over-the-counter medications.	2.1	Explain what questions to ask, questioning techniques and how to ask questions clearly.	

	<p>2.2 Describe how to obtain information from the customer to establish:</p> <ul style="list-style-type: none"> <li>(i) what animal has the symptoms,</li> <li>(ii) what the symptoms are,</li> <li>(iii) how long they have been apparent,</li> <li>(iv) what action has already been taken,</li> <li>(v) what other medicine or treatment, if any, the animal is taking.</li> </ul>	
	<p>2.3 Explain what the animal medicines classification system is, how to use it, and why it is important to follow it.</p>	
	<p>2.4 Explain the sources of information to use, what information to give the customer and what types of information/advice leaflets are available.</p>	
	<p>2.5 Explain the limitations on the advice that can be given and what requests for information or goods need to be referred to a veterinary practitioner.</p>	

## UNIT 320

TITLE	Evaluate the match between individuals and animals	Learner's name
UAN REFERENCE	A/502/1612	
LEVEL	3	
CREDIT LEVEL	4	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to evaluate the compatibility between individuals and animals in relation to physical characteristics, capability, temperament and potential. The animal may be one that is known to the learner and is deemed to have a suitable temperament. Simulation will not be acceptable.</p> <p>Relationship to National Occupational Standards : AC19.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to evaluate the match between individuals and animals.	1.1 Establish the purpose of the match between person and animal.	
	1.2 Obtain relevant information associated with assessing the person's and the animal's capabilities from the appropriate sources, covering: (i) training programme (ii) the individual animal (iii) the person and their readi	

	1.3	Collect the necessary resources to make an assessment and prepare them ready for use.	
	1.4	Carry out an assessment appropriate to the individual animal and person, and the specific purpose for which they are being brought together.	
	1.5	Identify the interrelated strengths and weaknesses of the animal and person from the assessment.	
	1.6	Encourage the person and the animal to develop an effective relationship through: (i) verbal communication (ii) non-verbal communication and make an assessment as to their compatibility.	
	1.7	Encourage individuals to contribute to the assessment process.	
	1.8	Report and record the outcomes of the assessment to the individual and other relevant parties.	

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

	3.4	Explain the different methods of assessment which may be used in relation to the purpose of the training.	
	3.5	Describe the resources which may be used for the training and explain their correct methods of use.	
	3.6	Explain the importance of maintaining confidentiality.	Learners should be aware of relevant data protection issues.
	3.7	Explain how to conduct the assessment to reveal both the strengths and weaknesses of the animal and the individual and their interrelationship.	
	3.8	Explain appropriate communication techniques and the importance of using them correctly covering: (i) verbal communication (ii) non-verbal communication.	
	3.9	Explain the importance of developing a positive relationship between individual and animal.	

	3.10	Explain how individuals and animals learn to work together.	
	3.11	Explain how best to communicate the results of the assessment back to those concerned in a constructive way.	
4. Understand relevant health and safety legislation.	4.1	Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements.	Additional requirements in relation to health and safety and animal welfare.

## UNIT 321

TITLE	Design integrated training programmes for people and animals to realise their combined potential	Learner's name
UAN REFERENCE	R/502/1616	
LEVEL	3	
CREDIT LEVEL	4	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to design and develop training programmes for people and animals by setting objectives and targets so that individuals and animals can reach their combined potential. The animal may be one that is known to the learner and is deemed to have a suitable temperament. Simulation will not be acceptable.</p> <p>Relationship to National Occupational Standards : AC19.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to design integrated training programmes for people and animals to realise their combined potential.	1.1 Agree the purpose and intended outcomes of the training with the individual concerned and other interested parties. Outcomes to include: (i) individual development (ii) animal development (iii) joint development.	
	1.2 Specify the training needs accurately and establish suitable training objectives.	

	1.3	Set realistic training targets for the animal-person team.	
	1.4	Select appropriate training activities to enable the animal-person team to meet training targets.	
	1.5	Identify and consider any additional requirements which are specific to the animal-person team and include them in the training programme, including: (i) environmental requirements (ii) welfare (iii) physical needs of the person concerned.	
	1.6	Identify resources for the training activities and include them in the training programme.	
	1.7	Include methods of evaluating and recording progress in the programme.	

<p>2. Be able to promote health and safety.</p>	<p>2.1 Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements.</p>	
<p>3. Understand how to design integrated training programmes for people and animals to realise their combined potential.</p>	<p>3.1 Explain how individuals and animals learn.</p>	
	<p>3.2 Explain the physiological and psychological effects which training activities may have on the animal and the individual.</p>	
	<p>3.3 Describe the seasonal and environmental effects on specific activities.</p>	
	<p>3.4 Explain the intended purposes of the training programme and the relationship of this to content and process covering:  (i) individual development  (ii) animal development  (iii) joint development.</p>	

	3.5	Explain how to identify the objectives of the training programme for the individual and the animal covering: (i) individual development (ii) animal development (iii) joint development.	
	3.6	Explain the advantages and disadvantages of different training methods and activities.	
	3.7	Explain how to set realistic training targets in conjunction with the individual concerned.	
	3.8	Explain the requirements which the animal and individual may have to enable them to achieve the training objectives in relation to environment, diet, living conditions, health and exercise.	
	3.9	Describe the aspects which may prevent the animal and the individual achieving the required standard.	
	3.10	Describe the factors which limit the trained animal's performance in its role.	
	3.11	Explain how to identify and make use of suitable training resources.	

	3.12 Explain the methods of evaluating animals' and individuals' progress towards objectives and targets.	
4. Understand relevant health and safety legislation.	4.1 Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements.	Additional requirements - in relation to health and safety and animal welfare.

## UNIT 322

TITLE	Implement integrated training programmes for individuals and animals to realise their agreed outcomes	Learner's name
UAN REFERENCE	F/502/1613	
LEVEL	3	
CREDIT LEVEL	5	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to implement and modify integrated training programmes for people and animals. The unit looks at resources, training methods, correct animal handling and monitoring of behaviour and the overall individual and animal development and providing appropriate feedback on progress.</p> <p>Learners must know their limitations regarding animal welfare legislation and be working with animals with suitable temperaments. Simulation will not be acceptable .</p> <p>Relationship to National Occupational Standards : AC19.3</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to implement integrated training programmes for individuals and animals to realise their agreed outcomes.	1.1 Prepare the animal and individual ready to implement training programmes for: (i) individual development (ii) animal development (iii) joint development.	
	1.2 Ensure that appropriate resources are available for the training programme including: (i) training environment (ii) equipment (iii) materials (iv) personnel.	

## UNIT 322

	1.3	Use training activities in accordance with the training programme.	
	1.4	Monitor the condition and behaviour of the animal, individual and team during training.	
	1.5	Handle the animal correctly throughout the training in a way which promotes the animal's health and welfare.	
	1.6	Provide individuals with appropriate feedback and support to enable them to develop their skills.	
	1.7	Encourage the individual to provide appropriate support and feedback to the animal to develop an effective relationship.	
	1.8	Modify training methods and activities when training objectives are not being met, including: (i) cease the activity (ii) find an alternative activity (iii) adapt the activity.	

	1.9	Report progress to the individual and other interested parties.	
2. Be able to promote health and safety.	2.1	Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements.	
3. Understand how to implement integrated training programmes for individuals and animals to realise their agreed outcomes.	3.1	Explain the psychological and physiological effects which training activities may have on the animal and the individual.	
	3.2	Describe the seasonal and environmental effects on specific activities.	
	3.3	Explain the difference between basic training and training for specific activities.	
	3.4	Explain the preparation requirements for training to take place covering: (i) training environment (ii) equipment (iii) materials (iv) personnel.	

	3.5	Describe the signs which indicate the mental condition and physical behaviour of the breed of animals.	
	3.6	Explain how to assess the indication of readiness in the individual concerned.	
	3.7	Explain how to assess the animal behaviour and condition and the appropriate action to take.	
	3.8	Explain how to assess animals' and individuals' confidence levels and how these are related to performance.	
	3.9	Explain the correct ways of handling the animal concerned for the safety of the animal, self and others.	
	3.10	Explain the importance of adapting techniques to reach the required standard.	
	3.11	Explain how to recognise the limits to which effective training can be applied to achieve success.	

	3.12	Explain how to provide appropriate and constructive feedback to the individual and the animal.	
	3.13	Explain the methods of encouraging the individual and the animal to develop a good working relationship.	
	3.14	Identify and explain effective ways of assessing progress towards objectives and why they should be reported.	
	3.15	Explain how and when to modify training methods and activities covering (i) cease the activity (ii) find an alternative activity (iii) adapt the activity.	
4. Understand relevant health and safety legislation.	4.1	Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements.	Additional requirements in relation to health and safety and animal welfare.

## UNIT 323

TITLE	Evaluate integrated training programmes for people and animals against agreed outcomes	Learner's name
UAN REFERENCE	M/502/1638	
LEVEL	3	
CREDIT LEVEL	4	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to evaluate the results of integrated training programmes for people and animals by checking set objectives, giving feedback and adapting targets to meet needs. This may be assessed in conjunction with 19.3 and the same animal may be used for both units. This may be done over time. Simulation will not be acceptable.</p> <p>Relationship to National Occupational Standards : AC19.4</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to evaluate integrated training programmes for people and animals against agreed outcomes.	1.1 Evaluate the results of training activities against training objectives.	
	1.2 Obtain feedback on the outcome of the activities from observation of the animal and the person and their achievements as a team.	
	1.3 Encourage individuals to contribute to the evaluation of the training and suggest ways in which it could be modified.	

## UNIT 323

	1.4	Take action to resolve situations where training activities, methods and resources are found to be inappropriate.	
	1.5	Modify training programmes appropriately where the training objectives and targets prove to be unsuitable for the animal-person team covering: (i) are too difficult for the animal-person team to achieve (ii) are set too low (iii) show the animal-person team has more potential in another area.	
2. Be able to promote health and safety.	2.1	Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements.	
3. Understand how to evaluate integrated training programmes for people and animals against agreed outcomes.	3.1	Explain the psychological and physiological effects which training activities may have on the animal and the individual.	

	3.2	Describe the seasonal and environmental effects on specific activities.	
	3.3	Explain the methods and value of regular evaluation.	
	3.4	Explain how training can be modified to improve its outcomes for the animal and the individual and their work as an entity.	
	3.5	Identify when training outcomes may indicate that the animal and/or the individual is not suited for the activity for which they are being trained or not best suited to work together.	
	3.6	Explain why it is important to agree future alterations with all relevant personnel.	

	<p>3.7 Identify and explain the suitable modifications that may be required to training targets, training activities and methods, animal health and well-being, physical needs of the individual, and health and safety.</p>	
	<p>3.8 Explain how and why to modify training programmes that:</p> <ul style="list-style-type: none"> <li>(i) are too difficult for the animal-person team to achieve</li> <li>(ii) are set too low</li> <li>(iii) show the animal-person team has more potential in another area.</li> </ul>	
<p>4. Understand relevant health and safety legislation.</p>	<p>4.1 Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements.</p>	<p>Addition requirements in relation to health and safety and animal welfare.</p>

## UNIT 324

TITLE	Plan and prepare to release native animals into natural habitats	Learner's name
UAN REFERENCE	F/502/1563	
LEVEL	3	
CREDIT LEVEL	5	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan and prepare for the release of native animals into natural habitats.</p> <p>The learner will be able to determine the suitability of the habitat and identify the animal in preparation for release monitoring. It will also be necessary to assess the risks involved in releasing the animal, adopt appropriate methods of release and use these methods effectively and safely. The learner will also be required to transport and handle the animal in a manner that is appropriate, reduces stress and is safe.</p> <p>Relationship to National Occupational Standards : AC20</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to plan to release animals.	1.1 Assess suitability for the animal to be released.	
	1.2 Assess the site to determine the suitability of habitat.	
	1.3 Prepare site for release of animals.	

	<p>1.4 Ensure your own actions minimise the impact of interference to the planned release from one of the following:</p> <ul style="list-style-type: none"> <li>(i) Human/s</li> <li>(ii) Pest and/or predators.</li> </ul>	
	<p>1.5 Select and use at least one of the following methods, to identify the animal, in preparation for release monitoring:</p> <ul style="list-style-type: none"> <li>(i) ringing</li> <li>(ii) tagging</li> <li>(iii) identichip</li> <li>(iv) tattoo</li> <li>(v) individual markings</li> <li>(vi) centre records</li> <li>(vii) hair clippings (short-term solution).</li> </ul>	
2. Be able to maintain and use relevant equipment.	<p>2.1 Ensure the necessary equipment is correctly and safely prepared for use:</p> <ul style="list-style-type: none"> <li>(i) Equipment for identification</li> <li>(ii) Transporting</li> <li>(iii) Release</li> <li>(iv) Handling.</li> </ul>	Includes welfare act re. transportation regulations.
3. Be able to release animals.	<p>3.1 Transfer the animal safely to release area in a way which minimises stress.</p>	

	3.2	Release the animal in a manner which maintains their welfare and minimises stress.	Includes the Wildlife and countryside Act.
	3.3	Observe behaviour and condition of the animal for signs of stress or disorder – before, during and after release.	
	3.4	Delay release if necessary according to site and animal conditions.	
4. Be able to maintain records.	4.1	Provide clear and accurate information for recording purposes.	
5. Be able to promote health and safety and environmental good practice.	5.1	Work in a way which promotes health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements.	Includes the Wildlife and countryside Act.
	5.2	Ensure work is carried out in a manner which minimises environmental damage.	

	5.3	Comply with relevant legislation for handling transport and release of animals.	
6. Understand how to release animals.	6.1	Explain how to determine the suitability of the site.	
	6.2	Explain why and when you identify the animal for release.	
	6.3	Describe the interferences that can affect the release and explain how they can be minimised/controlled covering: (i) Human/s (ii) Pest and/or predators.	
	6.4	Explain how to minimise damage to natural habitat and wildlife during release.	
	6.5	Explain the appropriate methods of release for the animals you have identified.	
7. Know the type of equipment used for release.	7.1	Describe the types of equipment used within the release process.	

	7.2	Explain the methods and importance of maintaining equipment for use.	
8. Understand how to maintain the health and welfare of animal for release.	8.1	Explain the conditions required to maintain the animals' health, safety and welfare during transfer.	
	8.2	Describe the signs which indicate stress and disorder in animals and the appropriate action to take.	
	8.3	Explain expected behaviour during release and the actions to be taken if behaviour varies from the norm.	
9. Understand how to monitor and record release.	9.1	Describe how and when post-release monitoring and recording is undertaken.	
	9.2	Explain the records required for management and legislative purposes and the importance of maintaining them.	

10. Understand relevant health and safety legislation and environmental good practice.	10.1 Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements.	Addition requirements in relation to health and safety and animal welfare.
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## UNIT 325

TITLE	Recommend animals to meet entertainment and educational requirements in the audio-visual industries	Learner's name
UAN REFERENCE	Y/502/0676	
LEVEL	3	
CREDIT LEVEL	5	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to recommend specific animals to meet entertainment and educational requirements in the audio-visual industries. Simulation will not be acceptable. Relationship to National Occupational Standards : AC21.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to recommend animals to meet audio-visual requirements.	1.1 Breakdown the script to accurately identify the animals required.	
	1.2 Analyse the script to identify the requirements of the specific animals.	

## UNIT 325

	1.3	Source specific animals that meet the requirements for the production according to: (i) the length of time they are required (ii) the type of action required including any interaction with humans and other animals (iii) the kind of environment where the filming will take place.	
	1.4	Recommend suppliers and individual animals that match the requirements for the production.	
	1.5	Provide accurate information about chosen animals to the relevant people.	
	1.6	Determine any specific needs for the animal that may impact on cost.	

<p>2. Be able to promote health and safety and environmental good practice.</p>	<p>2.1 Work in a way that promotes animal welfare, and is consistent with relevant legislation and codes of practice.</p>	
<p>3. Understand how to recommend suitable animals to meet audio-visual requirements.</p>	<p>3.1 Explain how to accurately breakdown and analyse a script to meet the animal input covering:</p> <ul style="list-style-type: none"> <li>(i) the length of time they are required</li> <li>(ii) the type of action required including any interaction with humans and other animals</li> <li>(iii) the kind of environment where the activity will take place.</li> </ul>	
	<p>3.2 Describe where to source and how to identify suitable animals to meet different audio visual requirements including:</p> <ul style="list-style-type: none"> <li>(i) Correct breed</li> <li>(ii) Correct gender</li> <li>(iii) Have required temperament</li> <li>(iv) Desired appearance</li> <li>(v) Have a lifespan consistent with the filming requirements</li> <li>(vi) Suitable age</li> <li>(vii) Fulfil health and safety requirements.</li> </ul>	

	3.3	Identify and explain own responsibilities under the legislation relating to supplying animals for audio visual requirements.	
	3.4	Describe the behavioural and physiological factors that may affect an animal's ability to fulfil audio visual requirements.	
	3.5	Explain why it is important to provide accurate information about chosen animals, and who needs this information.	
	3.6	Describe the methods of communicating information about animals.	

## UNIT 326

TITLE	Provide budgetary information for the animal's role for audio-visual requirements	Learner's name
UAN REFERENCE	D/502/1523	
LEVEL	4	
CREDIT LEVEL	7	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to carry out the activities to provide budgetary information for an animal's role in audio visual requirements. Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Relationship to National Occupational Standards AC21.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to provide budgetary information for the animal's role for audio-visual requirements.	1.1 Accurately calculate costs of using animals in a performance.	
	1.2 Prepare a draft budget and give it to the relevant person in time for negotiations to take place.	

## UNIT 326

	<p>1.3 Provide accurate information to others to enable them assess the impact that following potential contingencies would have on a budget:</p> <ul style="list-style-type: none"> <li>(i) going over the allocated time</li> <li>(ii) new shots being requested</li> <li>(iii) re-scheduling of shots.</li> </ul>	
	<p>1.4 Store supporting information and calculations in a way that allows them to be retrieved easily by those who need them.</p>	
<p>2. Understand how to prepare budgetary information for the animal's role in the audio-visual requirement.</p>	<p>2.1 Explain the methods of budgeting and budget preparation in relation to audio visual performances.</p>	
	<p>2.2 Explain the full range of costs that can occur when using animals for performance.</p>	

## UNIT 326

	2.3	Describe the contingencies that can affect performance budgets and explain what information you need to provide for these including: (i) Filming going over the allocated time (ii) New shots being requested (iii) Re-scheduling of shots.	
	2.4	Explain the methods of presenting budgetary information.	
	2.5	Explain the methods of recording and storing supporting information and calculations.	

## UNIT 327

TITLE	Plan the transportation and transfer of animals for entertainment and education	Learner's name
UAN REFERENCE	D/502/1664	
LEVEL	3	
CREDIT LEVEL	3	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan the transportation and transfer of animals for entertainment and education.</p> <p>Drivers and attendants involved in the transportation and transfer of animals must hold the appropriate qualification. Simulation will not be acceptable.</p> <p>Relationship to National Occupational Standards : AC22.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to plan the transportation and transfer of animals.	1.1 Identify the route and means of transportation and transfer of animals.	
	1.2 Apply for the necessary travel permits for the animal to be transported in time for the transfer where appropriate.	
	1.3 Inform the necessary authorities where permits are required before transportation occurs.	

## UNIT 327

	1.4	Identify the required feeding and exercise breaks on journeys where appropriate.	
	1.5	Prepare for animals to be loaded and unloaded before and after transportation using appropriate equipment and methods.	
	1.6	Prepare for appropriate containment or restraint to be maintained during transportation.	
	1.7	Prepare for the required welfare conditions for the particular animal to be maintained during transportation.	With reference of the transport of animals legislation.
	1.8	Provide clear and accurate information for recording purposes.	
2. Be able to promote health and safety and environmental good practice.	2.1	Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements.	

3. Understand how to plan the transportation and transfer of animals.	3.1	Explain different methods of containment, restraint and travelling accommodation required by 3 different animal types.	
	3.2	Explain how transport should be prepared for 3 different animal types in relation to their health, safety, security and welfare.	
	3.3	Describe when travel permits are required and how to apply for them.	
	3.4	Explain the feeding and exercise requirements of 3 different animal types.	Relates to requirements during transportation.
	3.5	Explain how 3 different animal types should be loaded and unloaded onto transportation.	
	3.6	Describe the Five Needs of animal welfare and explain how they are implemented, monitored and maintained.	

	<p>3.7 Explain the legal and statutory requirements that affect the transportation of animals including:</p> <ul style="list-style-type: none"> <li>(i) stocking density,</li> <li>(ii) numbers and types of animals,</li> <li>(iii) length of journey,</li> <li>(iv) exercise requirements,</li> <li>(v) feeding and watering</li> <li>(vi) driver and attendant requirements.</li> </ul>	
	<p>3.8 Describe how to establish what arrangements are needed in order to transfer animals from their accommodation base to their working environment.</p>	
	<p>3.9 Explain factors that can cause stress to different animals during transportation and explain how this can be minimised.</p>	
<p>4. Understand relevant health and safety legislation and environmental good practice.</p>	<p>4.1 Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements.</p>	<p>Addition requirements in relation to health and safety, animal welfare, movement order and animal passports where applicable.</p>

## UNIT 328

TITLE	Plan temporary accommodation for animals in entertainment and education environment	Learner's name
UAN REFERENCE	D/502/0677	
LEVEL	3	
CREDIT LEVEL	3	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan the temporary accommodation for animals in entertainment and education industries. Simulation will not be acceptable.            Relationship to National Occupational Standards : AC22.2</p>		

Learner Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Be able to plan temporary accommodation.	1.1 Identify the temporary accommodation that needed by three different animal species.	
	1.2 Confirm that temporary accommodation is sited close enough to the working environment.	
	1.3 Arrange for the required temporary accommodation to be available on arrival and for the duration of the animal's stay.	

	1.4	Ensure that the temporary accommodation will meet the animal's safety, security and health requirements.	
	1.5	Ensure that the correct measures are in place to keep humans safe from animals where appropriate.	
	1.6	Confirm that different animals can be temporarily accommodated in a way that doesn't cause them stress.	
2. Be able to promote health and safety and environmental good practice.	2.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements which apply to planning temporary accommodation for animals.	
3. Understand how to plan temporary accommodation.	3.1	Explain the types of temporary accommodation that is required by three different animal species to meet their health, safety, welfare needs.	
	3.2	Describe the types of animals that can be safely accommodated near to each other.	

	3.3	Identify the relevant people who need to be contacted to arrange for temporary accommodation to be available.	
	3.4	Explain the measures that are needed to ensure the safety of humans when animals are temporarily accommodated in working environments.	
	3.5	Explain how to find and choose specialist builders who can be commissioned to build temporary accommodation for animals.	
4 Understand relevant health and safety legislation and environmental good practice.	4.1	Explain current health and safety legislation, codes of practice and any additional requirements.	Addition requirements in relation to health and safety and animal welfare.
	4.2	Explain the records required for management and legislative purposes and the importance of maintaining them.	

## UNIT 329

TITLE	Plan the care of animals in entertainment and education	Learner's name
UAN REFERENCE	Y/502/1665	
LEVEL	3	
CREDIT LEVEL	3	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required for planning the care of animals in entertainment and education industries. Simulation will not be acceptable.            Relationship to National Occupational Standards : AC22.3</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to plan the care of animals in the working environment.	1.1 Confirm that sufficient qualified personnel will be available to care for the animal.	
	1.2 Confirm that animal carers will be adequately supervised when looking after the animal.	
	1.3 Confirm that sufficient quantities of the correct supplies will be available to care for the animal during its stay.	

	1.4	Confirm with relevant people that the working environment will be safe and complies with relevant legislation.	
	1.5	Liaise with a veterinary surgeon where appropriate to ensure that adequate health care will be available for the animal if needed.	
	1.6	Confirm that relevant legal requirements relating to the animal's health, safety and welfare will be maintained at all times during the animal's stay.	
	1.7	Maintain accurate records relating to the plans and arrangements made for the animal's care.	
2. Be able to promote health and safety and environmental good practice.	2.1	Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements.	
3. Understand how to plan care of animals in the working environment.	3.1	Explain the requirements for care of animals in the working environment including: (i) personnel (ii) supplies (iii) health care.	

	3.2	Outline the qualifications that are required of specific animal carers.	
	3.3	Explain the Five Needs for animal welfare in line with current legislation.	
	3.4	Explain the records required for management and legislative purposes and the importance of maintaining them.	
	3.5	Explain when liaison with a veterinary surgeon will be necessary to ensure that adequate health care will be available for the animal if needed.	
4	Understand relevant health and safety legislation and environmental good practice.	4.1	Explain current health and safety and animal welfare legislation, codes of practice and any additional requirements.
			Addition requirements in relation to health and safety and animal welfare.

## UNIT 330

TITLE	Prepare the animal for entertainment and education.	Learner's name
UAN REFERENCE	H/502/0678	
LEVEL	3	
CREDIT LEVEL	6	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to prepare animals for the entertainment and education environment.            It is about getting the animal used to the working environment and helping them to feel at ease and able to work without stress. Simulation will not be acceptable.            Relationship to National Occupational Standards : AC23.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to prepare the animal for working in education and entertainment.	1.1 Introduce the animal to the working environment in a manner that is appropriate to the health and well-being of the animal.	
	1.2 Check within the working environment that the animal is able to perform the required action in accordance with its prior training.	
	1.3 Suggest alternatives when the animal is not comfortable or able to perform in a working environment.	

	1.4	Check regularly that the animal is not experiencing undue stress in the working environment and its welfare needs are met.	
	1.5	Introduce the animal to people they are working with using appropriate and safe methods.	
	1.6	Confirm the animal's welfare needs are properly maintained during their stay in the working environment.	
	1.7	Check that all relevant legal requirements are maintained at all times whilst the animal is in the working environment set and report any causes for concern to the appropriate person.	
2. Be able to promote health and safety and environmental good practice.	2.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements.	
3. Understand why it is important to prepare animal for the entertainment and education	3.1	Describe how to find out about the kinds of environments that different animals are likely to find acceptable or unduly stressful.	

environment.	3.2	Explain three different methods by which individual animals can be introduced to different locations.	The learner will explain 3 different methods linked to appropriate animals and locations.
	3.3	Describe the symptoms of stress in three different species of animal.	
	3.4	Assess and explain the kind of alternatives that may be available if animals find the working environment set an unduly stressful location.	
	3.5	Explain the Five Needs and their importance to animal welfare.	
4. Understand relevant health and safety legislation and environmental good practice.	4.1	Explain current health and safety legislation, codes of practice and any additional requirements.	Addition requirements in relation to health and safety and animal welfare.
	4.2	Describe the legal requirements and own responsibilities for caring for and working animals in entertainment and education on production locations and own responsibilities.	

## UNIT 331

TITLE	Prepare artiste to work with the animal	Learner's name
UAN REFERENCE	K/502/0679	
LEVEL	3	
CREDIT LEVEL	4	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to prepare an artiste to handle animals. It covers teaching the artiste handling and command techniques as well as ensuring the health and safety of both the animal and the artiste are properly maintained. Simulation will not be acceptable.            Relationship to National Occupational Standards : AC23.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to prepare artiste to work with the animal.	1.1 Instruct the artiste on the nature and temperament of the animal they are working with.	
	1.2 Instruct the artiste in handling techniques and commands to help them work with the animal.	
	1.3 Assist the artiste to become familiar with the animal.	

## UNIT 331

	1.4 Offer hints, tips and encouragement to the artiste if they find it difficult to relate to the animal.	
	1.5 Monitor and maintain the safety and welfare of the animal and the artiste at all times.	
	1.6 Take appropriate action when the animal, artiste or any other people are in danger.	
	1.7 Liaise with relevant people on the health and safety implications of having the animal in the working environment.	
	1.8 Report to relevant people any problems or potential difficulties in introducing the animal and the artiste to each other.	
	1.9 Ensure specialist veterinary surgeons are available for emergency situations where appropriate.	

<p>2. Be able to promote health and safety and environmental good practice.</p>	<p>2.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements.</p>	
<p>3. Understand why it is important to prepare artiste to work with the animal.</p>	<p>3.1 Explain appropriate, safe and effective ways to handle and command specific animals.</p>	
	<p>3.2 Describe the instructional techniques to help artistes in the handling of animals.</p>	
	<p>3.3 Explain how to reassure and encourage artistes in becoming familiar with animals.</p>	
	<p>3.4 Assess and explain the safety needs of both animals and artistes when they are working together.</p>	
	<p>3.5 Explain signs of stress in the artiste and animal and what action should be taken.</p>	

	<p>3.6 Explain the potential difficulties and problems in introducing the animal and the artiste to each other the relevant people to report these including:</p> <ul style="list-style-type: none"> <li>(i) Health and Safety staff</li> <li>(ii) Producer</li> <li>(iii) Line Manager.</li> </ul>	
<p>4. Understand relevant health and safety legislation and environmental good practice.</p>	<p>4.1 Explain current health and safety legislation, codes of practice and any additional requirements.</p>	<p>Addition requirements in relation to health and safety and animal welfare.</p>

## UNIT 332

TITLE	Work the animal to achieve entertainment and education requirements	Learner's name
UAN REFERENCE	L/502/0674	
LEVEL	2	
CREDIT LEVEL	3	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to work animals in the entertainment and education environment. It requires that all relevant personnel are instructed in how to treat the animal correctly as well as getting the best possible performance from the animal. Simulation will not be acceptable.</p> <p>Relationship to National Occupational Standards : AC23.3</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to work animal to achieve entertainment and education requirements.	1.1 Take the animal safely in or out of the working environment as appropriate.	Route education for the L3 NVQ
	1.2 Advise the appropriate person(s) on the animal's required working conditions:	
	1.3 Instruct people in the working environment on how not to frighten or disturb the animal.	

	<p>1.4 Deal appropriately with at least 4 of the following contingencies:</p> <ul style="list-style-type: none"> <li>(i) Animal suffering stress</li> <li>(ii) Artiste(s) encountering difficulties working with the animal</li> <li>(iii) Rescheduling of activities</li> <li>(iv) Animal not performing</li> <li>(v) Emergencies and injuries</li> <li>(vi) Emergency evacuation</li> </ul>	
	<p>1.5 Work in a way which fulfils the Five Needs of the animal.</p>	<p>Learner must demonstrate an understanding of the five animal freedoms.</p>
<p>2. Be able to promote health and safety and environmental good practice.</p>	<p>2.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements.</p>	
<p>3. Understand why it is important for an animal in entertainment and education to achieve its requirements.</p>	<p>3.1 Explain the safety needs and working condition of 3 different species of animal including:</p> <ul style="list-style-type: none"> <li>(i) temperature</li> <li>(ii) light</li> <li>(iii) space</li> <li>(iv) optimum working times</li> <li>(v) duration of time in action</li> <li>(vi) associated equipment.</li> </ul>	

	<p>3.2 Describe the kind of working conditions that 3 different animal species require.</p>	
	<p>3.3 Describe the contingencies that may occur when working with animals and explain what action to take in each case, covering:</p> <ul style="list-style-type: none"> <li>(i) animal suffering stress</li> <li>(ii) artiste(s) encountering difficulties</li> <li>(iii) encountering difficulties working with the animals</li> <li>(iv) rescheduling of activities</li> <li>(v) animal not performing</li> <li>(vi) emergencies and injuries</li> <li>(vii) emergency evacuation.</li> </ul>	
	<p>3.4 Explain why trainers need to remain available when animals are working.</p>	
<p>4. Understand relevant health and safety legislation and environmental good practice.</p>	<p>4.1 Explain current health and safety legislation, codes of practice and any additional requirements.</p>	

## UNIT 333

TITLE	Carrying out styling and finishing of dogs	Learner's name
UAN REFERENCE	T/502/1706	
LEVEL	3	
CREDIT VALUE	6	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to carry out styling and finishing for dogs using various trimming methods ensuring the methods are suitable for both the dog and the client. Simulation will not be acceptable.            Relationship to National Occupational Standards : AC29</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to carrying out styling and finishing for dog.	1.1 Use the correct trimming methods for the work: (i) scissored coat (ii) hand-stripped coat (iii) clipped coat.	Learners must demonstrate at least 2 of the 3 methods. The assessor should observe at least 1 of the methods.
	1.2 Produce three of the required head shapes and style the dog in accordance with the agreed plan and the type of breed: (i) round head (ii) head with short split eyebrows (iii) head with long split eyebrows (iv) head with centre fall eyebrows (v) clean head (vi) clean face.	The assessor should observe at least 2 of these.

	1.3 Carry out your work with due attention to the welfare of the dog.	
	1.4 Complete your work in the required timescale.	
2. Be able to maintain and use relevant equipment.	2.1 Ensure equipment is prepared, used and maintained in a safe and effective condition throughout.	
	2.2 Accurately record the equipment and styling and finishing methods used.	
3. Be able to promote health and safety and environmental good practice.	3.1 Work in a way which promotes health and safety, animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements.	
	3.2 Ensure work is carried out in a manner which minimises environmental damage.	

	3.3	Manage and dispose of waste in accordance with legislative requirements.	
4. Understand how to carrying out styling and finishing for dog.	4.1	Explain the techniques for styling and finishing.	
	4.2	Explain all the different trimming methods: (i) scissored coat (ii) hand-stripped coat (iii) clipped coat.	
	4.3	Explain how to produce all the required head shape and style the dog in accordance with the agreed plan and the type of breed: (i) round head (ii) head with short split eyebrows (iii) head with long split eyebrows (iv) head with centre fall eyebrows (v) clean head (vi) clean face.	
4.4	Explain why it is important to discuss and follow the client's requests for styling.		

	4.5 Identify different types of breeds and explain how styling is achieved for each.	
	4.6 Describe how to maintain the welfare of the dog during the work.	
5. Understand the reasons for maintaining equipment.	5.1 Explain the importance and methods of maintaining equipment for use.	
	5.2 Describe the type of equipment used for styling and finishing and how to use the equipment correctly: (i) clippers and blades (ii) scissors (iii) thinning scissors (iv) stripping tools.	
6. Understand relevant health and safety legislation and environmental good practice.	6.1 Summarise current health and safety legislation, animal welfare, codes of practice and any additional requirements.	

	<p>6.2 Describe the possible environmental damage that could occur and how to respond appropriately.</p>	
	<p>6.3 Explain the correct and appropriate methods for disposing of waste.</p>	
	<p>6.4 Explain how to maintain health and safety for themselves, colleagues and others.</p>	
	<p>6.5 Explain the records required for management and legislative purposes and the importance of maintaining them.</p>	

## UNIT 334

TITLE	Prepare and construct new structures or surfaces	Learner's name
UAN REFERENCE	J/502/1452	
LEVEL	3	
CREDIT VALUE	5	

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

Simulation will not be acceptable.

Relationship to National Occupational Standards : CU21.1.2

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Prepare to construct new structures and surfaces.	1.1 Prepare the site in a manner appropriate for the structure or surface and which minimises the effects on the surrounding environment.	
	1.2 Prepare the necessary materials for construction.	
2. Construct new structures and/or surfaces.	2.1 Construct the structure or surface in accordance with the specification (i) setting out and location (ii) materials and resources (iii) timescale	

	(iv) working methods	
	(v) waste management	
	(vi) restitution of site.	
	(vii) the relationship of the structure and surface to its context.	
	2.2 Ensure the structure or surface meet the specification and is fit for purpose on completion of the work.	
3. Be able to promote health and safety and environmental good practice.	3.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements.	
	3.2 Ensure work is carried out in a manner which minimises environmental damage.	

	3.3	Manage and dispose of waste in accordance with legislative requirements and codes of practice.	
4. Be able to maintain and use relevant equipment.	4.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout.	
5. Understand how to construct new structures and surfaces.	5.1	<p>Explain how to interpret specifications and the importance of following them covering:</p> <ul style="list-style-type: none"> <li>(i) setting out and location</li> <li>(ii) materials and resources</li> <li>(iii) timescale</li> <li>(iv) working methods</li> <li>(v) waste management</li> <li>(vi) restitution of site</li> <li>(vii) the relationship of the structure and surface to its context.</li> </ul>	
	5.2	Explain the problems that may arise and how to minimise and the appropriate action to take including; remedying the situation and/or informing those who need to act.	

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

## UNIT 203

TITLE	Promote and maintain the health and well-being of animals	Learner's name
UAN REFERENCE	H/502/1507	
LEVEL	2	
CREDIT VALUE	4	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to promote and maintain the health and welfare of animals. This covers identification of abnormal signs, monitoring the animals and carrying out procedures to promote the health and welfare.</p> <p>Relationship to National Occupational Standards: CU32.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to promote and maintain the health and welfare of animals.	1.1 Treat animals in a way which consistent with relevant legislation, minimises any likelihood of stress and injury, and maintains their health and welfare.	
	1.2 Provide animals with sufficient and effective opportunities to move, and maintain physical functioning.	
	1.3 Monitor and report the animals' physical condition and behaviour at suitable intervals to include the following: (i) appearance (ii) posture and movement (iii) behaviour (iv) bodily functioning (v) social interaction.	

	<p>1.4 Identify, record and report five abnormal signs that might indicate the following:</p> <ul style="list-style-type: none"> <li>(i) disease</li> <li>(ii) disability</li> <li>(iii) disorders</li> <li>(iv) pest infestation</li> <li>(v) trauma</li> <li>(vi) stress.</li> </ul>	
	<p>1.5 Carry out two of the following procedures to promote animal's health and welfare correctly and at a suitable time for the animals concerned:</p> <ul style="list-style-type: none"> <li>(i) preventative care</li> <li>(ii) environmental adjustment</li> <li>(iii) changing feed or water provision.</li> </ul>	
	<p>1.6 Record and report animals' reaction to specific procedures.</p>	
	<p>1.7 Seek assistance immediately for any animals health or welfare emergency and initiate action as appropriate to the situation.</p>	

2. Be able to work safely.	2.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements.	
	2.2	Dispose of waste safely and correctly.	
3. Be able to maintain accurate records.	3.1	Provide clear and accurate information for recording purposes.	
4. Know how to promote and maintain the health and welfare of animals.	4.1	Identify the purpose for which the animals are being kept.	
	4.2	Describe how to promote the health and general welfare of animals and minimise any stress or injury for at least two species of animals.	
	4.3	Describe why animals need exercise and how the type and amount varies at different stages in an animal's life.	

	4.4	Provide examples of how two different species of animals maintain their own physical condition and appearance.	
	4.5	Describe all the visual signs which indicate the following potential problems with an animal's health and welfare: (i) disease (ii) disability (iii) disorders (iv) pest infestation (v) trauma (vi) stress.	
	4.6.	Describe two types of preventative care used to maintain the health and welfare of animals.	
	4.7	State how the environment may be adjusted to maintain two species of animals' health and welfare.	
	4.8	State the importance of providing an adequate supply of feed and water.	
5. Know relevant health and safety legislation and environmental good practice.	5.1	Outline the current health and safety, animal welfare legislation, codes of practice and any additional requirements.	

	5.2 Describe how environmental damage can be minimised.	
	5.3 Describe the correct methods for disposing of waste.	
6. Know how to maintain accurate records.	6.1 Identify the types of records required and explain the importance of accurate record keeping.	

## UNIT 335

TITLE	Handle animals	Learner's name
UAN REFERENCE	J/502/1466	
LEVEL	2	
CREDIT VALUE	2	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to approach and handle animals in a manner that minimises risk and distress. The learner will also monitor the animal's responses to handling and take the appropriate action if there are significant changes. Learners will be required to handle the following animals:</p> <ul style="list-style-type: none"> <li>(i) animals they have handled before and whose behaviour and temperament are known</li> <li>(ii) animals they have not handled before, but which have been assessed as suitable for them to handle.</li> </ul> <p>Relationship to National Occupational Standards : CU32.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to handle animals.	1.1 Approach and handle animals in a manner that: <ul style="list-style-type: none"> <li>(i) minimises stress</li> <li>(ii) takes into account the species</li> <li>(iii) takes into account the animal's current temperament</li> <li>(iv) takes into account known behaviour patterns.</li> </ul>	
	1.2 Monitor the animal's behaviour and its response to handling, noting any significant changes and take the appropriate action if required.	

2. Be able to work safely.	2.1	Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements.	
	2.2	Wear the appropriate personal protective equipment.	
3. Know how to handle animals.	3.1	State how and where to obtain information about the temperament and the usual behaviour patterns of animals.	
	3.2	Describe safe and effective methods of handling animals.	
	3.3	Explain why it is important to monitor an animal's response to handling.	
	3.4	Describe negative responses to handling and to whom these should be reported and the consequences of not doing so.	
	3.5	Describe the different factors that can affect an animal's behaviour and what to do if these are observed.	

	<p>3.6 Describe how to deal with any contingencies which may arise, before approaching the animal.</p>	
	<p>3.7 Describe the limits of responsibility in handling animals and what to do if assistance is required.</p>	
<p>4. Know relevant health and safety legislation</p>	<p>4.1 Outline the current health and safety legislation, animal welfare legislation, codes of practice and any additional requirements.</p>	

## UNIT 336

TITLE	Plan diets and feeding regimes for animals	Learner's name
NSDAQ REFERENCE	L/502/1453	
LEVEL	3	
CREDIT VALUE	6	
<p>The aim and purpose of this unit is to provide the learner with the knowledge, skill and understanding to identify and plan appropriate diets and feeding regimes for animals. The learner will identify nutritional requirements and associated resources needed to meet requirements and communicate these requirements to those responsible for feeding animals. Evaluation of the feeding plan is covered in a separate unit.</p> <p>Relationship to National Occupational Standards : CU3</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to plan animal diets and feeding regimes.	1.1 Identify the objectives of the feed plan.	
	1.2 Identify the nutritional requirements of animals taking into account all of the following factors. Factors to include: <ul style="list-style-type: none"> <li>(i) type of animals</li> <li>(ii) age of animals</li> <li>(iii) condition of animals</li> <li>(iv) purpose for which animals are being kept</li> <li>(v) animal health and well being.</li> </ul>	

	1.3	Ensure that resources are available to meet the requirements of the feed plan including staffing routines and procedures.	
	1.4	Develop feed plan with sufficient level of detail to allow others to implement.	
	1.5	Implement and organise resources to meet requirements of the plan.	
	1.6	Communicate the feed plan clearly and effectively.	
2. Understand how to plan animal diets and feeding regimes.	2.1	Identify sources of information to establish dietary requirements.	
	2.2	Identify essential nutrients and explain how these impact upon the health and welfare of animals.	

	<p>2.3 Analyse the factors which influence the development of the feeding plans, such as</p> <ul style="list-style-type: none"> <li>(i) type of animals</li> <li>(ii) age of animals</li> <li>(iii) condition of animals</li> <li>(iv) purpose for which animals are being kept</li> <li>(v) animal health and well being</li> <li>(vi) presentation</li> <li>(vii) purpose</li> <li>(viii) cost</li> <li>(ix) staffing</li> <li>(x) methods of feeding.</li> </ul>	
	<p>2.4 Summarise the current legislation which relates to the inclusion of additives or substitutes.</p>	
	<p>2.5 Explain the common side effects of inaccurately calculating levels of feeding substitute food or supplements.</p>	
	<p>2.6 Explain the types and different purposes of dietary additives and substitutes.</p>	

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

## UNIT 337

TITLE	Monitor and evaluate the feeding of animals	Learner's name
NSDAQ REFERENCE	R/502/1454	
LEVEL	3	
CREDIT VALUE	3	
<p>The aim and purpose of this unit is to provide the learner with the skills, knowledge and understanding to monitor and evaluate the feed plan It includes evaluating animal health and development and taking appropriate action when the needs of the animal are not being met. Relationship to National Occupational Standards : CU35.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to monitor and evaluate the feeding of animals.	1.1 Use appropriate monitoring methods to evaluate the effectiveness of the feed plan.	
	1.2 Monitor the feeding process at the optimum times to assess progress and to confirm adherence to plan.	
	1.3 Evaluate animal health and development against the objectives stated within the plan.	
	1.4 Respond appropriately to any issues identified as a result of the monitoring process.	

	1.5 Record results of monitoring.	
	1.6 Evaluate and make any necessary modifications to the feed plan as a result of the monitoring.	
2. Understand how to monitor and evaluate the feeding of animals.	2.1 Explain how to evaluate the effectiveness of the feeding plan including: (i) animal behaviour and condition, (ii) quantities of food being eaten, (iii) costs of feeding against budget.	
	2.2 Explain how to monitor all the aspects of implementation of the plan covering: (i) Quality of outcomes (ii) Quality of working methods and practice (iii) Resource use (iv) Scheduling.	
	2.3 Evaluate the condition of animal(s) in relation to the objectives of the feeding plan including animal health and development.	

	2.4	Compare the options and methods available for changing the feeding plan.	
	2.5	Explain the dietary requirements of animals at different stages of life and in relation to their purpose.	
	2.6	Explain how to identify problems with the feed plan and how these can be resolved.	

## UNIT 338

TITLE	Select and prepare animals for breeding	Learner's name
UAN REFERENCE	J/502/1659	
LEVEL	3	
CREDIT VALUE	4	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to select animals for breeding. It covers the selection of animals, fertilisation through natural methods or by artificial insemination. It also covers maintaining the health of the breeding animals.</p> <p>Relationship to National Occupational Standards : CU36.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to select and prepare animals for breeding.	1.1 Select animals which are suitable for breeding	
	1.2 Assess the physical condition of the animals selected for breeding for four of the following criteria: <ul style="list-style-type: none"> <li>(i) appearance and condition</li> <li>(ii) weight</li> <li>(iii) posture and movement</li> <li>(iv) behaviour</li> <li>(v) reproductive cycle</li> <li>(vi) inherited diseases</li> <li>(vii) sexually transmitted diseases</li> <li>(viii) age of animal and its last pregnancy.</li> </ul>	

	1.3	Facilitate fertilisation using one of the following methods:  (i) natural methods (ii) artificial insemination.	
	1.4	Maintain the health and condition of breeding animals.	
	1.5	Provide clear and accurate information for recording purposes.	
2. Be able to use and maintain relevant equipment.	2.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout.	
3. Be able to promote, animal welfare and health and safety.	3.1	Work in a way which promotes animal health and welfare, health and safety, is consistent with relevant legislation and codes of practice.	
	3.2	Manage and dispose of waste in accordance with legislative requirements and codes of practice.	

4. Understand how to prepare animals for breeding.	4.1	Explain the principles of selecting individual animals for breeding.	
	4.2	Explain how each of the criteria listed below are used to assess the suitability of animals for breeding:  (i) appearance and condition (ii) weight (iii) posture and movement (iv) behaviour (v) reproductive cycle (vi) sexually transmitted diseases (vii) inherited diseases (viii) age of animal and its last pregnancy.	
	4.3	Explain how to determine the optimum time for breeding including identification of oestrus.	
	4.4	Explain suitable preparation methods for animal and/or equipment for mating.	

	4.5	Explain the arrangements for the care of animals for breeding.	
5. Understand the breeding of animals.	5.1	Explain why and when artificial or natural breeding methods are used in animals.	
	5.2	Explain species specific mating behaviour which determines or precludes mating methods including how animals should be introduced.	
	5.3	Explain the factors which influence conception in animals.	
	5.4	Explain the anatomy of male and female reproductive systems.	
	5.5	Explain the arrangements for the care of breeding and non-breeding males.	

	5.6	Identify the types of records required and explain the importance of accurate record keeping.	
6. Understand relevant animal welfare and health and safety legislation.	6.1	Summarise current health and safety legislation, animal health and welfare, codes of practice and any additional requirements.	
	6.2	Explain the correct and appropriate methods for disposing of waste.	
7. Understand the reasons for maintaining equipment.	7.1	Explain the importance and methods of maintaining equipment for use.	

## UNIT 339

TITLE	Manage the care of young animals	Learner's name
UAN REFEREMCE	F/502/1661	
LEVEL	3	
CREDIT LEVEL	3	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required for the care of young animals from birth to weaning. It includes methods of artificial rearing, fostering, animal health, behaviour and welfare and methods of weaning.            Relationship to National Occupational Standards : CU36.3</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to care for young animals.	1.1 Ensure the appropriate food and water is provided to the young, from birth to weaning.	
	1.2 Carry out weaning using an appropriate method.	
	1.3 Monitor the health and condition of the young.	
	1.4 Carry out artificial rearing (including fostering), where applicable, in a manner which is appropriate to the animal.	

	1.5	Provide clear and accurate information for recording purposes.	
2. Be able to promote health and safety and environmental good practice.	2.1	Work in a way which promotes health and safety, animal health and welfare and is consistent with relevant legislation, codes of practice and any additional requirements.	
	2.2	Ensure work is carried out in a manner which minimises environmental damage.	
	2.3	Manage and dispose of waste in accordance with legislative requirements and codes of practice.	
3. Understand how to care for young animals.	3.1	Explain the signs of good and ill-health in young animals.	
	3.2	Explain how to promote the health and welfare of young animals.	

	3.3	Explain methods of weaning, and the appropriateness of their use.	
	3.4	Explain potential problems encountered by young animals and actions to resolve them. Problems to include: (i) loss of parent, (ii) competition, (iii) risk of injury (iv) risk of disease.	
	3.5	Explain the options for artificial rearing (including fostering) and the different management requirements of each system.	
	3.6	Explain the records required for management and legislative purposes and the importance of maintaining them.	
4. Understand relevant health and safety legislation and environmental good practice.	4.1	Summarise current health and safety legislation, animal health and welfare, codes of practice and any additional requirements.	
	4.2	Summarise own responsibilities under animal health and welfare and health and safety legislation.	

	4.3 Describe the possible environmental damage that could occur and how to respond appropriately.	
	4.4 Explain the correct and appropriate methods for disposing of waste.	

## UNIT 340

TITLE	Plan the accommodation of animals	Learner's name
UAN REFERENCE	K/502/1525	
LEVEL	3	
CREDIT LEVEL	4	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required for planning the appropriate accommodation for animals. The learner will identify the needs of the animal and the resources available. The learner will be able to specify the accommodation and provide information to those who will establish and maintain the accommodation.</p> <p>Relationship to National Occupational Standards : CU39.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to plan the accommodation of animals.	1.1 Accurately identify animals' accommodation requirements taking into account all relevant factors: <ul style="list-style-type: none"> <li>(i) purpose for which animals being kept</li> <li>(ii) minimisation of stress</li> <li>(iii) number and mix of animals</li> <li>(iv) stage of the animals' growth and development</li> <li>(v) social needs of animals</li> <li>(vi) opportunities for movement and exercise.</li> </ul>	

	<p>1.2 Produce plans which include necessary details for their effective implementation:</p> <ul style="list-style-type: none"> <li>(i) environmentally sound methods for managing animal waste</li> <li>(ii) health and safety systems and methods</li> <li>(iii) cleaning routines and schedules</li> <li>(iv) handling contingencies.</li> </ul>	
	<p>1.3 Identify the resources necessary to meet accommodation requirements</p> <ul style="list-style-type: none"> <li>(i) accommodation available on the site</li> <li>(ii) services available to prepare and maintain the accommodation.</li> </ul>	
	<p>1.4 Take the appropriate action to modify plans as required.</p>	
	<p>1.5 Provide sufficient, clear and accurate information to others to allow them to carry out their work effectively.</p>	

2. Understand how to plan the accommodation of animals.	2.1	Describe the types of animal accommodation which are available and the suitability of these for different animals.	
	2.2	Explain the five animal needs and how they can best be promoted when planning accommodation.	
	2.3	Explain the animal welfare legislation and codes of best practice in animal welfare and animal accommodation.	
	2.4	Explain how to evaluate whether accommodation is suitable for animals and the different factors which need to be taken into account covering:: (i) number and mix of animals (ii) stage of animals growth and development (iii) social needs of animals (iv) opportunities for movement and exercise (v) minimisation of stress (vi) purpose for which the animal is being kept.	

	2.5	Describe the environmental conditions which will be necessary to maintain animals' health and welfare in accommodation and the impact of prevailing weather conditions on this.	
	2.6	Describe materials and equipment which animals need in their accommodation for their health and welfare.	
	2.7	Explain the potential hazards which may arise in relation: <ul style="list-style-type: none"> <li>(i) to the accommodation itself</li> <li>(ii) the materials from which it is made</li> <li>(iii) the materials used within it</li> <li>(iv) any equipment or materials contained therein and</li> <li>(v) hazards caused by other animals or people.</li> </ul>	
	2.8	Describe safe systems of work for those who prepare and maintain accommodation.	

	2.9	Describe the methods and systems for containing the animal when working within the animals accommodation.	
	2.10	Explain cleaning routines appropriate to the animals concerned and the accommodation in which they are kept.	
	2.11	Describe the effects which different cleaning methods and materials may have on the health and welfare of animals and how to minimise any detrimental effect.	
3. Understand relevant health and safety legislation and environmental good practice.	3.1	Summarise current health and safety legislation, codes of practice and any additional requirements	
	3.2	Explain the correct and appropriate methods for disposing of organic and inorganic waste.	
	3.3	Explain the records required for management and legislative purposes and the importance of maintaining them.	

## UNIT 341

TITLE	Monitor and evaluate the accommodation of animals	Learner's name
UAN REFERENCE	M/502/1526	
LEVEL	3	
CREDIT LEVEL	4	
<p>The aim of this unit is to provide the learner knowledge, understanding and skills required for monitoring and evaluating accommodation being provided for animals. The learner will monitor and evaluate the effectiveness of plans and will make changes where appropriate</p> <p>Relationship to National Occupational Standards : CU39.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to monitor the accommodation of animals.	1.1 Use monitoring methods which are appropriate for the accommodation, the animals concerned and those working with the animals to include: <ul style="list-style-type: none"> <li>(i) purpose for which animals being kept</li> <li>(ii) minimisation of stress</li> <li>(iii) number and mix of animals</li> <li>(iv) stage of the animals' growth and development</li> <li>(v) social needs of animals</li> <li>(vi) opportunities for movement and exercise.</li> </ul>	

	1.2	Carry out monitoring of the accommodation at the appropriate times to evaluate effectiveness.	
	1.3	Take the appropriate action when monitoring reveals problems or issues with the accommodation.	
	1.4	Use working methods and systems which promote health and safety and which are consistent with relevant legislation and codes of practice.	
2. Be able to evaluate the accommodation.	2.1	Evaluate animal health and welfare in relation to the accommodation and safe working.	
	2.2	Report findings from monitoring and evaluation and make recommendations.	

3. Understand how to monitor and evaluate the accommodation of animals.	3.1 Explain why it is important to monitor the following environmental factors: <ul style="list-style-type: none"> <li>(i) environmental conditions,</li> <li>(ii) containing structures,</li> <li>(iii) materials and equipment,</li> <li>(iv) weather conditions and</li> <li>(v) the density and mix of the animals.</li> </ul>	
	3.2 Explain the criteria used when monitoring the accommodation covering: <ul style="list-style-type: none"> <li>(i) quality of working methods and practice</li> <li>(ii) resource use and suitability</li> <li>(iii) scheduling</li> <li>(iv) health and welfare of animals</li> <li>(v) density and mix of animals</li> <li>(vi) cleaning and routine maintenance</li> <li>(vii) management of waste</li> <li>(viii) quality of outcomes.</li> </ul>	
	3.3 Explain how to monitor the accommodation and quality of working practice.	

	3.4	Describe the indicators of animal health and welfare in relation monitoring of accommodation.	
	3.5	Explain the options available for making recommendations to animal accommodation.	
	3.6	Explain the animal welfare legislation and codes of best practice in relation to animal accommodation.	
	3.7	Describe safe systems of work for those who prepare and maintain accommodation.	
4. Understand relevant health and safety legislation and environmental good practice.	4.1	Summarise current health and safety legislation, codes of practice and any additional requirements.	
	4.2	Explain the records required for management and legislative purposes and the importance of maintaining them.	

## UNIT 342

TITLE	Select animals for training	Learner's name
UAN REFERENCE	L/502/1601	
LEVEL	3	
CREDIT LEVEL	4	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to select animals for training for demonstration, show, or work. It looks at different selection criteria, for example, age, temperament, type and breed differences, the psychological and physiological effects of training on the animal and how the environment can affect training.</p> <p>Relationship to National Occupational Standards : CU40.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to select animals for training	1.1 Specify selection criteria to identify the requirements of the animals to be trained, including the following: <ul style="list-style-type: none"> <li>(i) physical characteristics</li> <li>(ii) behavioural characteristics</li> <li>(iii) age</li> <li>(iv) intended outcome of training</li> <li>(v) history</li> <li>(vi) temperament</li> <li>(vii) relevant documentation.</li> </ul>	
	1.2 Evaluate possible sources to acquire the necessary animals and select the best source.	

## UNIT 342

	1.3	Assess potential animal recruits against the selection criteria.		
	1.4	Select the animal best able to meet the selection criteria.		
	1.5	Seek additional advice when information is insufficient to make a decision.		
	1.6	Evaluate the potential of the animals which were not selected and provide the information to the pre-selectors.		
2.	Understand how to select animals for training.	2.1	Explain the reasons for setting selection criteria.	

	<p>2.2 Describe the selection criteria which are necessary for the animal types and breed concerned and what it is being trained for, covering the following:</p> <ul style="list-style-type: none"> <li>(i) physical characteristics</li> <li>(ii) behavioural characteristics</li> <li>(iii) age</li> <li>(iv) intended outcome of training</li> <li>(v) history</li> <li>(vi) temperament</li> <li>(vii) relevant documentation.</li> </ul>	
	<p>2.3 Explain how and why certain breeds and types are suited to particular activities.</p>	
	<p>2.4 Explain the importance of identifying the individual characteristics of animals that affect their suitability for training.</p>	
	<p>2.5 Explain the psychological and physiological effects which training activities may have on the animal.</p>	

	2.6 Describe seasonal and environmental effects on specific activities.	
	2.7 Describe effective methods of selecting animals for specific activities.	
	2.8 State the different sources of supply of the animal breed.	
	2.9 Describe how to assess the animal characteristics and any specific measurements which are needed.	
	2.10 Explain the additional information which it might be necessary to gain and where to obtain it from.	
	2.11 Outline the importance of consultation with relevant parties.	

## UNIT 343

TITLE	Design individual training programmes for animals	Learner's name
UAN REFERENCE	R/502/1602	
LEVEL	3	
CREDIT LEVEL	4	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to design individual animal training programmes for animals so that specific objectives can be achieved. It considers the selection of appropriate training activities, identification of the resources required for the training activity and evaluation methods. Simulation will not be acceptable. Relationship to National Occupational Standards : CU40.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to design individual training programmes for animals.	1.1 Assess the training needs of the animal and establish training objectives.	
	1.2 Set realistic targets to meet training objectives.	
	1.3 Select appropriate training methods and activities to meet training objectives: (i) handling (ii) obedience.	

	1.4	Identify any additional requirements and include them in the training programme, including: (i) environment (ii) diet (iii) living conditions (iv) health and welfare (v) exercise.	
	1.5	Identify resources necessary for the training activities and include them in the training programme.	
	1.6	Design suitable methods for evaluating progress in the training programme.	
	1.7	Communicate with others on the design of the training programme and its objectives.	
2. Be able to promote health and safety and environmental good practice.	2.1	Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements.	

3. Understand how to design individual training programmes for animals.	3.1	Explain the psychological and physiological effects which training activities may have on the animal.	
	3.2	Describe seasonal and environmental effects on the design of training programmes.	
	3.3	Explain how to identify the objectives of the training programme for the individual animal: (i) handling (ii) obedience.	
	3.4	Explain how to set targets towards achieving training objectives.	
	3.5	Explain the advantages and disadvantages of different training methods and activities.	

	3.6	Explain how to identify additional requirements which the animal may have to enable it to achieve the training objectives in relation to: (i) environment (ii) diet (iii) living conditions (iv) health and welfare (v) exercise.	
	3.7	Explain factors which may limit the animal achieving the required standard.	
	3.8	Explain how to identify and apply suitable training resources.	
	3.9	Explain methods of evaluating animals' progress towards objectives and targets.	
4. Understand relevant health and safety legislation and environmental good practice.	4.1	Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements.	

## UNIT 344

TITLE	Implement individual training programmes for animals	Learner's name
UAN REFERENCE	Y/502/1603	
LEVEL	3	
CREDIT LEVEL	4	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to implement and adapt training programmes to enable animals to achieve specific objectives and targets. It considers what resources are effective, monitoring of the mental and physical condition of the animal in response to the training programme and adapting it in accordance with the animal's needs and correct animal handling techniques. It also considers the correlation between the animal's confidence and performance levels and effective reporting of the animal's progress in relation to the objectives set.</p> <p>Simulation will not be acceptable.</p> <p>Relationship to National Occupational Standards : CU40.3</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to implement training programmes for animals.	1.1 Ensure that the animal's needs are met prior to the commencement of the training programme including: (i) physical needs (ii) emotional needs.	
	1.2 Ensure that appropriate resources are available for the training programme including: (i) training environment (ii) equipment (iii) personnel.	

	1.3	Use training methods and activities in accordance with the training programme.	
	1.4	Monitor the mental condition and physical behaviour of the animal throughout the training and use the results to modify training programme.	
	1.5	Handle the animal correctly and in a way which promotes the animal's health and welfare.	
	1.6	Modify training methods and activities when objectives are not being met including: (i) cease the activity (ii) find an alternative activity (iii) adapt the activity.	
	1.7	Report progress towards achieving training objectives accurately to the relevant people.	
	1.8	Take remedial action when training methods, activities or resources are found to be inappropriate.	

2. Be able to promote health and safety.	2.1 Work in a way which promotes health and safety and animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements.	
3. Understand how to implement training programmes for animals.	3.1 Explain the psychological and physiological effects which training activities may have on the animal.	
	3.2 Describe seasonal and environmental effects on the use of training activities.	
	3.3 Explain the difference between basic discipline training and training for specific activities and how this may affect the training programme as a whole.	
	3.4 Describe the animals' preparation requirements for training.	
	3.5 Describe the signs which indicate the mental condition and physical behaviour of the animals.	

	3.6	Describe the importance of accurately assessing animal behaviour and condition and taking appropriate action.	
	3.7	Explain the importance of assessing animal's confidence levels and how these are related to performance.	
	3.8	Describe the correct ways of handling the animal concerned for the safety of the animal, self and others and to enable objectives to be met.	
	3.9	Identify how to adapt techniques to reach the required standard.	
	3.10	Explain how and when to modify training methods and activities including: (i) cease the activity (ii) find an alternative activity (iii) adapt the activity.	
	3.11	Explain how to recognise the limits to which effective training can be applied to achieve success.	

	3.12	Identify effective ways of assessing progress towards objectives and why they should be reported.	
4. Understand relevant health and safety legislation.	4.1	Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements.	

## UNIT 345

TITLE	Evaluate and improve training programmes which enable animals to achieve specific objectives	Learner's name
UAN REFERENCE	D/502/1604	
LEVEL	3	
CREDIT LEVEL	2	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required for the evaluation and improvement of training programmes for animals in order that they can achieve set objectives. It considers methods of evaluation, how to modify training programmes.</p> <p>Simulation will not be acceptable.</p> <p>Relationship to National Occupational Standards : CU40.4</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to evaluate and improve training programmes which enable animals to achieve specific objectives.	1.1 Evaluate the results of training activities against planned training objectives.	
	1.2 Take action to resolve situations where training activities, methods and resources are found to be inappropriate.	

	<p>1.3 Recognise and modify training targets which:</p> <ul style="list-style-type: none"> <li>(i) are too difficult a level for the animal to achieve</li> <li>(ii) are set too low</li> <li>(iii) show the animal has more potential in another area.</li> </ul>	
<p>2. Understand how to evaluate and improve training programmes which enable animals to achieve specific objectives.</p>	<p>2.1 Explain the psychological and physiological effects which training activities may have on the animal.</p>	
	<p>2.2 Describe seasonal and environmental effects on specific activities.</p>	
	<p>2.3 Explain the value of regular evaluation.</p>	
	<p>2.4 Describe methods of effective evaluation.</p>	
	<p>2.5 Describe how to modify training targets which:</p> <ul style="list-style-type: none"> <li>(i) are too difficult a level for the animal to achieve</li> <li>(ii) are set too low</li> <li>(iii) show the animal has more potential in another area.</li> </ul>	
	<p>2.6 Explain when training outcomes may indicate that the animal is not suited for the activity for which it is being trained.</p>	

	2.7	Explain why it is important to agree future alterations with all relevant personnel.	
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## UNIT 226

TITLE	Handle animals to enable them to work effectively	Learner's name
UAN REFERENCE	F/502/1644	
LEVEL	2	
CREDIT LEVEL	6	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to handle animals to enable them to work. The learner will consider the methods of handling, control and encouragement in order to promote health and safety, animal welfare, the effects of the environment on the animal and the resources required.</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.</p> <p>Relationship to National Occupational Standards : CU41.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to handle animals to enable them to work effectively.	1.1 Correctly prepare the animal for work.	
	1.2 Move the animal and introduce it to the working environment in a manner which minimises stress.	
	1.3 Check that the following resources are suitable for the planned work: (i) equipment (ii) personnel (iii) environment.	

	1.4	Maintain control of the animal in a way which is likely to optimise its performance, maintain its safety and minimise stress using the following control methods: (i) verbal (ii) non-verbal.	
	1.5	Encourage the animal to perform to the best of its ability and offer the appropriate reward and praise.	
	1.6	Take the necessary action if the animal is not realising its potential or unexpected circumstances arise.	
2. Be able to work safely and minimise environmental damage.	2.1	Work in a way which maintains health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements.	
3. Know how to handle animals to enable them to work effectively.	3.1	Describe the different preparations which are necessary to enable the animal to work effectively in relation to its type, breed and the work which it has to do.	

	<p>3.2 Describe the methods of handling and moving animals which promote their health and welfare and minimise their stress.</p>	
	<p>3.3 Describe the resources which will be necessary for the work and how they should be used covering:  (i) Equipment  (ii) Personnel  (iii) Environment.</p>	
	<p>3.4 Describe the aspects of the environment which may affect the animal and signs which indicate this.</p>	
	<p>3.5 Describe the limitations of the animal breed and of the particular animal concerned.</p>	
	<p>3.6 Describe methods of controlling the animal effectively in the situations in which it is being worked.</p>	
	<p>3.7 Describe how to encourage the animal to work effectively.</p>	

	3.8 Describe the actions which may be necessary if the animal is not realising its potential or unexpected circumstances arise.	
4. Know relevant health and safety legislation and environmental good practice.	4.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements.	

## UNIT 227

TITLE	Care for animals after they have worked	Learner's name
UAN REFERENCE	F/502/1594	
LEVEL	2	
CREDIT LEVEL	4	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to care for animals after they have worked. It covers being able to assess the condition of animals after work and provide suitable care. Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Relationship to National Occupational Standards : CU41.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to care for animals after they have worked.	1.1 Prepare conditions ready to receive the animal following work.	
	1.2 Provide the following types of care for the animal to maintain and promote its health and welfare: (i) diet (ii) exercise (iii) appearance (iv) rest (v) health.	
	1.3 Assess the health and condition of the animal and take the appropriate action.	

	1.4	Re-establish the animal in its living conditions to ensure comfort and safety.	
2. Be able to work safely.	2.1	Work in a way which maintains health and safety and animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements.	
3. Know how to care for animals after they have worked.	3.1	Describe methods of assessing the health and condition of animals following work activity.	
	3.2	Describe the particular health and welfare requirements of animals following work activity covering: (i) diet (ii) exercise (iii) appearance (iv) rest (v) health.	
	3.3	Describe the living conditions which will promote the health and safety of the animal and any particular requirements for these, following work.	

4. Know relevant health and safety legislation.	4.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements.	
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## UNIT 228

TITLE	Load and unload animals for transportation	Learner's name
UAN REFERENCE	K/502/1492	
LEVEL	2	
CREDIT VALUE	3	
<p>The aim of this unit is to provide the learner with the knowledge and skills needed to load and unload animals for transportation. It includes preparation of the transportation equipment, health and safety, legislation, maintaining the welfare of the animal throughout the process and effective communication.</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.</p> <p>Relationship to National Occupational Standards : CU42.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to prepare animals and transport.	1.1 Communicate effectively with colleagues.	
	1.2 Prepare the correct animals as instructed.	
	1.3 Prepare and make safe the appropriate transportation equipment covering: <ul style="list-style-type: none"> <li>(i) cleanliness</li> <li>(ii) health and safety</li> <li>(iii) security</li> <li>(iv) removal of hazards.</li> </ul>	

2. Be able to load and unload animals for transportation	2.1 Load and unload the animals as required.	
3. Be able to work safely.	3.1 Work in a way which maintains health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements.	
4. Know how to prepare animals and transport.	4.1 Outline how to communicate effectively with colleagues.	
	4.2 Outline how to make the transportation method ready for animals including: cleanliness, health and safety, security and removal of hazards.	
5. Know how to load and unload animals for transport.	5.1 Describe how to prepare, load and unload animals safely and effectively minimising stress to the animal.	
	5.2 Describe how to approach, handle and restrain animals correctly minimising stress.	

	5.3 State the types of problems which should be reported, when and to whom.	
6. Know the relevant legislation and codes of practice.	6.1 Summarise the relevant legislation and codes of practice relating to health and safety and maintaining the welfare of animals.	

## UNIT 346

TITLE	Establish animals in a new environment	Learner's name
UAN REFERENCE	Y/502/1469	
LEVEL	3	
CREDIT VALUE	3	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to establish animals in a new environment. The unit covers preparing the new environment ready for the animals and monitoring them during establishment. Simulation will not be acceptable. Relationship to National Occupational Standards : CU42.2</p>		

Learner Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Be able to establish animals in a new environment.	1.1 Ensure the new environment is prepared to allow for the safe introduction of the animals.	
	1.2 Safely establish the animals in their new environment.	
	1.3 Monitor and maintain the health and welfare of the animals.	
2. Be able to promote health and safety.	2.1 Work in a way which promotes health and safety, animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements.	

## UNIT 346

3. Be able to maintain accurate records.	3.1 Provide clear and accurate information for recording purposes.	
4. Understand how to establish animals in a new environment.	4.1 Explain how to prepare the environment to allow the safe introduction of animals.	
	4.2 Explain the factors in the new environment which may cause animals stress and how these can be minimised.	
	4.3 Explain the different methods of establishing animals in new environments.	
	4.4 Summarise the indicators of potential problems with health and welfare and the action to take.	
5. Understand relevant health and safety legislation and environmental good practice.	5.1 Summarise current health and safety, animal welfare legislation, codes of practice and any additional requirements.	

## UNIT 347

TITLE	Prepare for the transportation of animals	Learner's name
UAN REFERENCE	T/502/1494	
LEVEL	2	
CREDIT VALUE	4	
<p>The aim of this unit is to provide the learner with the knowledge and skills required for preparing to transport animals. It covers planning the journey; the preparation of both the transportation and the animals; and loading and containing the animals. Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.</p> <p>Relationship to National Occupational Standards : CU43.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to prepare to transport animals.	1.1 Correctly complete all relevant documentation and records related to movement of animals.	
	1.2 Plan a journey for the transport of animals in line with instructions.	
	1.3 Check that the transportation equipment, suitability and condition are correct for the transport of animals.	
	1.4 Provide for the animals needs for the journey within the transportation environment considering their health and welfare and nutritional requirements.	

2. Be able to prepare animals for transport.	2.1 Prepare and handle animals in preparation for loading.	
	2.2 Assess animals for fitness to travel and where appropriate take appropriate action if animals are unfit for travel.	
	2.3 Load and contain the animals within the transportation equipment, make safe and secure for the journey in a manner which minimises their stress.	
	2.4 Segregate animals correctly if required.	
3. Be able to work safely and minimise environmental damage.	3.1 Work in a way which maintains health and safety and animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements.	
	3.2 Dispose of waste safely and correctly.	

4. Know who has responsibilities with regard to the transport animals.	4.1	State the persons who hold responsibility for animal welfare during transport and summarise their responsibilities under animal welfare, the transport of animals and health and safety legislation.	
	4.2	State the authorities that have the right to inspect animals, documentation and vehicles and their powers.	
	4.3	State the authorities to contact, for inquiries about transport conditions, and matters of law.	
	4.4	Describe the communication required between all parties involved with transportation of animals.	
5. Know how to prepare to transport animals.	5.1	State the types of authorisation required to move animals and when they are required.	
	5.2	Describe the requirements of planning a journey including: (i) requirements for journey recording systems (ii) the records which are necessary and required.	

	5.3	Explain the different requirements of documentation for transporting animals dependent on length of travel.	
	5.4	Describe the requirements for condition and suitability of vehicles and containers used for transport of animals including: (i) cleanliness (ii) health and safety (iii) security (iv) travel requirements of animals (v) environmental conditions.	
	5.5	Outline the appropriate nutritional and water requirement levels for the animals concerned.	
6. Know how to prepare animals for transport.	6.1	Describe indicators used to assess the animal health and welfare.	
	6.2	State when unfit animals can be transported.	
	6.3	Describe the correct methods for preparing and handling animals for loading.	

	<p>6.4 State the animal requirements during loading, in relation to flight zone, visual field and lighting.</p>	
	<p>6.5 Describe the appropriate methods of loading and containing the animals which minimises their stress.</p>	
	<p>6.6 Describe possible protective measures required for animals during transportation.</p>	
	<p>6.7 Outline the possible unplanned occurrences which may occur and how each may best be handled.</p>	
	<p>6.8 State when animals need to be segregated.</p>	
	<p>6.9 Outline the legal requirements in relation to density and number of animals in transport including the effects of overstocking and understocking.</p>	

	6.10 Describe the circumstances when stocking densities may be adjusted to take into account changing conditions.	
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## UNIT 348

TITLE	Maintain the health and welfare of animals during transportation	Learner's name
UAN REFERENCE	K/502/1542	
LEVEL	2	
CREDIT VALUE	4	
<p>The aim of this unit is to provide the learner with the knowledge and skills required for maintaining the health and welfare of animals during transportation and unloading.            It does not cover the driving of vehicles.            Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.            Relationship to National Occupational Standards : CU43.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to monitor and maintain animals during transportation.	1.1 Monitor animals' health and welfare at the required times during transportation to identify any causes for concern.	
	1.2 Recognise changes in animal health and welfare which might signify stress, ill health or injury and take the appropriate actions.	
	1.3 Take the appropriate action without delay where there are any concerns over animal health and welfare.	

	1.4	Ensure the containment of animals complies with legislation and optimises their health and welfare.	
	1.5	Ensure that transport temperature and ventilation conditions maintain animal health and welfare.	
	1.6	Control animals during transportation in the correct manner using relevant handling aids if applicable.	
2. Be able to carry out post transportation activities.	2.1	Clarify who is to receive the animals and communicate any information which they may require.	
	2.2	Unload the animals using appropriate methods and in a manner which minimises their stress and risk of injury.	
	2.3	Place the animals in suitable lairage / holding area after transport, that is in compliance with legislation.	
	2.4	Clean the transportation equipment in accordance with legislation.	

	2.5	Maintain accurate and complete records as required.	
3. Be able to work safely and minimise environmental damage.	3.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements.	
	3.2	Carry out work in a manner which minimises environmental damage.	
	3.3	Dispose of waste safely and correctly.	
4. Know how to monitor and maintain animals during transportation.	4.1	Describe signs of animal health and welfare deterioration in relation to appearance, body functions and behaviour.	
	4.2	State the importance and methods of maintaining the correct temperature and ventilation when transporting animals.	

	<p>4.3 Explain when to monitor health and welfare according to the animals being transported, relevant legislation and the method of transportation being used.</p>	
	<p>4.4 Describe the causes and signs of stress in animals.</p>	
	<p>4.5 Describe the causes, effects and prevention of thermal stress in animals.</p>	
	<p>4.6 Describe how to care for unfit or injured animals during transportation.</p>	
	<p>4.7 Describe how to assess ill health and determine the actions to be taken and their urgency.</p>	
	<p>4.8 Explain when to seek help, and from whom when problems occur during transportation.</p>	

	4.9	Describe how to maintain health and welfare of animals covering all the following - through the provision of feed and water or not, breaks from travelling, maintaining the transportation environment.	
	4.10	Describe methods of handling animals during transportation using handling aids if applicable.	
	4.11	State circumstances in which animals can be left and how safety and security may be maintained.	
	4.12	Outline the possible unplanned or unforeseen occurrences which may occur and how each may best be handled.	
	4.13	Summarise their responsibilities under health and safety, animal welfare and animal transportation legislation.	
5. Know relevant health and safety legislation and environmental good practice.	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements.	

	5.2 Describe how environmental damage can be minimised.	
	5.3 Describe the correct methods for disposing of waste.	
6. Know how to carry out post transportation activities.	6.1 State the importance of communicating information to appropriate people.	
	6.2 Explain animal requirements when handling animals during unloading, in relation to flight zone, visual field and lighting.	
	6.3 Describe the requirements of the holding area / lairage post transportation.	
	6.4 Describe how to maintain and clean the transportation equipment after use.	

	6.5 Explain any necessary documentation and their responsibility in relation to it.	
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## UNIT 349

TITLE	Plan, monitor and evaluate the transportation of animals	Learner's name
UAN REFERENCE	L/502/1517	
LEVEL	3	
CREDIT LEVEL	3	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan, monitor and evaluate the transportation of animals. It is designed to be applicable to planning the transport of individual or groups of animals, whatever the reasons for transportation, or the distance they are to be taken. The learner will be able to select the best form of transportation, plan the journey, prepare documentation and ensure that those who are to transport the animals are fully briefed. The learner will also be able to monitor transportation, evaluate the effectiveness and take appropriate action where necessary.</p> <p>Simulation will not be acceptable.</p> <p>Relationship to National Occupational Standards : CU44</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to plan the transportation of animals.	1.1 Select the most appropriate form of transportation for an animal type.	

	<p>1.2 Plan a journey taking into account all of the following factors:</p> <ul style="list-style-type: none"> <li>(i) distance</li> <li>(ii) health and welfare of animals</li> <li>(iii) containment</li> <li>(iv) means of transport</li> <li>(v) resource availability</li> <li>(vi) legislation</li> <li>(vii) timing to include stop-overs</li> <li>(viii) health and safety</li> <li>(viii) nutritional requirements.</li> </ul>	
	<p>1.3 Identify methods for maintaining the health and welfare of the animals throughout the journey.</p>	
	<p>1.4 Prepare all necessary documentation consistent with current legislation and relevant codes of practice to include documentation required by:</p> <ul style="list-style-type: none"> <li>(i) the organisation</li> <li>(ii) the carrier.</li> </ul>	
	<p>1.5 Specify procedures for dealing with contingencies.</p>	

	<p>1.6 Communicate sufficient, clear and accurate information to individuals to allow them to carry out their work effectively and comply with relevant legislation and codes of practice.</p>	
<p>2. Be able to monitor and evaluate the transportation of animals.</p>	<p>2.1 Develop a monitoring programme capable of evaluating animal transportation and encouraging good practice, including:</p> <ul style="list-style-type: none"> <li>(i) timing</li> <li>(ii) resources</li> <li>(iii) contingency management</li> <li>(iv) regulatory demands.</li> </ul>	
	<p>2.2 Establish effective control systems to monitor progress including lines of communication relating to:</p> <ul style="list-style-type: none"> <li>(i) animal health and well-being</li> <li>(ii) timescale</li> <li>(iii) containment</li> <li>(iv) regulatory demands</li> <li>(v) health and safety.</li> </ul>	
	<p>2.3 Monitor transportation at optimal frequencies to determine progress.</p>	

	2.4 Record any deviations from the monitoring programme and take the appropriate action.	
	2.5 Redefine the monitoring programme outcomes where monitoring indicates this is necessary.	
3. Understand how to plan the transportation of animals.	3.1 Describe the safe methods of transport for the animals concerned.	
	3.2 Explain the reasons for using particular carriers and modes of transportation, including resource implications.	
	3.3 Outline the resource issues which need to be taken into account and appropriate actions to resolve any lack of resources.	

	<p>3.4 Explain how to produce the transportation plan covering:</p> <ul style="list-style-type: none"> <li>(i) distance</li> <li>(ii) health and welfare of animals</li> <li>(iii) containment</li> <li>(iv) means of transport</li> <li>(v) resource availability</li> <li>(vi) legislation</li> <li>(vii) timing to include stop overs</li> <li>(viii) health and safety</li> <li>(ix) nutritional requirements.</li> </ul>	
	<p>3.5 Explain the methods for maintaining animal health, welfare and safety during transportation.</p>	
	<p>3.6 Outline the legal and carrier requirements for transportation.</p>	
	<p>3.7 Explain why it is necessary to plan the handling of contingencies.</p>	
	<p>3.8 Summarise what information carriers will need and why.</p>	

	3.9 Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements.	
4. Understand how to monitor and evaluate the transportation of animals.	4.1 Describe an effective monitoring programme for the transportation of animals and why the following are factors are essential, including: (ii) timing (iii) resources (iv) contingency management (v) regulatory demands.	
	4.2 Outline what lines of communication are necessary for effective monitoring of the transportation of animals.	
	4.3 Explain the purpose and principles of establishing effective control systems relating to: (i) animal health and well-being (ii) timescale (iii) containment (iv) regulatory demands (v) health and safety.	

	4.4 Explain how to recognise deviations from programme and assess their criticality and their potential effects to determine the appropriate action.	
	4.5 Explain how to evaluate the effectiveness of the programme and how to determine when programme needs modifying.	

## UNIT 350

TITLE	Determine and agree policies for the management of animals	Learner's name
UAN REFERENCE	K/502/1606	
LEVEL	3	
CREDIT LEVEL	5	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to set and agree policies for the management of animals.          It involves the setting of policy objectives including identifying feasible and viable options, communicating the agreed policy to key interest groups and developing arrangements for reviewing the policy.          Relationship to National Occupational Standards : CU51.2</p>		
Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to determine and agree policies for the management of animals.	1.1 Clearly establish the intended purposes for keeping the animals.	

	<p>1.2 Identify and evaluate the following opportunities and constraints relevant to animal management:</p> <ul style="list-style-type: none"> <li>(i) environmental impact</li> <li>(ii) resource implications</li> <li>(iii) needs of key interest groups</li> <li>(iv) external opportunities and constraints</li> <li>(v) other organisational policies and objectives</li> <li>(vi) new knowledge and ideas which open up new possibilities</li> <li>(vii) resources.</li> </ul>	
	<p>1.3 Review policy options available for animal management to determine the preferred option.</p>	
	<p>1.4 Consider the following animal characteristics in your selection of policy options:</p> <ul style="list-style-type: none"> <li>(i) purposes for which the animals are being kept</li> <li>(ii) types and mix of animals</li> <li>(iii) numbers of animals</li> <li>(iv) quality of animals.</li> </ul>	

## UNIT 350

	<p>1.5 Identify a preferred option which is feasible and viable striking the optimum balance between the animal characteristics and policy options</p>	
	<p>1.6 Agree policies with the appropriate people in accordance with organisational requirements</p>	
	<p>1.7 Communicate agreed policy to key interest groups in an appropriate way, including those:</p> <ul style="list-style-type: none"> <li>(i) directly involved</li> <li>(ii) affected by the site</li> </ul>	
	<p>1.8 Specify arrangements for reviewing policies</p>	
<p>2. Understand how to determine and agree policies for the management of animals</p>	<p>2.1 Describe the intended purpose(s) for keeping the animals and whether any of the purposes takes primacy.</p>	

	<p>2.2 Explain the nature of opportunities and constraints and how these might be used to the organisation's benefit:</p> <ul style="list-style-type: none"> <li>(i) environmental impact</li> <li>(ii) resource implications</li> <li>(iii) needs of key interest groups</li> <li>(iv) external opportunities and constraints</li> <li>(v) other organisational policies and objectives</li> <li>(vi) new knowledge and ideas which open up new possibilities</li> <li>(vii) resources.</li> </ul>	
	<p>2.3 Describe how to assess and evaluate the opportunities and constraints to determine a course of action.</p>	
	<p>2.4 Explain how to consider animal health and welfare when determining policy options.</p>	

	<p>2.5 Explain how different animal characteristics affect the selection of policy options:</p> <ul style="list-style-type: none"> <li>(i) purposes for which the animals are being kept</li> <li>(ii) types and mix of animals</li> <li>(iii) numbers of animals</li> <li>(iv) quality of animals.</li> </ul>	
	<p>2.6 Describe the resources which will be required to put the policies into effect.</p>	
	<p>2.7 Describe the factors within and the inter- relationships between:</p> <ul style="list-style-type: none"> <li>(i) the environmental impact of keeping animals</li> <li>(ii) the surrounding area and the wider community of people</li> <li>(iii) flora and fauna</li> <li>(iv) resource implications in keeping animals</li> <li>(v) needs of key interest groups, who they are</li> <li>(vi) their legitimacy and sources of influence</li> <li>(vii) external opportunities and constraints relating to policies, legislation, regulations and designations</li> <li>(viii) organisational policies and objectives.</li> </ul>	

	2.8 Explain the rationale for reviewing policies and how this can best be achieved.	
	2.9 Identify effective means of communicating agreed policy/policies to interest groups.	
	2.10 Summarise the legislation, regulations and codes of conduct affecting the keeping and management of animals.	

## UNIT 351

TITLE	Monitor and evaluate the implementation of animal management policies	Learner's name
UAN REFERENCE	H/502/1605	
LEVEL	3	
CREDIT LEVEL	4	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to monitor and evaluate the effectiveness of animal management policies. The learner will obtain information on implementation of the policy, evaluate and take appropriate action.            Relationship to National Occupational Standards : CU51.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to monitor and evaluate the implementation of animal management policies.	1.1 Obtain data and information from the implementation of animal management policies in a form which allows their effectiveness to be evaluated.	

	<p>1.2 Monitor the following external conditions regularly to determine the affect which they may have on policies and the effectiveness of animal management :</p> <ul style="list-style-type: none"> <li>(i) changes in public opinion, markets and competitor activity</li> <li>(ii) legislation</li> <li>(iii) advances in knowledge and practice</li> <li>(iv) lobbying/public pressure</li> <li>(v) technology.</li> </ul>	
	<p>1.3 Take appropriate action to deal with the following variations from plans:</p> <ul style="list-style-type: none"> <li>(i) financial resource use</li> <li>(ii) physical resource use</li> <li>(iii) human resource use</li> <li>(iv) working methods and systems.</li> </ul>	
	<p>1.4 Evaluate management systems and methods to confirm they comply with legal requirements and promote good practice.</p>	
	<p>1.5 Provide clear and accurate information for recording purposes.</p>	

	1.6	Take action appropriate to the conclusions of the evaluation.	
2. Understand how to monitor and evaluate the implementation of animal management policies.	2.1	Explain the data and information which management systems should produce including: (i) quantitative (ii) qualitative.	
	2.2	Describe the different ways of presenting qualitative and quantitative data and information and those which might be most useful for the activity concerned.	
	2.3	Explain how changes in public opinion, markets and competitor activity, legislation, knowledge and practice and technology may affect management systems and practice.	
	2.4	Explain how public pressure and lobbying may affect how people think about the management of animals and the effect this may have.	

	<p>2.5 Describe methods available for effectively monitoring external conditions and how to determine the appropriate action to be taken when there is variances covering:</p> <ul style="list-style-type: none"> <li>(i) financial resource use</li> <li>(ii) physical resource use</li> <li>(iii) human resource use</li> <li>(iv) working methods and systems.</li> </ul>	
	<p>2.6 Summarise the relevant legal requirements for animal management and how to apply these to the setting up and running of such establishments.</p>	
	<p>2.7 Identify the records which are required and the importance of accurate record keeping.</p>	
	<p>2.8 State how long records should be stored to comply with relevant legislation and organisational requirements.</p>	
	<p>2.9 Explain the action which may be necessary following evaluation and how to decide the timing of action.</p>	

## UNIT 352

TITLE	Motivate and recognise voluntary effort	Learner's name
UAN REFERENCE	J/502/1645	
LEVEL	3	
CREDIT LEVEL	5	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to encourage, motivate and show appreciation for the work of volunteers. The learner will assess the needs and wishes of the volunteers, recognise their commitment and encourage further development. Simulation will not be acceptable. Relationship to National Occupational Standards : CU89.1.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to motivate volunteers by promoting the special ethos and values of volunteering.	1.1 Assess the needs and wishes of individuals and/or groups to help determine the starting point for their involvement.	
	1.2 Support volunteers in ways which match volunteer expectations, motivations and needs.	
	1.3 Demonstrate an awareness of individual and/or group volunteer's abilities and aptitudes.	

	1.4	Recognise volunteers and their commitment which are likely to enhance their motivation to continue.	Recognise= value
	1.5	Take account of equal opportunities issues as they affect volunteers.	
2. Recognise voluntary effort by valuing volunteer contributions.	2.1	Show appreciation of the individual contributions made by volunteers by: (i) providing feedback to volunteers (ii) communicating this information to others.	
	2.2	Encourage further development of volunteers' capabilities.	
	2.3	Record individual and group effort in terms of its worth and contribution to organisational objectives.	
3. Understand how to motivate volunteers by promoting the special ethos and values of volunteering.	3.1	Explain what volunteering entails and the implications of volunteering for the volunteer, the voluntary organisation and the client.	

	3.2 Explain why people volunteer and why organisations involve volunteers.	
	3.3 Explain ways of assessing and confirming the needs and wishes of individuals and/or groups to help determine the starting point for their involvement.	
	3.4 Describe how equal opportunities issues and values affect volunteers and volunteering and the organisation.	
	3.5 Explain ways of recognising the commitment of volunteers and how that will enhance their motivation to continue.	
4. Understand how to recognise voluntary effort by valuing volunteer contributions.	4.1 Explain how to respond positively to personal and group voluntary effort by: (i) providing feedback to volunteers (ii) communicating this information to others.	Performance evidence may be used from 2.1.
	4.2 Describe how to assess and record individual and group effort in terms of its worth and contribution to organisational objectives.	

	4.3 Describe how to evaluate an individual's voluntary effort in ways which can help further his/her or a group's capabilities.	
	4.4 Describe ways of recognising formally the skills and abilities shown.	
	4.5 Describe how to provide feedback at an appropriate level in the organisation.	

## UNIT 353

TITLE	Manage the work of volunteers	Learner's name
UAN REFERENCE	D/502/1599	
LEVEL	3	
CREDIT LEVEL	6	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to manage the work of volunteers. It includes planning the work of volunteers, ensuring that they have sufficient resources to carry out the work, instructing them in the skills needed and assessing their work. Simulation will not be acceptable.</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to plan the work of volunteers.	1.1 Give opportunities to volunteers to contribute to the planning and organisation of their work.	
	1.2 Produce plans that take into account the relevant factors of volunteering including: <ul style="list-style-type: none"> <li>(i) your team's objectives</li> <li>(ii) the volunteers whose work you are responsible for and their development needs</li> <li>(iii) constraints under which volunteers may be working</li> <li>(iv) meeting the motivational needs of your volunteers.</li> </ul>	

## UNIT 353

	1.3	Produce plans and schedules that are realistic and achievable within organisational constraints.	
	1.4	Explain the plans to others clearly and in sufficient detail to gain support, motivation and commitment.	
	1.5	Update plans at regular intervals and take account of any changes.	
2. Be able to prepare resources for volunteers.	2.1	Check that resources are available and suitable for the planned work and take the appropriate action where there are any problems.	
	2.2	Allocate resources so that volunteers can do the work to the required standard.	
	2.3	Make sure volunteers are using resources according to organisational, legal and regulatory requirements.	

## UNIT 353

	2.4	Make sure volunteers are using resources efficiently and effectively and encourage them to suggest improvements.	
3. Be able to lead the work of volunteers.	3.1	Make volunteers feel welcome and introduce any new volunteers to each other and the rest of the team.	
	3.2	Clearly explain organisational policy in relation to: (i) volunteering (ii) confidentiality (iii) welfare (iv) health and safety (v) volunteer insurance (vi) training and developing volunteers (vii) equal opportunities.	
	3.3	Provide volunteers with clear instructions on tasks they have to do in line with organisational and legal requirements.	
	3.4	Correctly demonstrate the tasks and check that volunteers understand what is expected.	

## UNIT 353

	3.5	Let the volunteers practise the tasks under competent supervision until they can consistently achieve the required standard on their own.	
	3.6	Identify and correct any /mistakes in a way that supports their self-confidence and praise them when they perform tasks correctly.	
	3.7	Identify volunteers who could take on new responsibilities and agree what development would be appropriate to their needs.	
	3.8	Identify volunteer work that does not meet agreed standards and take the appropriate action.	
4. Be able to assess the work of volunteers and provide feedback.	4.1	Explain the purpose of assessment clearly to all involved.	
	4.2	Give opportunities to volunteers to assess their own work.	

## UNIT 353

	4.3	Carry out assessments at times most likely to maintain and improve effective performance.	
	4.4	Make your assessments objectively against clear and agreed criteria.	
	4.5	Provide feedback to volunteers in a situation and manner most likely to maintain and improve motivation.	
	4.6	Provide feedback which recognises team members achievements and provide constructive suggestions and encouragement for improving their work.	
	4.7	Show respect for the individuals involved and treat all feedback to individuals and teams confidentially.	
	4.8	Give opportunities to team members to respond to feedback.	

## UNIT 353

5. Be able to promote health and safety and environmental good practice.	5.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements.	
6. Be able to maintain accurate records.	6.1 Provide clear and accurate information for recording purposes.	
7. Understand how to plan the work of volunteers.	7.1 Explain how to provide volunteers with the opportunity to contribute to the planning and organisation of their work.	
	7.2 Describe how to produce plans that take into account the relevant factors of volunteering including: (i) your team's objectives (ii) the volunteers whose work you are responsible for and their development needs (iii) constraints under which volunteers may be working (iv) meeting the motivational needs of your volunteers.	Performance evidence may be used from 1.2

## UNIT 353

	7.3	Explain how to develop realistic and achievable work plans both in the short and medium term.	
	7.4	Describe how to present work plans in a way that gains support, motivation and commitment.	
	7.5	Explain the need to regularly review work plans.	
8. Understand how to prepare resources for volunteers.	8.1	Explain how to check that the appropriate resources are available and outline the procedures to follow for obtaining resources.	
	8.2	Outline the procedure for reporting problems with resources.	
	8.3	Summarise organisational, legal and regulatory standards for the resources that the work uses.	

## UNIT 353

	8.4 Explain how to allocate resources in a way that enables the achievement of objectives.	
	8.5 Explain the need to ensure resources are used efficiently and effectively and the implications for not doing so.	
	8.6 Explain the impact that the use of resources could have on the environment.	
	8.7 Explain the reasons for getting others to suggest ways of improving the use of resources.	
9. Understand how to lead the work of volunteers.	9.1 Describe the induction process for new volunteers and the importance of making volunteers feel welcome and part of the team.	

## UNIT 353

	<p>9.2 Describe how to ensure that new volunteers understand organisational policy in relation to:</p> <ul style="list-style-type: none"><li>(i) volunteering</li><li>(ii) confidentiality</li><li>(iii) welfare</li><li>(iv) health and safety</li><li>(v) volunteer insurance</li><li>(vi) training and developing volunteers</li><li>(vii) equal opportunities.</li></ul>	
	<p>9.3 Describe how to instruct volunteers and to demonstrate tasks clearly and correctly to ensure that volunteers understand what they have to do.</p>	
	<p>9.4 Explain the reasons for making sure volunteers continue to be supervised until they can achieve the standard required and the action to take when work does not meet the standard.</p>	
	<p>9.5 Describe how to correct mistakes without undermining self-confidence.</p>	

## UNIT 353

	9.6	Explain how to recognising the potential for volunteers to take on new responsibilities and outline the development opportunities available to them.	
	9.7	Outline the organisational and legal requirements that are relevant to the tasks the volunteers are being developed to undertake.	
	9.8	Describe how organisations give recognition and reward to volunteers.	
	9.9	Explain methods of handling difficulties with volunteer work, and procedures for dealing with problems.	
10. Understand how to assess the work of volunteers and provide feedback.	10.1	Explain the need to communicate clearly the purpose of assessment to all involved.	
	10.2	Explain the reasons for providing opportunities to volunteers to assess their own work.	

## UNIT 353

	10.3 Explain the principles of fair and objective assessment of work and how to ensure this is achieved.	
	10.4 Explain how to provide feedback to volunteers on their performance based on assessment.	
	10.5 Explain the principles of respect and confidentiality when providing feedback.	
	10.6 Describe how to motivate volunteers and gain their commitment by providing feedback.	
	10.7 Explain how to provide constructive suggestions on how performance can be improved.	
	10.8 Describe how to give those involved the opportunity to respond to feedback and provide suggestions on how to improve their work.	

## UNIT 353

11. Understand relevant health and safety legislation and environmental good practice.	11.1 Summarise current health and safety legislation, codes of practice and any additional requirements.	
12. Understand the importance of accurate record keeping.	12.1 Explain the records required for management and legislative purposes and the importance of maintaining them.	

## UNIT 354

TITLE	Prepare and maintain the operational condition of work boats	Learner's name
UAN REFERENCE	A/502/3179	
LEVEL	2	
CREDIT LEVEL	6	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to prepare and maintain work boats for use. The learner will carry out the necessary checks and maintenance, and ensure that the work boat is safe and ready for use. In addition, they must recognise and deal with any faults or problems that arise prior to operation of the work boat. Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Relationship to National Occupational Standards : EC15.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1 Be able to prepare and maintain the operational condition of workboats.	1.1 Carry out checks and maintenance procedures correctly, in accordance with statutory, manufacturers and organisational requirements. To include: <ul style="list-style-type: none"> <li>(i) safety checks</li> <li>(ii) engine checks</li> <li>(iii) engine maintenance</li> <li>(iv) condition of vessel.</li> </ul>	

## UNIT 354

	1.2	Ensure equipment for use during the operation of the work boat is safe, in good working order and accessible including: (i) safety equipment (ii) operational equipment.	
	1.3	Where appropriate, rectify faults in the operational condition of the work boat safely and correctly.	
	1.4	Ensure problems and conditions which are outside your responsibility are identified and referred promptly to the appropriate person.	
2. Be able to work safely and minimise environmental damage.	2.1	Work in a way which maintains health, safety and environmental good practice according to relevant legislation, codes of practice and any additional requirements.	
	2.2	Provide clear and accurate information for recording purposes.	

## UNIT 354

3. Know how to prepare and maintain the operational condition of workboats.	3.1	Describe the required pre-start checks, routine checks and maintenance procedures covering: (i) safety checks (ii) engine checks (iii) engine maintenance (iv) condition of vessel.	
	3.2	Outline the manufacturer's instructions for engine and equipment maintenance, and specifications of the work boat.	
	3.3	Describe the types of faults which may occur, including: engine faults, damage to the vessel and missing equipment, and the appropriate action in relation to these faults.	
	3.4	Outline the limits of your responsibility for rectifying faults and other problems.	

## UNIT 354

	3.5	Describe the procedures for reporting faults.	
	3.6	Describe the reasons for reporting faults.	
	3.7	Describe how to safely handle and store fuel and lubricants.	
	3.8	Outline the types of problems which may be encountered and how these should be dealt with.	
	3.9	Outline the relevant legislation and organisational requirements associated with the use of work boats.	
	3.10	Outline the recreational and economic use of the water environment and how such use relates to work activities.	

## UNIT 354

4. Know relevant health and safety legislation and environmental good practice.	4.1	Outline the current health and safety legislation, codes of practice and any additional requirements in relation to the operation and use of work boats.	
	4.2	Identify the types of records required and explain the importance of accurate record keeping.	
	4.3	Describe how to maintain environmental good practice during work activities	

## UNIT 355

TITLE	Operate work boats	Learner's name
UAN REFERENCE	R/502/3222	
LEVEL	2	
CREDIT LEVEL	6	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to operate work boats.            All manoeuvres must be conducted safely, in accordance with manufacturers and organisational requirements, and without causing damage to the boat. The learner must take into account factors such as weather conditions, water conditions and hazards during the operation of the boat.            Learners must possess the appropriate certification or approvals to operate the class of boat used during assessment of this unit.            Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.            Relationship to National Occupational Standards : EC15.2</p>		

Learner Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Be able to operate work boats.	1.1 Ensure boat manoeuvres are conducted safely, without damage to the workboat and in accordance with statutory and organisational requirements and within the necessary timescales covering at least one of the following: (i) maintenance (ii) inspection (iii) transportation.	

## UNIT 355

	<p>1.2 Operate the work boat controls in accordance with manufacturer's instructions, the nature of the operations and with regard to the following:</p> <ul style="list-style-type: none"> <li>(i) prevailing weather</li> <li>(ii) water flow</li> <li>(iii) water depth</li> <li>(iv) wildlife habitats</li> <li>(v) other water users.</li> </ul>	
	<p>1.3 Recognise any hazards and obstacles, and take the appropriate action to minimise the risk during work boat manoeuvres.</p>	
	<p>1.4 Report any difficulties in carrying out operations promptly to the relevant person.</p>	
	<p>1.5 Ensure your communications with crew members and others are accurate and clear at all times, and adhere to organisational requirements. Use at least two of the following types of communications:</p> <ul style="list-style-type: none"> <li>(i) verbal</li> <li>(ii) written</li> <li>(iii) sound.</li> </ul>	

## UNIT 355

	1.6	Respond to changes in environmental conditions appropriately and in accordance with organisational requirements.	
	1.7	Identify the need for emergency procedures accurately and take the appropriate prompt actions.	
2. Be able to work safely and minimise environmental damage.	2.1	Work in a way which maintains health, safety and environmental good practice during your work according to relevant legislation, codes of practice and any additional requirements.	
3. Know how to operate work boats.	3.1	Explain the safe and correct methods for handling and using work boats.	
	3.2	Describe the operational limitations of the work boat.	
	3.3	List the types of operations which are carried out using work boats.	

## UNIT 355

	3.4	Describe the ways in which weather and water conditions must be taken into account during operations.	
	3.5	Explain the types of hazards which may occur and how to respond to these, including: floating debris, submerged obstacles and fixed structures.	
	3.6	Outline the potential damage which may occur during operations and the correct action to take.	
	3.7	Describe the difficulties which may occur and to whom these should be reported.	
	3.8	State the limits of your responsibility in relation to the operation of work boats.	
	3.9	Describe the procedures for communicating with crew members and others.	

## UNIT 355

	3.10	Outline the recreational and economic use of the water environment and how such use relates to work activities.	
4. Know relevant health and safety legislation and environmental good practice.	4.1	Outline the current health and safety legislation, codes of practice and any additional requirements.	
	4.2	Summarise the types of emergencies which can occur, including: fire, sinking, engine failure, collision, person overboard, leak of flammable or hazardous substances.	
	4.3	Describe the correct methods for implementing emergency procedures.	
	4.4	Outline the health and safety requirements in relation to the use of work boats.	
	4.5	Outline the environmental considerations which must be taken into account during operations.	

**UNIT 355**

	4.6 Describe how to maintain environmental good practice during work activities.	
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## UNIT 356

TITLE	Prepare interpretive entertainment and educational activities	Learner's name
UAN REFERENCE	L/502/3249	
LEVEL	3	
CREDIT VALUE	4	
<p>The aim of this unit is to provide the knowledge, understanding and skills required to prepare interpretative activities for a range of audiences using a range of techniques. The techniques could include the use of audio visual / electronic equipment, use of props or audience involvement and participation.</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.</p> <p>Relationship to National Occupational Standards : EC26.1</p>		

Learner Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Be able to prepare interpretive, entertainment and educational activities.	1.1 Select and match subject matter to the site, the target audience and type of activity to ensure wider participation.	
	1.2 Work closely with those who are responsible for the audience to maximise the value of planned activities.	
	1.3 Prepare opportunities for the audience to maximise the use of their senses.	
	1.4 Plan appropriate styles and structures of activities which are appropriate to a range of audience profiles.	

## UNIT 356

	1.5	Develop and put in place contingency plans for all of the following: (i) the audience is different from that anticipated (ii) ill-health (staff or animal) (iii) bad weather.	
	1.6	Ensure that the selected techniques are sufficient and are consistent with the objectives within the constraints of site, event and budget.	
2. Be able to promote health and safety and environmental good practice.	2.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements.	
3. Understand how to prepare interpretive entertainment and educational activities.	3.1	Explain how to select and agree relevant subject matter to match the site, audience and the activity to ensure wider participation.	
	3.2	Explain how to link activities to the curriculum.	

## UNIT 356

	<p>3.3 Explain the range of potential audiences covering all of:</p> <ul style="list-style-type: none"> <li>(i) organised parties</li> <li>(ii) individual members of the public</li> <li>(iii) people with particular requirements or interests.</li> </ul>	
	<p>3.4 Explain techniques for interpretation that make use of audience senses.</p>	
<p>4. Understand relevant health and safety legislation and environmental good practice.</p>	<p>4.1 Summarise current health and safety legislation, codes of practice and any additional requirements including the safety of visitors.</p>	

## UNIT 357

TITLE	Deliver and evaluate interpretive entertainment and educational activities	Learner's name
UAN REFERENCE	J/502/3251	
LEVEL	3	
CREDIT VALUE	4	
<p>The aim of this unit is to provide the knowledge, understanding and skills required to deliver and evaluate interpretative entertainment and educational activities for a range of audiences using a range of techniques. Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Relationship to National Occupational Standards : EC26.2</p>		

Learner Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Be able to deliver interpretive and educational activities.	1.1 Ensure that the pace, style and structure of activities are appropriate to the circumstances, interests and ability of the audience throughout.	
	1.2 Deliver all main messages in ways which maximise understanding, and attempt to ensure these are understood.	
	1.3 Take into account varying expectations among the audience as far as is practicable.	

## UNIT 357

	<p>1.4 Complete the activity to time.</p>	
	<p>1.5 Use at least two types of interpretive techniques appropriately and effectively including:</p> <ul style="list-style-type: none"> <li>(i) use of multi media equipment</li> <li>(ii) use of props</li> <li>(iii) audience involvement and participation.</li> </ul>	
	<p>1.6 Monitor the safety and comfort of the audience according to the nature of the activity.</p>	
	<p>1.7 Follow agreed contingency procedures as necessary.</p>	
<p>2. Be able to evaluate the activities.</p>	<p>2.1 Evaluate the effectiveness of the interpretation against the set objectives.</p>	

## UNIT 357

	2.2	Report any conclusions or recommendations arising from the evaluation to the appropriate people.	
3. Understand how to deliver interpretive entertainment and educational activities.	3.1	Explain the importance of planning activities to meet time constraints.	
	3.2	Analyse the range of techniques and delivery styles that can be used and explain the reasons for selecting a particular technique or style which maximises audience use of their senses.	
	3.3	Explain the potential range of visitor interests and abilities.	
	3.4	Explain the range of tools and techniques available and principles of their use in different circumstances to meet a variety of needs.	

## UNIT 357

	<p>3.5 Explain how, and the reasons why, pace, style and structure of activities could be varied to meet visitor needs and varying expectations.</p>	
	<p>3.6 Explain how audience safety can be monitored and how this may vary according to the nature of the activity.</p>	
	<p>3.7 Explain what action should be taken in response to equipment failure, accidents or other contingencies that may be encountered.</p>	
<p>4. Understand how to evaluate the activities.</p>	<p>4.1 Explain how visitor reaction and understanding can be identified, evaluated and improved.</p>	
	<p>4.2 Explain the different sources of feedback on activities.</p>	

**UNIT 357**

	4.3 Explain the importance of evaluation to future planning and decision-making.	
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## UNIT 358

TITLE	Protect the environment through legal enforcement	Learner's name
UAN REFERENCE	H/502/3239	
LEVEL	3	
CREDIT VALUE	8	

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to work within the legislative framework. The unit deals with the enforcement and compliance with regulations and/or legislation (including bylaws) to protect the environment. Enforcement should only be necessary where other means of resolving problems and disputes have failed e.g. negotiation, warnings etc. The unit covers the activities associated with identifying and confirming the need for enforcement, and initiating the enforcement procedures themselves.

This unit is likely to be of relevance to Public Rights of Way Officers (particularly in England and Wales), Wardens and Rangers in rural and urban situations, and others who need to enforce legislation connected with their area of work.

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

Relationship to National Occupational Standards : EC29

Learner Outcomes	Assessment Criteria	
The learner will:	The learner can:	

1. Be able to identify and confirm the need for enforcement.	1.1 Identify accurately cases of non-compliance with regulations or legislation.	
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## UNIT 358

1.	1.2 Investigate two cases of alleged non-compliance with regulations or legislation from the list below, in a professional and correct manner: (i) obstructions and encroachments (ii) interferences and nuisances (iii) inadequate access (iv) illegal activities on sites.	
	1.3 Time investigations correctly in accordance with the potential risk to the environment covering: (i) review of information received (ii) site visit and observation (iii) other investigations, including consultations.	
	1.4 Record cases of non-compliance accurately, legibly and comprehensively in appropriate formats covering all of the following: (i) written (ii) graphic (iii) photographic.	

## UNIT 358

	1.5	Identify those responsible for the breach of regulations or legislation.	
	1.6	Evaluate the feasibility of solutions other than enforcement, and implement alternative action where possible.	
	1.7	Seek advice on the enforcement process and its implications from the appropriate source, where necessary.	
	1.8	Establish the need for enforcement where other action has failed or is inappropriate.	
	1.9	Promptly identify circumstances constituting a hazard or risk to the environment, and take appropriate action.	
2. Be able to provide evidence of non-compliance.	2.1	Collect evidence of non-compliance from the appropriate sources, record it accurately, legibly and comprehensively, and store it securely.	

## UNIT 358

	2.2	Gather evidence from witnesses without prejudice in accordance with legal requirements.	
3. Be able to initiate and monitor enforcement procedures to protect the environment.	3.1	Prepare for and initiate legal action accurately and in consultation with the relevant legal advisers.	
	3.2	Monitor compliance with legal action at the appropriate time, and review the need for further action.	
	3.3	Identify and arrange default action to resolve problems where appropriate carrying out remedial work arranging for the charging of costs to those responsible.	.
	3.4	Arrange appropriate support where action might involve contact with aggressive or abusive people.	
	3.5	Suspend activities where the safety of yourself or others is threatened, and review further action seeking advice where necessary.	

## UNIT 358

	3.6	Review the need for enforcement where the appropriate remedial action has been taken by any party.	
4. Be able to promote health and safety and environmental good practice.	4.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice, strategy and policy and any additional requirements which apply to protecting the environment through legal enforcement.	
5. Know how to identify and confirm the need for enforcement.	5.1	<p>Explain the reliance to be attributed to the different forms of information or evidence about alleged non-compliance</p> <ul style="list-style-type: none"> <li>(i) review of information received</li> <li>(ii) site visit and observation</li> <li>(iii) other investigations, including consultations.</li> </ul>	

## UNIT 358

	<p>5.2 Explain the methods of recording cases of non-compliance, and the reasons why records should be accurate, legible and comprehensive covering:</p> <ul style="list-style-type: none"> <li>(i) Obstructions and encroachments</li> <li>(ii) interferences and nuisances</li> <li>(iii) inadequate access</li> <li>(iv) illegal activities on sites.</li> </ul>	
<p>6. Understand how to initiate enforcement procedures to protect the environment.</p>	<p>6.1 Explain potential alternative solutions, other than enforcement, and judgement of their effectiveness</p> <ul style="list-style-type: none"> <li>(i) carrying out remedial work</li> <li>(ii) arranging for the charging of costs to those responsible.</li> </ul>	
	<p>6.2 Explain circumstances which would require the advice of a specialist.</p>	
	<p>6.3 Explain circumstances which would require reinforcement where other action has failed or is inappropriate.</p>	

## UNIT 358

	6.4	Explain reasons for judging that other action has failed or is inappropriate.	
	6.5	Give examples and explain the relevance of evidence for different circumstances.	
	6.6	Explain the legal action processes for different circumstances.	
	6.7	Explain how to make the judgement based on comprehensive evidence for different circumstances.	
	6.8	Explain how to monitor compliance and the importance of correct and timely monitoring.	
	6.9	Identify permissible default action for different circumstances, and reasons for choice, where appropriate.	

## UNIT 358

	6.10 Identify appropriate support in circumstances involving aggression or abuse.	
	6.11 Identify circumstances in which it would be sensible to withdraw.	
7. Know and understand relevant legislation, including health and safety, codes of practice and environmental good practice.	7.1 Explain the relevant legal requirements, current health and safety legislation, codes of practice and any additional requirements which apply to this area of work.	
	7.2 Explain the records required for management and legislative purposes and the importance of maintaining them.	

## UNIT 359

TITLE	Organise the receipt and storage of goods in a retail environment	Learner's name
UAN REFERENCE	A/500/4938	
LEVEL	3	
CREDIT VALUE	11	
<p>This unit is firstly about organising staff to receive goods, for example when preparing for seasonal intake of stock. Secondly, the unit involves organising storage facilities and training and supervising staff in the use of the storage system.            This unit requires workplace assessment of occupational competence.            Relationship to National Occupational Standards : Unit B14</p>		

Learner Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Know how to organise staff to receive and check incoming deliveries in a retail environment.	1.1 Show that they know how to prepare to receive and handle different types of goods.	
	1.2 Show that they know procedures for receiving goods, including dealing with incorrect, damaged and late deliveries.	
	1.3 Show that they know which members of staff are involved in or affected by a delivery schedule and the information these people need to receive goods efficiently.	

## UNIT 359

	1.4	Show that they know the company's standards for acceptable goods.	
	1.5	Show that they know why incoming goods must be checked against requirements straight after unloading.	
	1.6	Show that they know recording and control systems including procedures for checking goods received.	
	1.7	Show that they know safety and security procedures for receiving goods.	
2. Know how to organise and maintain storage facilities in a retail environment.	2.1	Show that they know how effective storage systems contribute to reducing stock loss	
	2.2	Show that they know how to protect goods from various causes of deterioration and damage.	

## UNIT 359

	2.3	Show that they know how to work out suitable storage layouts and solve storage problems efficiently, safely and securely.	
	2.4	Show that they know how to run the stock recording and controlling systems efficiently and accurately.	
	2.5	Show that they know the legal requirements for storing stock.	
3. Know how to check the storage and care of stock in a retail environment.	3.1	Show that they know when and how to check stock and storage, including both routine and spot checks.	
	3.2	Show that they know legal and company requirements for removing out-of-date stock.	
	3.3	Show that they know the company's requirements for storing and moving stock, and how to check that these requirements are being met.	

## UNIT 359

	3.4	Show that they know how to work out if ideas for improving the ways stock is stored and moved are likely to be profitable.	
	3.5	Show that they know the causes of stock deterioration and damage and how these affect products.	
	3.6	Show that they know the company's requirements and quality standards for storage.	
	3.7	Show that they know the information colleagues need to be able to use the storage system effectively.	
	3.8	Show that they know company policy and procedures for protecting goods that are at risk of damage or deterioration.	
	3.9	Show that they know the company's systems and procedures for moving and storing stock.	

## UNIT 359

4. Organise staff to receive and check incoming deliveries in a retail environment.	4.1	Gather enough competent staff and brief them well enough before deliveries are received.	
	4.2	Make sure that the area for receiving goods is prepared and that there is enough storage space for the delivery.	
	4.3	Check that deliveries are unloaded safely and securely.	
	4.4	Make sure that goods are promptly checked against requirements.	
	4.5	Make sure that delivery records are complete and accurate and processed promptly.	
	4.6	Use delivery records to check that each supplier has met the company's service needs.	

## UNIT 359

	4.7	Spot problems with deliveries and sort them out promptly.	
5. Organise and maintain storage facilities in a retail environment.	5.1	Organise storage facilities to take account of day-to-day work, safety requirements and the need to keep goods in a saleable condition.	
	5.2	Give staff accurate, up-to-date information and suitable training to enable them to use the storage system properly.	
	5.3	Give staff clear roles and responsibilities for storing and moving goods and check that staff understand these roles and responsibilities.	
	5.4	Develop and update plans to cope with unforeseen storage problems.	
	5.5	Check regularly that staff are storing and moving goods competently, safely and securely.	

## UNIT 359

	5.6	Keep complete, accurate and up to date stock records that can be found easily by everyone who needs them.	
6. Check the storage and care of stock in a retail environment.	6.1	Keep up a routine for checking storage facilities and stock.	
	6.2	Carry out spot checks of storage facilities and stock at suitable intervals.	
	6.3	Make sure staff have the information and training they need to spot stock that is out of date or at risk of deteriorating, and to deal with it in line with legal and company requirements.	
	6.4	Check the storage and movement of stock to make sure that stock is reaching the shop floor as it is needed.	
	6.5	Evaluate the storage, care and movement of stock and find ways of running storage and movement systems more profitably.	

## UNIT 361

TITLE	Maintain the availability of goods for sale to customers in a retail environment	Learner's name
UAN REFERENCE	L/500/9786	
LEVEL	3	
CREDIT VALUE	11	
<p>This unit is for team leaders responsible for organising and monitoring the display of goods. Firstly, the unit is about briefing colleagues about display requirements and supervising the assembly of displays. Secondly, the unit is about assessing the effectiveness of displays prepared by colleagues under the learner's supervision. The third aspect of the unit is concerned with keeping stock replenished and accurately priced, and making suggestions for improving displays. The learner does not need specialist visual merchandising skills for this unit.</p> <p>This unit requires workplace assessment of occupational competence.</p> <p>Relationship to National Occupational Standards : Unit C.13</p>		

Learner Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Know how to organise staff to display goods for retail sale.	1.1 Show that they know how different types of display help the store to reach its sales targets.	
	1.2 Show that they know how they can position information so that it helps to promote sales.	

## UNIT 361

	1.3	Show that they know how the layout of the selling area affects sales.	
	1.4	Show that they know the legal requirements for pricing goods for sales.	
	1.5	Show that they know the company's standards for putting displays together, including standards for cleaning and preparation.	
	1.6	Show that they know how to work out what type and quantity of resources they need to set up displays.	
	1.7	Show that they know how to brief staff in a way that encourages staff's involvement.	
	1.8	Show that they know how to check the work of staff preparing and putting displays together and how to give feedback to staff on staff's performance.	

## UNIT 361

	1.9	Show that they know the security, health and safety requirements and procedures relating to displaying goods.	
	1.10	Show that they know the customer's rights and the company's duties and responsibilities under the Sale of Goods Act.	
	1.11	Show that they know how to check that the information in displays is accurate and legal.	
	1.12	Show that they know how to use different price marking methods and technologies.	
2. Know how to assess how effective displays are in a retail environment.	2.1	Show that they know the standards they should apply when assessing how effective displays are.	
	2.2	Show that they know how to assess displays against the relevant standards.	

## UNIT 361

	2.3	Show that they know how to identify displays that are unsafe or not secure enough.	
	2.4	Show that they know how to correct displays that are unsafe or not secure enough.	
	2.5	Show that they know who can authorise changes in the display.	
	2.6	Show that they know how to involve staff in assessing and changing displays.	
3. Know how to keep products available and maintain their quality in a retail environment.	3.1	Show that they know how to collect and record information about prices.	
	3.2	Show that they know how to check stock rotation and the quality of goods on display.	

## UNIT 361

	3.3	Show that they know what can happen to stock that is not stored correctly or renewed as needed.	
	3.4	Show that they know how to replenish and rotate stock and deal with sub-standard goods.	
	3.5	Show that they know how to check pricing and price marking, correct mistakes and change prices.	
	3.6	Show that they know why it is important to record price changes accurately.	
4. Organise staff to display goods for retail sale.	4.1	Confirm the purpose of the display and any relevant requirements and standards and, where necessary, check these with the appropriate authority.	
	4.2	Clearly explain to staff the purpose of the display and any relevant requirements and standards.	

## UNIT 361

	4.3	Provide opportunities for staff to check staff understand the requirements and standards of the display.	
	4.4	Check that staff prepare the display area and put the display together in a way that causes the least inconvenience to customers.	
	4.5	Provide constructive feedback to staff on staff's performance.	
	4.6	Check that the assembled display conforms to company requirements and standards.	
	4.7	Obtain permission from the appropriate authority to modify or change the display.	
	4.8	Monitor that information has been placed accurately and legally, and is chosen and positioned to promote sales effectively.	

## UNIT 361

	4.9	Keep complete, accurate and up to date records of displays.	
5. Assess how effective displays are in a retail environment.	5.1	Identify what standards the display should meet.	
	5.2	Check displays against all the relevant standards to decide how effective they are.	
	5.3	Encourage staff to make helpful comments and identify changes that may make the display more appealing to customers.	
	5.4	Ask the right person for permission to make any changes that the learner cannot authorise themselves.	
	5.5	Give staff clear instructions and encouragement so that staff can make any changes needed to the display.	

## UNIT 361

	5.6	Take prompt and suitable action to deal with any risks to security or health and safety that the learner's assessment has revealed.	
6. Keep products available and maintain their quality in a retail environment.	6.1	Collect and record accurate information on price changes.	
	6.2	Give accurate, up-to-date price information to the staff who need it.	
	6.3	Regularly check price marking and promptly sort out any pricing problems they spot.	
	6.4	Make sure that stock replenishment plans are up-to-date and realistic.	
	6.5	Deal with out-of-date or deteriorating stock in line with company policy and any relevant laws.	

## UNIT 361

	6.6	Involve staff in spotting potential improvements to the way stock is organised and presented.	
	6.7	Spot realistic and effective ways of improving how stock is organised and presented.	
	6.8	Get permission from the right person, where necessary, to improve the way stock is organised and presented.	
	6.9	Make sure that they maintain customer goodwill and staff morale while stock is being re-organised.	

## UNIT 362

TITLE	Evaluate the receipt of payments from customers	Learner's name
UAN REFERENCE	D/500/9789	
LEVEL	3	
CREDIT VALUE	9	
<p>This unit is about evaluating the way payments are processed by staff at point of sale. Firstly, it involves spotting any problems with the way payments are processed and sorting these out promptly. Secondly, the unit involves monitoring that staff are following the company's takings practices and procedures.</p> <p>This unit requires workplace assessment of occupational competence.</p> <p>Relationship to National Occupational Standards : Unit C.16</p>		

Learner Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Know how to evaluate takings practices and procedures in a retail environment.	1.1 Show that they know the aims that taking practices and procedures are designed to achieve.	
	1.2 Show that they know how the way that payment transaction procedures are carried out can affect customer goodwill.	
	1.3 Show that they know the company's takings procedures, including safety and security arrangements.	
	1.4 Show that they know the control systems available and the information these provide.	

## UNIT 362

	1.5	Show that they know how to collect and interpret information about takings.	
	1.6	Show that they know how to check takings practices and procedures.	
	1.7	Show that they know the types of problems with takings the learner needs to look for.	
	1.8	Show that they know how to sort out problems with takings.	
	1.9	Show that they know the limits of their authority for resolving problems with takings.	
	1.10	Show that they know how to report their findings on takings practices and procedures.	

## UNIT 362

2. Know how to monitor takings practices and processes at the cash point in a retail environment.	2.1	Show that they know which methods of payment are accepted in their store.	
	2.2	Show that they know how to check that cash points are being correctly set up and operated.	
	2.3	Show that they know the problems that can arise in routine cash point operations and transactions, and how to sort them out.	
	2.4	Show that they know the company's approved procedures for handling cash and cash equivalents, and how to follow these efficiently.	
	2.5	Show that they know the types of refund, cheque payment and credit card payment they have to authorise and how to do so.	
	2.6	Show that they know the company's cash point security procedures.	
	2.7	Show that they know how to plan to cope with unexpected problems at the cash point.	

## UNIT 362

3. Evaluate takings practices and procedures in a retail environment.	3.1	Check that staff carry out takings practices and procedures in line with company requirements.	
	3.2	Spot and promptly sort out any problems with takings practices and procedures.	
	3.3	Check payment processes and transaction procedures to make sure these maintain and promote customer goodwill.	
	3.4	Check at suitable times that review and control systems are providing up-to-date and accurate information.	
	3.5	Promptly sort out any identified problems, or refer these promptly to the right person when problems are beyond the learner's responsibility to sort out.	
4. Monitor takings practices and processes at the cash point in a retail environment.	4.1	Check at suitable times that staff are setting up and operating cash points correctly.	

## UNIT 362

	4.2	Look into and promptly sort out any problems with routine cash point operations and transactions.	
	4.3	Check that staff are handling cash and cash equivalents efficiently and in line with approved procedures.	
	4.4	Accurately and promptly authorise any refunds, cheques and credit card payments which need the learner's authorisation.	
	4.5	Correctly follow cash point security procedures.	
	4.6	Develop effective plans to cope with unexpected problems at the cash point.	

## UNIT 363

TITLE	Improve the customer relationship	Learner's name
UAN REFERENCE	H/601/1232	
LEVEL	3	
CREDIT VALUE	7	
<p>This unit is about the learner improving their relationship with customers by delivering consistent and reliable customer service. In addition, the learner will need to show that they genuinely want to give customers high levels of service and that they will make every possible effort to meet or exceed the customer's expectations.</p> <p>This unit directly relates to the Customer Service NOS.</p> <p>Relationship to National Occupational Standards : Unit 26</p>		

Learner Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Improve communication with their customers	1.1 Select and use the best method of communication to meet their customers' expectations	
	1.2 Take the initiative to contact their customers to update them when things are not going to plan or when the learner requires further information	
	1.3 Adapt their communication to respond to individual customer's feelings	

## UNIT 363

2. Balance the needs of their customers and their organisation	2.1	Meet their customers' expectations within their organisation's service offer	
	2.2	Explain the reasons to their customers sensitively and positively when the customers' expectations cannot be met	
	2.3	Identify alternative solutions for their customers either within or outside the organisation	
	2.4	Identify the costs and benefits of these solutions to their organisation and to their customers	
	2.5	Negotiate and agree solutions with their customers which satisfy them and are acceptable to their organisation	
	2.6	Take action to satisfy their customers with the agreed solution when balancing customer needs with those of their organisation	

## UNIT 363

3. Exceed customer expectations to develop the relationship	3.1	Make extra efforts to improve their relationship with customers	
	3.2	Recognise opportunities to exceed their customers' expectations	
	3.3	Take action to exceed their customers' expectations within the limits of their own authority	
	3.4	Gain the help and support of others to exceed their customers' expectations	
4. Know and understand how to improve the customer relationship.	4.1	Describe how to make best use of the method of communication chosen for dealing with customers	
	4.2	Explain how to negotiate effectively with their customers	

## UNIT 363

	4.3 Explain how to assess the costs and benefits to their customer and their organisation of any unusual agreement they make	
	4.4 Explain the importance of customer loyalty and/or improved internal customer relationships to the organisation	

## UNIT 364

TITLE	Work with others to improve customer service	Learner's name
UAN REFERENCE	D/601/1553	
LEVEL	3	
CREDIT VALUE	8	
<p>This Unit is all about how the learner develops a relationship with others to improve their own customer service performance. This involves communicating with others and agreeing how to work together to give a more effective service. In addition the learner will monitor their own and the team's performance and change the way they do things if this improves customer service.</p> <p>This Unit directly relates to the Customer Service NOS Relationship to National Occupational Standards : Unit 39</p>		

Learner Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Improve customer service by working with others	1.1 Contribute constructive ideas for improving customer service.	
	1.2 Identify what they have to do to improve customer service and confirm this with others.	
	1.3 Agree with others what they have to do to improve customer service.	
	1.4 Co-operate with others to improve customer service.	

## UNIT 364

	1.5	Keep their commitments made to others	
	1.6	Make others aware of anything that may affect plans to improve customer service	
2. Monitor their own performance when improving customer service	2.1	Discuss with others how what they do affects customer service performance	
	2.2	Identify how the way they work with others contributes towards improving customer service	
3. Monitor joint performance when improving customer service	3.1	Discuss with others how teamwork affects customer service performance	
	3.2	Work with others to collect information on team customer service performance	
	3.3	Identify with others how customer service teamwork could be improved	

## UNIT 364

	3.4	Take action with others to improve customer service performance	
4. Understand how to work with others to improve customer service with others.	4.1	Describe who else is involved either directly or indirectly in the delivery of customer service	
	4.2	Describe the roles and responsibilities of others in their organisation	
	4.3	Describe the roles of others outside their organisation who have an impact on the their services or products	
	4.4	Evaluate what the goals or targets of their organisation are in relation to customer service and how these are set	
	4.5	Evaluate how their organisation identifies improvements in customer service	

## UNIT 365

TITLE	Conduct priority and volume investigations (Skills for Justice)	Learner's name
UAN REFERENCE	J/5025596	
LEVEL	3	
CREDIT VALUE	5	
<p>This unit is about conducting investigations for priority and volume investigations and is applicable to the investigation of all types of priority and volume incidents. They will need to be able to gather and assess the available information and intelligence, conduct a risk assessment, identify and preserve the initial scene(s), and identify and deal with material. They must also be able to develop initial lines of enquiry and deal with any victim(s), witnesses and suspects appropriately. In addition, they will need to ensure that the appropriate people are briefed about the status of the investigation to maintain continuity.</p> <p>Relationship to National Occupational Standards : Unit CI101, AA1, AB1, AE1, AF1, CA1</p>		

Learner Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Know and understand the legal and organisational requirements in relation to conducting priority and volume investigations	1.1 describe the legislation, policies, procedures, codes of practice in relation to conducting investigations	
	1.2 explain what support should be provided to victim(s), potential witnesses and suspects	
	1.3 outline the types of investigation that are within their limits of responsibility	
	1.4 specify the restrictions that apply to the disclosure of sensitive information	

## UNIT 365

	1.5	explain the purpose and importance of risk assessments within the context of priority and volume investigations	
2. Know and understand the professional practice applicable to conducting priority and volume investigations	2.1	recognise the impact of crime and criminality upon the community	
	2.2	describe the characteristics of crimes and how they are committed	
	2.3	describe the investigative process including the activities and decision making required to progress an investigation	
	2.4	explain how applying an investigative mindset can contribute to the investigative process	
3. Be able to conduct priority and volume investigations	3.1	investigate the incident ensuring that they understand it's nature	
	3.2	identify the need for any additional support (e.g. specialist, line management, external agencies) and take appropriate action to minimise risk	

## UNIT 365

	3.3	identify and deal appropriately with victims, suspects and potential witnesses, assessing the factors likely to impact on the investigation (e.g. vulnerability, language, culture, lifestyle, repeat/linked incidents)	
	3.4	identify and take the necessary steps to protect and preserve the scene	
	3.5	gather all available material, retain and record in line with current legislation and policy	
	3.6	identify and prioritise all lines of enquiry (e.g. suspects, witnesses, victims, forensic/scientific, intelligence, property, technology).	
	3.7	identify and take steps to deal with any suspects	
	3.8	deal with persons in custody diligently and expeditiously, ensuring the custody officer is kept informed of progress to reach a decision on disposal	

## UNIT 365

	<p>3.9 ensure that victims, witnesses and families are kept informed, and provided with any necessary support and protection.</p>	
	<p>3.10 demonstrate whilst conducting an investigation that their actions</p> <ul style="list-style-type: none"> <li>• are lawful</li> <li>• promote equality and respect diversity</li> <li>• are communicated effectively</li> </ul>	
<p>4. Be able to complete and submit documentation relating to priority and volume investigations.</p>	<p>4.1 fully document all actions taken in accordance with current policy and legislation.</p>	
	<p>4.2 prepare and submit case files in compliance with legislation and the manual of guidance for file completion</p>	
	<p>4.3 prepare evidence for presentation to courts and other hearings.</p>	
	<p>4.4 pass on any information and intelligence that may be relevant to other investigations, promptly, to the appropriate person or department</p>	

## UNIT 366

TITLE	Interview victims and witnesses in relation to priority and volume investigations (Skills for Justice)	Learner's name
UAN REFERENCE	R/5025598	
LEVEL	3	
CREDIT VALUE	5	
<p>This unit is about interviewing victims and witnesses as part of priority and volume investigations. The unit covers interviews conducted at police premises or elsewhere. The learner must plan and prepare for both formal and informal interviews by developing an interview strategy, assessing the interviewee's fitness for interview, and setting up an appropriate location. They must conduct interviews in accordance with legislation, policy and other guidelines using appropriate interviewing techniques and communication skills. Finally, learners are expected to evaluate interviews (including their own performance) and take any necessary further action in relation to investigations.</p> <p>Relationship to National Occupational Standards : CJ101, AA1, AB1, AE1, AF1, CA1</p>		

Learner Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Know and understand relevant legal and organisational requirements in relation to interviewing victims and witnesses	1.1 identify the key features of legislation, policies, procedures, codes of practice, professional practice and organisational requirements and guidelines in relation to: <ul style="list-style-type: none"> <li>• conducting interviews with victims and witnesses</li> <li>• race, diversity and human rights</li> <li>• health, safety, security and welfare</li> <li>• dealing with victims and witnesses in an ethical and effective manner</li> <li>• rules of evidence and disclosure</li> </ul>	

## UNIT 366

2. Know and understand the principles of interviewing victims and witnesses	2.1	describe the features of an interview strategy and indicate resources which can assist in developing the strategy	
	2.2	identify the relevant points they need to prove during the interview	
	2.3	classify the categories of interviewee (e.g. vulnerable, intimidated, significant or other influencing factor)	
	2.4	explain the importance of appropriate timings, locations and environmental conditions to the conduct of interviews	
	2.5	describe the features of approved interview techniques and communication methods	
	2.6	describe the types of contingencies (e.g. medical, welfare, hostile/reluctant behaviour, environmental conditions) that might arise during interview and how to deal with them	

## UNIT 366

3. Be able to plan and prepare interviews with victims and witnesses	3.1	prepare a written plan for an interview taking into account the legal nature of the incident to be investigated and the circumstances under which interviews can be conducted	
	3.2	determine whether the individual is fit for interview by making a basic assessment of: <ul style="list-style-type: none"><li>• physical condition</li><li>• mental condition</li><li>• emotional condition</li></ul>	

## UNIT 366

	<p>3.3 plan and prepare for interviews by:</p> <ul style="list-style-type: none"> <li>• identifying the category of interviewee (e.g. vulnerable, intimidated, significant)</li> <li>• reviewing all available material</li> <li>• consulting with relevant others (e.g. prosecutors, legal representatives, appropriate adults, health care professionals, custody officers, officers required for legal authorities, colleagues, interpreters)</li> <li>• establishing an appropriate time, place and environmental conditions for the interview</li> <li>• setting up the necessary interview location and resources (e.g. relevant documentation, exhibits, appropriate adult or interpreter)</li> </ul>	
<p>4. Be able to conduct interview with victims and witnesses</p>	<p>4.1 explain the interview process to all those present and confirm their understanding</p>	

## UNIT 366

	<p>4.2 conduct interviews with victims and witnesses in a manner which:</p> <ul style="list-style-type: none"><li>• maintains the security and welfare of all present</li><li>• is ethical and effective</li><li>• employs appropriate interview techniques and communication methods to obtain an accurate account</li><li>• makes appropriate use of exhibits</li><li>• addresses any contingencies which arise (e.g. medical, welfare, hostile/reluctant behaviour, environmental conditions)</li></ul>	
	<p>4.3 complete all relevant documentation, and obtain any necessary endorsements (e.g. interview notes, pocket notebook, criminal justice statements, including victim personal statements and exhibit forms)</p>	
	<p>4.4 conclude the interview by informing all those present of the next steps including, where appropriate, the relevant legal processes</p>	

## UNIT 366

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

## UNIT 367

TITLE	Interview suspects in relation to priority and volume investigations (Skills for Justice)	Learner's name
UAN REFERENCE	Y/502/5599	
LEVEL	3	
CREDIT VALUE	5	
<p>This unit is about interviewing suspects as part of priority and volume investigations. The unit covers interviews with suspects who are under arrest and those who are not under arrest, whether the interview is conducted at police premises or elsewhere. The learner must plan and prepare for interviews by developing an interview plan, assessing the suspect's fitness for interview, and setting up an appropriate location. They must conduct interviews in accordance with legislation, policy and other guidelines using appropriate interviewing techniques and communication skills. Finally, learners are expected to evaluate interviews (including their own performance) and take any necessary further action. Competence must be practically assessed on three occasions in the workplace.</p> <p>Relationship to National Occupational Standards : Units: CJ201, AA1, AB1, AE1, AF1, CA1</p>		

Learner Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Know and understand relevant legal and organisational requirements in relation to interviewing suspects	1.1 identify the legislation, policies, procedures, codes of practice, professional practice and organisational requirements and guidelines in relation to: <ul style="list-style-type: none"> <li>• conducting interviews with suspects</li> <li>• race, diversity and human rights</li> </ul>	

## UNIT 367

		<ul style="list-style-type: none"> <li>• health, safety, security and welfare</li> <li>• dealing with suspects and relevant others in an ethical and effective manner</li> <li>• rules of evidence and disclosure</li> </ul>	
2 Know and understand the principles of interviewing suspects	2.1	2.1 describe the features of an interview strategy and indicate resources which can assist in developing the strategy	
	2.2	describe the role of 'relevant others' regarding the interview of suspects (e.g. prosecutors, legal representatives, appropriate adults, health care professionals, custody officer, officers required for legal authorities, colleagues, interpreters)	
	2.3	describe the features of approved interview techniques and communication methods	

## UNIT 367

	<p>2.4 explain the importance of appropriate timings locations and environmental conditions to the conduct of interviews (e.g. urgent interviews, interviews at the scene, in police premises, healthcare facility)</p>	
	<p>2.5 describe the types of contingencies (e.g. legal, medical, welfare, abusive or aggressive behaviour, technical faults, complaints and environmental conditions) that might arise during interview and how to deal with them</p>	
	<p>2.6 describe the procedures and reasons for assuming responsibility for suspects</p>	
<p>3. Be able to plan and prepare interviews with suspects</p>	<p>3.1 review the material in relation to the incident in question (e.g. information, objects, written documentation, audio recording, passive data generators, visual images)</p>	

## UNIT 367

	<p>3.2 identify the factors that affect a suspect's fitness for interview, and explain how these inform their approach to interviews (e.g. intoxication by drink or drugs, behaviour, age, physical disorder or disability, learning disability, mental health)</p>	
	<p>3.3 describe the use of the following resources during interviews:</p> <ul style="list-style-type: none"> <li>• audio/video recording equipment</li> <li>• appropriate documentation</li> <li>• exhibits</li> </ul>	
	<p>3.4 Prepare for a pre-interview briefing with a legal advisor by determining the extent and supply of appropriate material</p>	
<p>4.</p>	<p>4.1 deliver a pre-interview briefing to a legal representative prior to interview</p>	
	<p>4.2 assume responsibility for a suspect ensuring their safety, security and welfare and that of relevant others (e.g. legal representatives, appropriate adults, healthcare professionals, interpreters and colleagues)</p>	

	4.3	explain the interview process to all those present and confirm understanding	
	4.4	use the required caution, evidential or special warning and confirm the suspect's understanding	
	4.5	conduct interviews with suspects in a manner which: <ul style="list-style-type: none"> <li>• is ethical and effective</li> <li>• employs appropriate interview techniques and communication methods</li> <li>• makes appropriate use of exhibits</li> <li>• addresses any contingencies which arise (e.g. medical, welfare, hostile/reluctant behaviour, environmental conditions)</li> </ul>	
	4.6	conclude the interview by informing all those present of the next steps including, where appropriate, the relevant legal processes	
	4.7	complete all relevant documentation, and obtain any necessary endorsements e.g. interview notes, pocket notebook, criminal justice statements and exhibit forms	

## UNIT 367

5. Be able to evaluate interviews with suspects and carry out post-interview procedures	5.1	evaluate the interview and all available material and prioritise any further action (e.g. other lines of enquiry, charge, release, arrest or no further action)	
	5.2	update relevant others and intelligence systems based on the evaluation of the interview.	
	5.3	evaluate their own performance in interviews and identify any learning points	

## UNIT 368

TITLE	Prepare and submit case files (Skills for Justice)	Learner's name
UAN REFERENCE	A/602/1538	
LEVEL	3	
CREDIT VALUE	5	
<p>This unit focuses on the preparation and submission of case files. Case files may be overnight files, abbreviated (expedited) files or full files, and could comprise files relating to prosecutions, fatal road collisions, missing persons etc; those that they work with will depend on their role and responsibilities. In preparing case files they are expected to establish the current status of the investigation, distinguish between different types of case materials (eg, that likely to assist the prosecution or defence), and identify that which is sensitive and non-sensitive. They must submit case files to internal departments and colleagues and/or to the prosecuting authorities, and respond to any requests for further action. In addition, they will need to ensure that all relevant documentation and actions (eg, informing victims) have been completed correctly. This unit requires the workplace assessment of occupational competence. Relationship to National Occupational Standards : Units: CJ101, AA1, AB1, AE1, AF1, CA1</p>		

Learner Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Understand legal and organisational requirements for preparing and submitting case files	1.1 Identify and describe the key features of current and relevant legislation, policies, procedures, codes of practice and guidelines for preparing and submitting case files	
	1.2. explain the importance of adhering to national guidelines relating to working appropriately with children and young people when preparing case files for submission	

## UNIT 368

	1.3	describe methods for reviewing, evaluating and selecting case material for incorporation into case files	
	1.4	explain the principles of classifying information according to its sensitivity and origins within the case	
	1.5	describe the process of compiling case file content	
	1.6	explain the procedures for submitting case files	
	1.7	identify organisations and agencies entitled to access the contents of case files	
2 Prepare case files	2.1	establish the current status of the investigation and ensure that all relevant lines of enquiry are being pursued or have been completed	
	2.2	evaluate the status of materials relating to both sides of the case	
	2.3	select appropriate material for incorporation into the case file	
	2.4	record, retain and reveal unused material in accordance with the relevant legislation and policy	

## UNIT 368

	2.5	ensure that any issues relating to victims and witnesses are included within the case file	
	2.6	document all decisions, actions, options and rationale in relation to the case files in accordance with current policy and legislation	
3. Submit case files and progress enquiries	3.1	present objective comments regarding the strengths and weaknesses of the case to the relevant agencies or organisations	
	3.2	submit case files to the relevant organisation or individual in line with legislation and policy	
	3.3	liaise with the relevant agencies or organisations for advice or action required	
	3.4	ensure that all the relevant documentation or actions have been completed in accordance with policy	
	3.5	take action to clarify or correct documentation or actions in response to queries	

## UNIT 369

TITLE	Present information to courts or other hearings (Skills for Justice)	Learner's name
UAN REFERENCE	F/602/1539	
LEVEL	3	
CREDIT VALUE	5	
<p>This unit is about preparing and presenting information to courts and other hearings. This includes presenting information in an effective manner complying with the rules, procedures and acceptable professional standards. You must also ensure that all relevant aspects of community and race relations, diversity and human rights are adhered to. This unit requires the workplace assessment of occupational competence wherever practicable.</p> <p>Relationship to National Occupational Standards : Unit 2J3</p>		

Learner Outcomes	Assessment Criteria	
The learner will:	The learner can:	
1. Know the legal and organisational requirements for presenting evidence to courts and other hearings	1.1 Identify current, relevant legislation, policies, procedures and codes of practice for presenting evidence to court and other hearings	
	1.2. Identify current, relevant legislation and organisational requirements in relation to race, diversity and human rights	
	1.3 Identify the legislation relevant to the case in question	

## UNIT 369

	1.4	Describe the permitted liaison with victims, witnesses and defendants	
	1.5	Identify the support services (e.g. victim support, duty solicitor) available at court/hearing and their role and responsibilities	
	1.6	Explain the importance of considering evidence in advance	
	1.7	Describe the roles and responsibilities of court personnel	
	1.8	Identify procedures and protocols in courts and at hearings	
	1.9	Identify what constitutes a breach of court protocol or procedure and to whom any breaches should be reported	
2 Know how to present information to courts or other hearings	2.1	Describe how to prepare, and make available notes and materials in a manner that maintains their continuity and integrity	
	2.2	Describe how and where to locate and obtain evidence, notes and materials for presentation	

## UNIT 369

	2.3	Describe how to liaise with prosecuting authorities	
	2.4	Describe how to give evidence effectively in a court or hearing	
	2.5	Describe how and when you can refer to any notes and materials in your possession	
	2.6	Describe techniques for maintaining control and composure under cross-examination	
3. Be able to present information to courts or other hearings	3.1	Consider and prepare the relevant information in advance of the hearing	
	3.2	Ensure that you are in possession of the appropriate notes and materials	
	3.3	Conform to acceptable professional standards of appearance and behaviour at all times	
	3.4	Provide information and respond to questions with due regard for the rules and the procedures of the venue	
	3.5	Provide oral evidence that is consistent with any written materials provided by you as part of the case	

## UNIT 369

	3.6	Respond to all directions of the court or hearing promptly and appropriately	
	3.7	Report any breaches of court procedure or protocol that come to your attention promptly to the relevant authority	

## Unit 370

TITLE	Undertake covert searches with dogs	Learner's name
UAN REFERENCE	F/504/0310	
LEVEL	3	
CREDIT VALUE	3	
<p>This unit is to provide the learner with the knowledge and understanding and skills required for preparing, undertaking and evaluating Covert Searches with dogs in an operational capacity.            Relates to Animal Care NOS and Skills for Security NOS.</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Understand the requirements for planning covert searches using a dog or dogs	1.1 Identify the range of covert search strategies using dog(s)	
	1.2 Describe how to determine an appropriate strategy	
	1.3 Describe the different types of information that could help develop the covert search plan and how to access information	
	1.4 Explain the importance of establishing the requirements of the covert search and selecting appropriate dog(s) with required skills for the operation	
	1.5 Describe the means of access, resources and security measures required and how these are obtained	

	1.6	Identify the authorities required to be obtained to carry out the search and how these are obtained	
	1.7	Explain the importance of briefing all involved on their respective roles and responsibilities	
	1.8	Describe the checks that would be made to ensure the selected dog(s) were suitable and appropriate to be used for the covert search	
2. Be able to plan covert searches using a dog or dogs	2.1	Obtain the necessary information to carry out the covert search	
	2.2	Select appropriate dog(s) according to the skills required for the covert search	
	2.3	Prepare the dog(s) according to the skills required for the covert search	
	2.4	Liaise with all relevant personnel and others to establish effectiveness and security of the covert search	
	2.5	Prepare an operational search plan identifying roles and responsibilities, timings and objectives and role of the dog(s) in the covert search	

	2.6	Inform all involved on their roles and responsibilities during the covert search	
3. Understand the health and safety requirements of covert searches	3.1	Describe relevant legislative requirements, policies, procedures, codes of practice and guidelines for carrying out covert searches using dogs	
	3.2	Explain contingency plans for dog(s) and personnel and the importance of agreeing these in advance	
4. Be able to maintain the health safety during covert search	4.1	Maintain the health, safety, security and wellbeing of personnel, members of the public and dog(s) involved in the covert search by carrying out full risk assessment	
	4.2	Ensure the effectiveness of the covert search and respond to any contingencies in line with the covert search plan, current policy and legislation	
5. Be able to carry out a covert search using a dog(s)	5.1	Conduct a covert search with dog(s) according to the search plan	
	5.2	Handle the dog(s) in a way that maintains its performance	

	5.3	Control the dog(s) in a way that maintains its performance	
	5.4	Promote the health, safety and security of the dog(s), yourself and others through a cautious approach	
	5.5	Direct the dog(s) to carry out a methodical and thorough search of the area in line with the operational strategy requirements	
	5.6	Maintain the required communication with others during the covert search	
	5.7	Respond to contingencies in line with the covert search plan, current legislation and policies and procedures of the organisation	
6. Understand the importance of evaluating the covert search	6.1	Explain the importance of reviewing the covert search and reviewing objectives and outcomes	
7. Be able to evaluate the covert search	7.1	Complete appropriate auditable reports and records from the covert search	
	7.2	Debrief other personnel involved in the covert search identifying training needs and providing constructive feedback	

	7.3 Provide senior personnel with a full debriefing on the covert search including the performance of the dog(s) in the operation	
	7.4 Identify any changes or training requirements for the dog(s) and personnel for future covert searches and justify the reasons for this	
	7.5 Justify the reasons for any changes or training requirements for the dog(s) and personnel for future covert searches	

## Unit 371

TITLE	Enable learning through demonstration and instruction	Learner's name
UAN REFERENCE	J/504/0311	
LEVEL	3	
CREDIT VALUE	4	
<p>The aim of the unit is to develop knowledge, understanding and the skills required to enable learning through practical demonstrations and instructional activities, to evaluate their effectiveness and modify them to meet aims and objectives within the organisation. Relates to NOS unit L11.</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Understand how to plan and prepare learning resources and materials for instruction and demonstrations	1.1 Evaluate the techniques and delivery styles that can be used for instruction and demonstrations	
	1.2 Justify the reasons for selecting a particular style	
	1.3 Prepare relevant subject matter appropriate to the learner's needs and ability	
	1.4 Evaluate the different methods, techniques and the principles of their use	
	1.5 Evaluate how methods and techniques could be used to measure learning, understanding and active participation of learner(s)	

	1.6	Explain the different methods of instruction available that can put learner(s) at ease and encourage participation	
	1.7	Describe the different factors that can prevent learning, development of practical skills and understanding and how to overcome these	
	1.8	Describe how to respond to the individual needs of learner(s) during the demonstration and learning process	
	1.9	Explain how the following are met: <ul style="list-style-type: none"> <li>• delivery plans</li> <li>• necessary materials</li> <li>• timings and resources</li> <li>• how aims and objectives</li> </ul>	
2. Be able to plan and prepare learning resources and materials for instruction and demonstrations	2.1	Prepare learning resources and materials in line with the analysis of the skills and needs of learner(s)	
	2.2	Use different methods and techniques to achieve the desired learning outcomes of the plan	
	2.3	Implement selected methods and techniques at appropriate level for the learner(s) to encourage active participation	

	2.4	Check individual learner(s) knowledge, understanding and practical skills	
	2.5	Carry out the delivery of the activity in accordance with the aims and objectives and timescales	
	2.6	Develop contingency plans that respond to the following: <ul style="list-style-type: none"> <li>• equipment failure</li> <li>• accidents</li> <li>• other contingencies</li> </ul>	
3. Understand the health and safety requirements to consider during delivery of activities	3.1	Explain relevant legislative requirements, policies, procedures, codes of practice and guidelines for preparing and carrying out delivery of activity	
	3.2	Explain the importance of carrying out a full risk assessment prior to activity	
	3.3	Describe the methods that could be used to reduce distractions and disruption to delivery	
4. Be able to promote health, safety and good practice during the delivery of activities	4.1	Carry out the activities in a way which promotes the health, safety and wellbeing of personnel	
	4.2	Implement developed contingency plans	

5. Understand how to evaluate and review learning from activities	5.1 Describe how to evaluate the effectiveness of activities	
	5.2 Explain the importance of evaluation in relation to: <ul style="list-style-type: none"> <li>• future planning</li> <li>• decision making</li> <li>• modifications to delivery methods</li> </ul>	
	5.3 Explain the importance of providing constructive feedback to the individual learner(s) and how this can contribute to the evaluation	
	5.4 Summarise the conclusions and recommendations arising from evaluation to the appropriate people	
6. Be able to evaluate and review learning from activities	6.1 Evaluate the learner(s) knowledge, understanding and practical skills from the activities	
	6.2 Modify the delivery of activities following feedback and evaluation	
	6.3 Provide learner(s) with positive and constructive feedback	
	6.4 Report conclusions and recommendations from the evaluation to the appropriate people	

## Unit 372

TITLE	Plan, co-ordinate and evaluate general purpose service (working) dog team(s) under operational conditions	Learner's name
UAN REFERENCE	L/504/0312	
LEVEL	3	
CREDIT VALUE	10	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan, implement, evaluate the performance of general purpose working dog(s) and team(s) under operational conditions and take appropriate action where necessary. Simulation will not be acceptable for unit. Relates to Animal Care NOS and Skills for Justice NOS.</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Understand how to plan and provide effective team leadership	1.1 Compare the roles of management and leadership under operational conditions	
	1.2 Describe different leadership styles	
	1.3 Describe how to plan, select and apply leadership styles	
	1.4 Explain how to set targets towards achieving training objectives for general working dog team(s)	
	1.5 Describe how to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)	

	1.6	Describe how to plan the achievement of operational objectives	
	1.7	Explain the importance of involving team members in the process of planning operational objectives	
	1.8	Explain the importance of ensuring dog(s) selected for working under operational conditions are at the required standard	
	1.9	Describe how to check and monitor that the selected dog(s) are at the required standard	
	1.10	Explain the importance of planning and prioritising objectives to ensure best use of resources including dog(s) and time	
2. Be able to plan and provide effective team leadership	2.1	Prepare an appropriate leadership plan for operational activity	
	2.2	Identify resources necessary for the operational activity	
	2.3	Design suitable methods for reviewing and evaluating progress in meeting objectives	

	2.4	Communicate with others on the design and implementation of the plan and training	
	2.5	Assess the training needs of the working dog team(s) against the planned aims and objectives	
	2.6	Implement realistic targets to meet the training objectives of the working dog team(s)	
3. Understand how to prepare working dog(s) and team(s)	3.1	Explain the reasons for setting selection criteria against identified objectives	
	3.2	Describe the factors affecting the selection of the dogs and their role within the team	
	3.3	Describe methods of assessing the health and condition of the dog(s) working under operational conditions	
	3.4	Explain why certain breeds and types of dog are more suited to particular operational activities	
	3.5	Describe the skills and equipment that may be required when working under operational conditions	
	3.6	Describe contingency plans for dog(s) and personnel	
	3.7	Explain the importance of agreeing contingency plans for dogs and personnel	

	3.8 Explain the physiological and psychological effects that operational activities and training may have on the working dog and team(s)	
	3.9 Explain the factors that impact the preparation and selection process	
	3.10 Explain how the preparation of a general purpose working dog differs according to its role, conditions and environment	
	3.11 Describe how welfare legislation and codes of practice affect the selection and preparation of dogs under operational conditions	
4. Be able to prepare working dog(s) and team(s)	4.1 Specify the selection criteria to identify the requirements of the dog(s) to be used, including the following: <ul style="list-style-type: none"> <li>• physical characteristics</li> <li>• behavioural characteristics</li> <li>• age</li> <li>• history and experience of dog(s) and handler team</li> <li>• temperament</li> <li>• health status</li> </ul>	
	4.2 Use methods of assessment for dog(s) and team that are able to meet the criteria for the planned aims and objectives	

	4.3	Identify sources of additional advice when information is insufficient to make a decision	
	4.4	Implement realistic targets to meet the training objectives of the working dog team(s)	
	4.5	Prepare the general purpose working dog(s) and team(s) for operational activity taking into account breed and the type of work, conditions and environment	
	4.6	Supervise the general purpose working dog(s) and team(s) for operational activity taking into account breed and the type of work, conditions and environment	
	4.7	Ensure that learner(s) have opportunities to demonstrate skills, use equipment and adapt techniques according to operational conditions, under instruction	
	4.8	Develop handler(s) and dog(s) to work and perform effectively as a team(s) to achieve identified objectives	
	4.9	Ensure dog(s) and handler(s) work under operational conditions as a team and that health, safety and welfare of themselves and others	

5. Understand how to manage working dog team(s) under operational conditions	5.1	Explain the importance of briefing all involved on their respective roles and responsibilities	
	5.2	Describe the checks to be carried out prior to, during and after operational activity regarding personnel, dog(s) and equipment	
	5.3	Describe the factors that would influence decisions regarding roles of working dog team(s) under operational conditions	
	5.4	Explain how to monitor operational plans	
	5.5	Describe how to control operational plans and activities to achieve their objectives	
	5.6	Describe how maintain effective communication and liaison with those involved in the operation	
	5.7	Explain the importance of regular evaluation of the dog team(s) performance, providing constructive feedback to individual(s)	
	5.8	Explain the importance of debriefing and reviewing the effectiveness of the plan and operation	
	5.9	Explain how the information from debriefs and reviews can be used to strategically plan for future operational activities	

6. Be able to manage working dog team(s) under operational conditions	6.1	Inform all involved on their respective roles and responsibilities under operational conditions	
	6.2	Check prior to operational activity individuals understand their respective role and responsibility for dog(s), equipment and to other personnel	
	6.3	Monitor relevant operational activities	
	6.4	Control relevant operational activities	
	6.5	Maintain effective communication with others under operational conditions	
	6.6	Promote the health, safety and security of the dog(s) and others during and after operational activities	
	6.7	Implement contingency plans when appropriate	
	6.8	Evaluate individual general working dog(s) and team(s) performance regularly	
	6.9	Provide feedback to the people involved in operation	
	6.10	Complete all written records required	

	6.11 Debrief those involved in the operational activity	
	6.12 Review the effectiveness of the following: <ul style="list-style-type: none"> <li>• operation plan</li> <li>• operational activity</li> </ul>	
	6.13 Plan for future operational activities	
7. Understand relevant health and safety requirements	7.1 Describe how to manage risk	
	7.2 Develop contingency plans to deal with emergency situations	
	7.3 Summarise the relevant requirements, policies and procedures relating to general working dog team(s)	
8. Be able to promote health and safety requirements	8.1 Carry out work in a way which promotes health and safety and animal welfare	
	8.2 Respond to any contingencies in line with current policy and legislation and welfare guidelines	

## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to [www.cityandguilds.com](http://www.cityandguilds.com) or click on the links below:

### **Centre handbook: quality assurance standards**

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The centre handbook should be used to ensure compliance with the terms and conditions of the centre contract.

### **Centre assessment: quality assurance standards**

This document sets out the minimum common quality assurance requirements for our qualifications that feature centre-assessed components.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides guidance on administering portfolios and controlled assessments, including a definition of supervised conditions.

### **Access arrangements: when and how applications need to be made to City & Guilds**

This provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

### **Useful contacts**

Please visit the **contact us** section of the City & Guilds website

## City & Guilds

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We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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