



City & Guilds Level 2 Certificate, Extended Certificate and Diploma in Animal Care (0074-02)

Version 2.4 (January 2025)

Qualification Handbook

Qualification at a glance

Subject area	3.3 Animal Welfare and Veterinary Science
City & Guilds number	0074
Age group approved	All ages
Entry requirements	N/A
Assessment	Practical Demonstration/Assignment
Grading	Pass/Merit/Distinction/Distinction*
Approvals	Full approval required
Support materials	Assignment guide, marking guide, information sheets
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 2 Certificate in Animal Care	0074-02	500/8281/4	90	150
City & Guilds Level 2 Extended Certificate in Animal Care	0074-02	500/8355/7	180	300
City & Guilds Level 2 Diploma in Animal Care	0074-02	500/8356/9	360	600

Version and date	Change detail	Section
2.4 January 2025	Handbook transferred to latest version of the template. The section on Quality Assurance has been updated and sections on Inclusion and diversity, and Sustainability have been added	All

Contents

Qualification at a glance	2
Contents	4
1 Introduction	6
Structure	7
Certification/grading modules	12
Total Qualification Time (TQT)	13
2 Centre requirements	14
Approval	14
Resource requirements	14
Quality assurance	14
Learner entry requirements	16
Age restrictions	16
Access arrangements and reasonable adjustments	16
3 Delivering the qualification	17
Initial assessment and induction	17
Inclusion and diversity	17
Sustainability	17
Support materials	18
4 Assessment	19
Assessment of the qualification	19
Assessment strategy	19
Time constraints	19
Recognition of prior learning (RPL)	19
5 Units	20
Structure of the units	20
Guidance for delivery of the units	20
Summary of units	21
Unit 201 Maintain Animal Health and Welfare	22
Unit 202 Undertake Practical Animal Feeding	29
Unit 203 Maintain Animal Accommodation	35

Unit 204	Undertake Work Related Experience in the Land-based Industries	41
Unit 205	Understand the Basic Principles of Animal Biology	47
Unit 206	Introduction to the Principles and Practices of Animal Behaviour and Handling	54
Unit 207	Contribute to the Nursing of Animals	60
Unit 208	Understand the Principles and Practices of Animal Establishments	66
Unit 209	Introduction to Grooming Dogs	72
Unit 210	Introduction to Animal Breeds and Grooming	78
Unit 211	Introduction to Caring for Horses	84
Unit 212	Contribute to the Care of Exotic Animals	90
Unit 213	Introduction to Caring for Zoo Animals	96
Unit 214	Presentation and Service for Retailing in the Land-based Sector	102
Unit 215	Environmental and Land-based Business	108
Unit 216	Understand British Wildlife Species, Habitats and Rehabilitation	114
Unit 217	Introduction to Caring for Farm Livestock	121
Unit 218	Introduction to Caring for Ornamental Aquatics	127
Unit 219	Participate in Providing Estate Maintenance	133
Appendix 1	Sources of general information	139

1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	These qualifications are for those individuals who wish to gain employment within the animal care sector.
What do the qualifications cover?	These qualifications cover a range of topics. Please see units for details.
What opportunities for progression are there?	On completion of these qualifications, learners may progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none">• Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Animal Management• Level 2 or 3 qualifications in work-based Animal Care• Other related qualifications
Is it part of an apprenticeship framework or initiative?	No

Structure

To achieve the **City & Guilds Level 2 Certificate in Animal Care**, learners are required to achieve **15** credits from any of Optional units in the table below:

City & Guilds unit number	Unit title	Credits
Optional units:		
Learners must achieve 15 credits from the optional units.		
201	Maintain Animal Health and Welfare	10
202	Undertake Practical Animal Feeding	5
203	Maintain Animal Accommodation	5
206	Introduction to the Principles and Practices of Animal Behaviour and Handling	10
208	Understand the Principles and Practices of Animal Establishments	10
210	Introduction to Animal Breeds and Grooming	10

To achieve the **City & Guilds Level 2 Extended Certificate in Animal Care**, learners are required to achieve **30 credits** from any of optional units in the table below:

City & Guilds unit number	Unit title	Credits
Optional units:		
Learners must achieve 30 credits from the optional units.		
201	Maintain Animal Health and Welfare	10
202	Undertake Practical Animal Feeding	5
203	Maintain Animal Accommodation	5
205	Understand the Basic Principles of Animal Biology	10
206	Introduction to the Principles and Practices of Animal Behaviour and Handling	10
207	Contribute to the Nursing of Animals	10
208	Understand the Principles and Practices of Animal Establishments	10
209	Introduction to Grooming Dogs	10
210	Introduction to Animal Breeds and Grooming	10
211	Introduction to Caring for Horses	10
212	Contribute to the Care of Exotic Animals	10
213	Introduction to Caring for Zoo Animals	10
214	Presentation and Service for Retailing in the Land-based Sector	10
215	Environmental and Land-based Business	10
216	Understand British Wildlife Species, Habitats and Rehabilitation	10
217	Introduction to Caring for Farm Livestock	10

218	Introduction to Caring for Ornamental Aquatics	10
219	Participate in Providing Estate Maintenance	10

To achieve the **City & Guilds Level 2 Diploma in Animal Care**, learners are required to achieve **30** credits from the Mandatory units and a further **30** credits from the Optional units in the table below. A total of **60** credits is required to achieve the qualification:

City & Guilds unit number	Unit title	Credits
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Mandatory units:

Learners must achieve all **4** mandatory units.

201	Maintain Animal Health and Welfare	10
202	Undertake Practical Animal Feeding	5
203	Maintain Animal Accommodation	5
204	Undertake Work Related Experience in the Land-based Industries	10

Optional units:

Learners must achieve **30 credits** from the optional units.

205	Understand the Basic Principles of Animal Biology	10
206	Introduction to the Principles and Practices of Animal Behaviour and Handling	10
207	Contribute to the Nursing of Animals	10
208	Understand the Principles and Practices of Animal Establishments	10
209	Introduction to Grooming Dogs	10
210	Introduction to Animal Breeds and Grooming	10
211	Introduction to Caring for Horses	10
212	Contribute to the Care of Exotic Animals	10
213	Introduction to Caring for Zoo Animals	10

214	Presentation and Service for Retailing in the Land-based Sector	10
215	Environmental and Land-based Business	10
216	Understand British Wildlife Species, Habitats and Rehabilitation	10
217	Introduction to Caring for Farm Livestock	10
218	Introduction to Caring for Ornamental Aquatics	10
219	Participate in Providing Estate Maintenance	10

Certification/grading modules

City & Guilds unit number	Title
901	<i>Certification module for Level 2 Certificate in Animal Care - pass grade</i>
902	<i>Certification module for Level 2 Certificate in Animal Care - merit grade</i>
903	<i>Certification module for Level 2 Certificate in Animal Care - distinction grade</i>
904	<i>Certification module for Level 2 Extended Certificate in Animal Care - pass grade</i>
905	<i>Certification module for Level 2 Extended Certificate in Animal Care - merit grade</i>
906	<i>Certification module for Level 2 Extended Certificate in Animal Care - distinction grade</i>
907	<i>Certification module for Level 2 Diploma in Animal Care - pass grade</i>
908	<i>Certification module for Level 2 Diploma in Animal Care - merit grade</i>
909	<i>Certification module for Level 2 Diploma in Animal Care - distinction grade</i>
922	<i>Certification module for Level 2 Certificate in Animal Care – distinction* grade</i>
923	<i>Certification module for Level 2 Extended Certificate in Animal Care – distinction* grade</i>
924	<i>Certification module for Level 2 Diploma in Animal Care – distinction* grade</i>

Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises of the following two elements:

- 1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
- 2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 2 Certificate in Animal Care	90	150
City & Guilds Level 2 Extended Certificate in Animal Care	180	300
City & Guilds Level 2 Diploma in Animal Care	360	600

2 Centre requirements

Approval

Full approval

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Resource requirements

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 area(s) 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.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum 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 verified and moderated assessments, 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.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

These qualifications are approved for pre-16, 16-18, 18+ and 19+ learners.

Access arrangements and reasonable adjustments

City & Guilds has considered the design of these qualifications and their assessments in order to best support accessibility and inclusion for all learners. We understand 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.

Please refer to the JQC access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds for more information. Both are available on the **[City & Guilds website](#)**

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualifications
- any units they have already completed or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualifications, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](#)

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 support 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, 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, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

Support materials

The following resources are available for these qualifications:

Description	How to access
Sample assessments	www.cityandguilds.com
Assessor instructions	www.cityandguilds.com

4 Assessment

Assessment of the qualification

Candidates must:

- successfully complete x1 assignment for each unit

Assessment strategy

City & Guilds has written the following assignments to use with these qualifications:

- live assignments that can be downloaded from the City & Guilds website
- sample assignments that can be downloaded from the City & Guilds website.

Time constraints

The following must be applied to the assessment of these qualifications:

Registration is valid for 36 months from the date made or until the last certification, whichever is earlier.

Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification. RPL is allowed and is also sector specific.

5 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- level
- guided learning hours (GLH)
- credit value
- unit aim
- assessment type
- learning outcomes
- Unit content
- range statements
- supporting information

Guidance for delivery of the units

These qualifications comprise a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

Range statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

Supporting information provides guidance of the evidence requirement for the unit and specific guidance on delivery and range statements. Centres are advised to review this information carefully before delivering the unit.

Summary of units

City & Guilds unit number	Title	QCF unit number	Credits
201	Maintain Animal Health and Welfare	L6009314	10
202	Undertake Practical Animal Feeding	T6009324	5
203	Maintain Animal Accommodation	Y6009333	5
204	Undertake Work Related Experience in the Land-based Industries	H6009335	10
205	Understand the Basic Principles of Animal Biology	T6009341	10
206	Introduction to the Principles and Practices of Animal Behaviour and Handling	L6009345	10
207	Contribute to the Nursing of Animals	Y6009347	10
208	Understand the Principles and Practices of Animal Establishments	H6009349	10
209	Introduction to Grooming Dogs	Y6009350	10
210	Introduction to Animal Breeds and Grooming	D6009351	10
211	Introduction to Caring for Horses	H6009352	10
212	Contribute to the Care of Exotic Animals	K6009353	10
213	Introduction to Caring for Zoo Animals	M6009354	10
214	Presentation and Service for Retailing in the Land-based Sector	A6009356	10
215	Environmental and Land-based Business	F6009357	10
216	Understand British Wildlife Species, Habitats and Rehabilitation	F6009360	10
217	Introduction to Caring for Farm Livestock	J6009361	10
218	Introduction to Caring for Ornamental Aquatics	R6009363	10
219	Participate in Providing Estate Maintenance	Y6009364	10

Unit 201

Maintain Animal Health and Welfare

Level:	2
GLH:	60
Credit value:	10
Assessment type:	An assignment covering practical skills and underpinning knowledge
Aim:	This unit aims to provide learners with an understanding of the principles of animal health and welfare and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training. Upon successful completion of this unit, the learner will be able to maintain the health and welfare of a range of animals. This includes identifying any signs of ill health or signs that would suggest impending problems and how to follow these through and fully support and monitor the animals' recovery. There is emphasis on the promotion of high animal welfare standards in a day to day situation throughout.

Learning outcome

The learner will:

LO1 Be able to monitor and maintain the health and well being of animals

Assessment criteria

The learner can:

AC1.1 Recognise signs of **normal and abnormal health** in animals

AC1.2 Carry out **routine health checks** on animals

AC1.3 Carry out appropriate **routine preventative treatments** for animals

Range

Animal care: companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

Unit content

Normal and abnormal

Temperature, respiration rate, heart rate, behaviour and communication, movement and gait, condition of ears, eyes, nose, appearance of mucous membranes, faeces, urine, sleeping and eating patterns, evidence of discharge, condition of feet and dentition

Routine health checks

Individual details, date and time of check, physical observations and checks - eyes, ears, nose, mouth, feet and tail (as appropriate), evidence of discharge, movement and gait, behaviour and communication, clinical signs: weight, faeces, urine, temperature, respiration, pulse

Routine preventative treatments

Internal and external parasite control (as appropriate to species), hoof or nail/claw care, dental/beak care, ear care, species or breed specific needs

Learning outcome

The learner will:

LO2 Know how to promote and maintain the welfare of animals

Assessment criteria

The learner can:

AC2.1 Outline the current animal welfare **legislations** and how these relate to daily **regimes**

AC2.2 Describe the care and husbandry requirements in relation to the **five animal needs**

Range

Animal care: companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

Unit content

Legislations

Animal Welfare Act 2006 and Animal Health and Welfare act (Scotland) (2006), Health and Safety at Work etc Act 1974, Welfare of Animal (Transport) Order 2006, Control of Substances Hazardous to Health Regulations (2002) (COSHH), The Welfare of Animals at

Market Order 1993, The Welfare of Farmed Animals 2000 (as amended 2003), Veterinary Surgeons Act (1966), The Welfare of Animals Regulations 1999 (slaughter or killing)

Regimes

Feeding, water, exercise, grooming, cleaning of accommodation including fixtures and fittings, partial and total clean to include disinfection, equipment checks and maintenance, maintain tidiness of yard/establishment

Five animal needs

Freedom, from hunger and thirst, freedom from discomfort, freedom from pain, injury and disease, freedom to express normal behaviour, freedom from fear and distress

Learning outcome

The learner will:

LO3 Know common diseases and disorders, their prevention and treatment

Assessment criteria

The learner can:

AC3.1 Describe **common diseases**, their prevention, signs and treatments:

- Viral
- Bacterial
- Metabolic

AC3.2 Describe **common disorders**, their signs and treatments

Range

Animal care: companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

Unit content

Common diseases

Illness caused by pathogenic organisms which develop clinical and physical signs identifiable for disease recognition and prevention. At least one disease from each category to be covered for the range of species specified: cause, signs, treatment and prevention

Common disorders

Physical and behavioural disorders caused by influencing factors such as stress, lack of appropriate stimulation, exercise, socialisation or companionship, poor handling, diet and accommodation. Treatment and prevention of the disorders

Learning outcome

The learner will:

LO4 Know the practices and principles of animal first aid

Assessment criteria

The learner can:

AC4.1 Describe the contents of an **animal first aid box**

AC4.2 Identify the main **principles** of animal first aid

AC4.3 Describe **first aid procedures** for **common animal injuries and ailments**

Range

Animal care: companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

Unit content

Animal first aid box

Could include (as appropriate for species): gauze bandages, Vetwrap, Animalintex, wound powder, gauze/Melonin dressing pads, adhesive tape, roll of cotton wool, selection of bandages, rectal thermometer, tweezers, salt, gloves, scissors, antibacterial ointment/wipes/spray, antiseptic cream, hand sanitizer, eye wash

Principles

The three aims (preserve life, prevent suffering, prevent situation deteriorating) and the four rules (assess situation, maintain airway, control bleeding and get help)

First aid procedures

Maintain airway, monitor breathing, circulation, prevent shock, treat bleeding, stabilise animal, report to vet and or local authority if necessary, transportation or moving methods for a number of animals and sizes, using a range of equipment (as appropriate to species), records of the injury, state and response of the animal, reporting to a vet/owner

Common first aid injuries and ailments

(As appropriate to species): Strains and sprains, hoof and leg, paw or claw wounds, shock, Road Traffic Accident (RTA), colic, hypothermia, hyperthermia, convulsions, fractures, eye and ear wounds, choking, poisoning, abscesses, burns and scalds, bites and stings

Unit 201

Maintain Animal Health and Welfare

Supporting information

Unit guidance

This unit will provide the learner with the opportunity to grasp practical and theoretical skills for application in both controlled and emergency health situations. The health of every animal in our care is paramount to the focus and skills of the carer or stockperson. With good practices employed, illnesses and contamination are minimised.

Learners will learn about the health and welfare of animals through lectures, practical demonstrations, regular and frequent management of health for a range of animals as well as taking initiative to deal with situations as and when they arise.

The range of animals should include:

Animal care – companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

Simulated scenarios will help the learner to relate their theory to physical execution. However safe practices should be emphasised at all times. Learners should be made aware of safe practices and encompass this into their work.

In Outcome 1, the learner will be required to recognise signs of normal and abnormal health in animals. This will involve carrying out routine check ups, record keeping, treatments; both preventative and curing. In order to achieve this, the work will be firstly observational followed by practical health assessments. Supervision and safe practices to avoid stress and injury to the animal must be upheld.

In Outcome 2, legislative frameworks that promote animal welfare will be delivered and learners will be able to outline and describe these. The main delivery anticipated for this will be classroombased lectures and research. However, learners should aim to apply their knowledge to various situations. Analysis of daily regimes within the animal care industry for a variety of business types would be ideal.

Extra curricular experiences that the learner can draw from to use in attaining this outcome would be helpful, but it must include an understanding of managing exercise and husbandry regimes for animals in their care. Codes of practice for different businesses could be included.

In Outcome 3, learners will be required to describe different diseases and disorders. The main method of delivery is likely to be short lecture delivery, worksheets and research. Some interactive animations are available. The modes of infection, signs and symptoms are all primary stages of learning and further understanding for treatments and preventions will be developed. The use of medicines and husbandry techniques can be investigated for a number of given diseases. Common disorders in animals can be highlighted through practises such as intensive farming to pet care and influencing factors such as limitations in space, money or knowledge.

In Outcome 4, the learner is expected to describe and identify the contents of a first aid kit, the principles and common procedures for first aid situations. In the delivery of this content, it is anticipated that simulated practicals and theoretical scenarios will be used. First aid kits can be mocked up and the emphasis should be on practical demonstration wherever possible

Suggested learning resources

Books

Alderton, D. 2005. The complete book of pets & petcare: the essential family reference guide to pet

breeds and petcare. Hermes House.

Alderton, D. 2004. Exotic pets, Practical Petcare handbook. London: Lorenz Books.

Alderton, D. 2005. The Ultimate encyclopedia of small pets and petcare. London: Southwater.

Alderton, D. 2005. The ultimate encyclopedia of small pets and petcare. Ultimate Editions.

Alderton, D et al. 2006. The Complete book of pets and petcare: the essential family reference guide

to pet breeds and petcare. London: Hermes House.

Batty, J. 2005. Bantams: breed and management, International poultry library. Midhurst: Beech.

Batty, J. 2000. Practical poultry keeping. Northbrook Publishing, 11 ed.

Beilfeld, H. 1984. Mice: everything about care, nutrition, diseases, behavior, and breeding.

Woodbury, N.Y.: Barron's Publishing.

Bower, J and Youngs, D. 1994. The Dog owner's veterinary handbook. Marlborough: The Crowood

Press.

Casel, P. 2005. The Dog: its behavior, nutrition, and health. Oxford: Blackwell, 2 ed.

Daly, CH. 2002. Rats: everything about purchase, care, nutrition, handling and behavior, A

complete pet owner's manual. Hauppauge New York: Barron's Educational Series, Revised ed.

Hayes MH and Knightbridger R (ed). 2002. Veterinary notes for horse owners. London: Ebury Press,

18 ed.

Kotter, E. 1999. Gerbils, A complete pet owner's manual. Hauppauge, N.Y.; Leicester: Barron's

Educational.

Turner, T (ed) and Turner, J (ed). 1994. Veterinary notes for cat owners. LONDON: Stanley Paul.

Turner, T. 1990. Veterinary notes for dog owners. LONDON: Stanley Paul.

Meredith A and Redrobe, S. 2002. BSAVA Manual of exotic pets. Gloucester: British Small Animal

Veterinary Association.

Mc Farland, D. 1987. The Oxford companion to animal behaviour. Oxford University Press.

Simpson, G (ed). 1994. Practical veterinary nursing. BSAVA, 3 ed.

Krottlinher, J. 1993 Keeping reptiles and amphibians. Neptune, N J: T F H Publications.

Land, D R and Cooper, B. 2003. Veterinary Nursing. Oxford: Butterworth-Heinemann, 3 ed

Websites

<http://www.spvs.org.uk>The Society of Practising Veterinary Surgeons

<http://www.rcvs.org.uk> The Royal College of Veterinary Surgeons

<http://www.rvc.ac.uk> The Royal Veterinary College

<http://survivalrivals.org/the-x-bacteria/animation>

<http://clearlyexplained.com/culture/health/infections/viruses/anim.html>

<http://nhscience.lonestar.edu/biol/animatio.htm>

Unit 202

Undertake Practical Animal Feeding

Level:	2
GLH:	30
Credit value:	5
Assessment type:	An assignment covering practical skills and underpinning knowledge
Aim:	This unit aims to provide learners with the skills required to undertake practical animal feeding. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or to further education and training. Upon completion of this unit, the learner will be able to demonstrate appropriate recognition, preparation and selection of feeding equipment and foodstuffs needed to keep an animal at its' optimal nutritional state. The learner will also be aware of different life stages and how to feed animals during these stages.

Learning outcome

The learner will:

LO1 be able to select and prepare equipment and food to feed and water animals

Assessment criteria

The learner can:

AC1.1 Select the appropriate **feeding and watering equipment** for specified animals

AC1.2 Prepare feeding and watering equipment for selected animals to comply with current **UK legislative requirements**

AC1.3 Select and prepare suitable **types** and **amounts** of food according to animals' needs including:

- Fresh
- Dried
- Tinned
- Frozen

Range

Animal care:

companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

Unit content

Feeding and watering equipment

Utensils, bowls, troughs, automatic feeders, hay nets, buckets, automatic water containers, bottles Design, construction materials, cleaning requirements, hygiene and disinfection

UK legislative requirements

Health and Safety at Work etc Act (1974), Control of Substances Hazardous to Health Regulations (2002) (COSHH)

Types

As appropriate to species e.g. Fresh (forage, meat), dried (concentrates, complete foods, preserved forages: hay, haylage and silage), tinned (meat, fish) or frozen, quality of feed, correct storage, shelf life/longevity/best before dates of feedstuffs

Amounts

Nutrient requirements: protein, fats, carbohydrates, minerals and vitamins and trace elements
Dietary requirements of animals: size, weight, age, activity levels, basic ration formulation, amount for each animal to prevent malnutrition or obesity, number of feeds and frequency of feeding

Learning outcome

The learner will:

LO2 be able to provide feed and water to animals

Assessment criteria

The learner can:

AC2.1 Plan diets for selected animals according to **life stage and specific nutritional needs**

AC2.2 **Provide feed and water** for animals

AC2.3 Follow instructions for disposal of **different types of animal feed and feed waste** products

Range

Animal care: companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

Unit content

Life stage and specific nutritional needs

Differences in diet between normal adult diet and pregnancy, lactating, geriatric, during illness, during recovery from illness/operation, young and change in use of animal – working/non working

Provide feed and water

Feeding times, preparation of animal ration/meal, delivery of feed to animals, feeding individuals and groups, checking animals are eating, cleaning feeding utensils and equipment, storage of feeding utensils and equipment, checking water availability, providing fresh water and cleaning watering equipment

Different types of animal feed

Correct storage of animal feed, disposal of feed left by animals, disposal of feed out of date, disposal of mouldy food, how to reduce/prevent pest or vermin problems

Feed waste products

Feed that is left, feed that is spilt/soiled, organic, inorganic and contaminated

Learning outcome

The learner will:

LO3 be able to monitor animals' feeding and watering and maintain appropriate records

Assessment criteria

The learner can:

AC3.1 Carry out thorough **monitoring and recording** of selected animals' food and water intake

AC3.2 Report on **problems likely to occur** with providing an inadequate or inappropriate diet to animals

Range

Animal care: companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

Unit content

Monitoring and recording

Food and water intake and timescales, intake of supplements, treats, additional foods, records: information to be recorded, frequency of records, display or storage of records, who to report to if there is a problem with feeding

Problems likely to occur

Stress, hair/fur loss, obesity, disease or illness, low immunity, malnutrition, death, problems with breeding or pregnancy and change in temperament

Unit 202

Undertake Practical Animal Feeding

Supporting information

Unit guidance

Upon completion of this unit, the learner will be able to demonstrate appropriate recognition, preparation and selection of feeding equipment and foodstuffs needed to keep an animal at its' optimal nutritional state. The learner will also be aware of different life stages and how to feed animals during these stages. This unit is a largely practical unit and prepares the learner for feeding a variety of animals. There will a requirement for some of the delivery of this unit to be theory based, in particular the nutritional requirements of animal, basic ration formulation and nutritional problems.

Animal care: companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

Outcome 1 requires the learner to select and prepare equipment, amounts and types of food for animals. The outcome should be delivered through a series of practical demonstrations, simulations and practical assessments. The learner should be able to select equipment and food from a variety provided. The different types and amounts of food that animals in the range require could be taught through formal lectures and learner centred activities.

Outcome 2 must be delivered through practical situations and real life feeding of animals. This could be in a centre or on a work placement. To maintain the unit as a practical one, the learners could research different or alternative diets for animals according to their varying needs and put together feeding guides for other learners to use.

Outcome 3 requires learners to monitor the feeding and watering of animals and maintain records. For this outcome, learners could monitor and record the animals they have fed for Outcome 2. They could research what needs to be monitored and recorded and use this system for a period of time to assess its suitability for use. Formal lectures may be used to determine content of feeding record and importance of and reasons for recording animals' food and water intake. Formal delivery will be required to cover the problems that may occur with providing inadequate or inappropriate diets to animals.

Centres are encouraged to introduce employers and specific professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience.

It is accepted that formal lectures will be necessary at level 2 but for this unit it is recommended that they are they are linked directly with interactive lessons in a real environment. Learners must be given the opportunity to deal with a range of different situations which reflects current industry practice

Suggested learning resources

Books

Markwell and Hurley. 1997. Waltham book of Companion Animal Nutrition 2nd Edition.

Butterworth-Heinemann.

Pond WG, Pond KR, Schoknecht P, and Church D. 2005. Basic Animal Nutrition and Feeding 5th Edition. John Wiley & Sons.

Agar S. 2001. Small Animal Nutrition. Butterworth-Heinemann.

Ackerman N. 2008. Companion Animal Nutrition: A Manual for Veterinary Nurses and Technicians.

Butterworth-Heinemann.

Websites

www.rngp.org Rabbit and Guinea Pig Welfare

www.food.gov.uk Food Standards Agency

www.defra.gov.uk Department for Environment, Food and Rural Affairs

www.wales.gov.uk Welsh Assembly Government

www.scotland.gov.uk Scottish Executive Environment and Rural Affairs Department

www.dardni.gov.uk Department of Agriculture and Rural Affairs

(Northern Ireland)

<http://www.opsi.gov.uk> Office of Public Sector Information (OPSI)

Unit 203

Maintain Animal Accommodation

Level:	2
GLH:	30
Credit value:	5
Assessment type:	An assignment covering practical skills and underpinning knowledge
Aim:	This unit aims to provide learners with an understanding of the principles of animal accommodation and how these can be applied in practice. This unit is primarily aimed at learners within a centrebased setting looking to progress into the sector or further education and training. The learner will know how animal accommodation should be designed and constructed so that it meets the welfare needs of the animals. The learner will develop the skills required to prepare, clean and maintain animal housing. The unit also covers safety checks on animal housing and how to carry out basic maintenance tasks.

Learning outcome

The learner will:

LO1 Know how to prepare and maintain animal housing

Assessment criteria

The learner can:

AC1.1 Describe the construction and design of different types of **animal housing** in terms of:

- **Materials**
- **Structure and design**
- **Environmental and welfare factors**

AC1.2 **Identify** different **types of fixtures and fittings**

AC1.3 Describe the **types, properties and uses of bedding** used for animals

Range

Animal care: companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

Unit content

Animal housing materials

Wood, glass, metal, plastic and Perspex

Structure and design

Movable and immovable, location, weight, sufficient space, strength safety, security and access, ease of cleaning, weatherproofing and drainage, waste disposal, location of services - water and electricity, purpose of accommodation, suitability for the animal/s and cost

Environmental factors

Wind direction, humidity, ventilation, temperature and light, neighbours and pollution to include: problems of odours, waste seepage and noise

Welfare

Welfare focuses on: purpose of the accommodation, short or long term, isolation, minimisation of stress on the animal and stocking densities

Identify types of fixtures and fittings

Feeding and watering equipment, beds or boxes, ladders, ramps and levels, enrichment items, lighting and heating

Types, properties and uses of bedding

Paper, straw, hay, cardboard, peat, shavings, synthetic bedding, blankets, vet bed and rubber matting Properties: insulation, absorption, hypoallergenic, odour control, durability, biodegradable, non-slip

Learning outcome

The learner will:

LO2 be able to clean and prepare housing and bedding for animals

Assessment criteria

The learner can:

AC2.1 **Select** suitable animal housing and bedding

AC2.2 **Prepare** animal housing and bedding

AC2.3 **Clean animal housing and dispose of waste** safely in line with good environmental practice and legislation

Range

Animal care: companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

Unit content

Select and prepare

Suitable housing, fixtures and bedding materials for animals - purpose, lifestyle, life stage and number of animals to minimise stress and promote animal **welfare**

Clean animal housing

Preparation to clean: Personal Protective Equipments (PPE), cleaning equipment e.g. mechanised and non - mechanised, holding tank/cage/stable/stall/pen, correct dilution of cleaning agents and disinfectants Cleaning routines: full and skipping out, disinfection, when not to clean for example prior to and after birthing, early lactation, after surgery and gravely ill Safe cleaning: use of safe working practises throughout the cleaning process in line with health and safety recommendations e.g. Health and Safety at Work Act (1974), The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (1995) (RIDDOR), Control of Substances Hazardous to Health Regulations (2002) (COSHH) and centre risk assessments, Animal Welfare Act 2006, welfare of animal during the cleaning

Disposal of waste

Disposal of hazardous and non-hazardous waste e.g. dirty bedding, paper, packaging Good environmental practices: composting, recycling, preventing cross contamination

Learning outcome

The learner will:

LO3 Be able to maintain animal housing

Assessment criteria

The learner can:

AC3.1 Describe the importance of **safety and security checks** on animal housing

AC3.2 Carry out activities to **maintain animal housing**

Range

Animal care: companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

Unit content

Safety and security checks

Reasons for safety and security checks, safety of the animal, self and others, prevent escape and unwanted breeding Regular checks for faulty and damaged accommodation and/or fixtures and fittings

Maintain animal housing

City & Guilds City & Guilds Level 2 Certificate, Extended Certificate and Diploma in Animal Care (0074-02)

Basic tools needed for maintenance, spare equipment – screws and nails, wire mesh, light bulbs, fixtures and fittings, basic maintenance tasks to be carried out as required e.g. damaged wooden structures, protruding nail, cracked glass, broken/bent wire, blown light or heat bulb, breakage of loose fixtures and fittings

Unit 203

Maintain Animal Accommodation

Supporting information

Unit guidance

This unit is designed to provide the learner with an introduction to the knowledge and practical skills needed to prepare, clean and maintain animal housing. Depending which qualification this unit is delivered through, the context of teaching will differ. The unit should cover the range of species listed in the content.

Animal care – companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

Emphasis for this unit should be safe working practices and safe disposal of waste in line with government policies, legislation and good environmental practice. It is important to consider biosecurity when preparing and maintaining animal accommodation.

In Outcome 1, the learner will know how to prepare and maintain animal housing. It is expected that this outcome will have some formal teaching although delivery during practical sessions will enable learners to assess different housing and equipment and their effectiveness. Visits to other establishments will aid learners in formulating opinions on the different types, structures, fixtures, fittings and bedding available for use in animal housing.

In Outcome 2, the learner will be able to select, prepare and clean various animal housing. It is expected that this outcome would be delivered as practical sessions to allow the learner to experience as many different types of animal accommodation and furnishings as appropriate. There may be a requirement to use formal teaching sessions to deliver this outcome although these should be kept to a minimum. Discussions on the different accommodation and furnishings would be useful to assist the learners in understanding the needs of the animals and associated welfare factors.

In Outcome 3, learners will be able to maintain animal housing. Regular safety and security checks should be carried out during practical sessions which will allow learners the opportunity to assess the housing for safety and security. The most suitable opportunity could be when cleaning the housing, although it would also be appropriate at other times. There will be a requirement for some formal teaching sessions on the use, maintenance and storage of tools used for maintaining animal housing. Learners should carry out basic maintenance tasks as they occur. The emphasis for this outcome is on safe working practises that minimise injury for the learner, others and animals. Animal welfare and the duty of care towards animals should be observed and upheld at all times.

This unit aims to provide the learners with the necessary knowledge and practical skills to independently select prepare and clean a range of animal housing and fixtures. Throughout this unit, emphasis should be placed on understanding the basis for completing the tasks in a certain manner, in line with industry standards and at industry speed. It is important that the learner understands current legislation and codes of practice in relation to Health and Safety and animal welfare linked to animal housing.

This unit would benefit from visits to other animal establishments which would add depth to the learners' experience.

Suggested learning resources

Books

City & Guilds City & Guilds Level 2 Certificate, Extended Certificate and Diploma in Animal Care (0074-02)

Dean Warren. 1995. Small Animal Care and Management. Delmar Learning.

ISBN: 0-827-34557-7.

Evans JM and White K. 2000. Doglopaedia: The Complete Guide to Dog Care. Ringpress Books Limited. ISBN: 1-860-54074-0.

Evans JM and White K.. 1997. Catlopaedia: The Complete Guide to Cat Care. Ringpress Books Limited. ISBN: 1-860-54018-X.

Brown M. 2000. Rabbitlopaedia: The Complete Guide to Rabbit Care. Ringpress Books Limited. ISBN: 1-860-54182-8.

Elward M. 2003. Guinea Piglopaedia: The Complete Guide to Guinea Pig Care. Internet Publishing. ISBN: 1-860-54251-4.

Logsdail C. Hamsterlopaedia: The Complete Guide to Hamster Care. Ringpress Books Limited. ISBN: 1-860-54246-8.

Hayes MH and Knightbridge R. 2002. Veterinary notes for horse owners 18TH ed. Ebury Press.

Gay C and Davis K. 2003. Traditional Horse Husbandry: A Practical Guide to Horse Keeping. Lyons Press.

Hallion M and Langrish J. 1999. Horse Husbandry (Library of Stable Management). Kingdom Books.

Various RSPCA Guides on Care of Animals written by the RSPCA and published by Collins

Websites

www.defra.gov.uk Department for Environment, Food and Rural Affairs

www.wales.gov.uk Welsh Assembly Government

www.scotland.gov.uk Scottish Executive Environment and Rural Affairs
Department

www.dardni.gov.uk Department of Agriculture and Rural Affairs
(Northern Ireland)

www.opsi.gov.uk Office of Public Sector Information (OPSI)

Unit 204

Undertake Work Related Experience in the Land-based Industries

Level:	2
GLH:	60
Credit value:	10
Assessment type:	An assignment covering practical skills and underpinning knowledge
Aim:	The aim of this unit is to give learners the skills needed to identify, participate in and review work experience in a land-based environment. The unit is primarily aimed at learners within a centrebased setting looking to progress into the sector or further education and training.

Learning outcome

The learner will:

LO1 Know the range and scope of job roles within an environmental and land-based industry

Assessment criteria

The learner can:

AC1.1 Describe different **types of jobs** within an environmental and land-based industry

AC1.2 Describe the **skills and qualifications** required for different types of jobs within an environmental and land-based industry

Range

Animal care: companion (dog or cat) and either small mammal (rabbit and rodents) or exotics or large mammals (goat, camelids, donkey, pig or other available large mammals)

Unit content

Types of jobs

Types of jobs relevant to the industry: managerial, supervisory, team worker, trainee, volunteer, common job titles within the relevant industry, main duties and responsibilities Skills

needed to fulfil duties and responsibilities of appropriate jobs: job specific, vocational and personal

Skills and qualifications

Types of qualifications available to the industry, e.g. GCSE and A level, the Diploma (including Functional Skills), Apprenticeships (including Work-based Learning qualifications), Foundation Learning (Entry Level and Level 1), standalone/industry specific vocational, e.g. Centre-based (City & Guilds, Edexcel and others), practical competence based e.g. Certificates of Competence, other Progression pathways from trainee or team worker positions to supervisory and management posts. Skills, qualifications and experience required to achieve career progression Evaluate career and progression opportunities: advantages and disadvantages of identified pathways, suitability to personal interests, skills and qualifications, role of work experience in preparing for a selected career Skills valued by employers: commitment and reliability, time management, people skills, confidentiality and discretion

Learning outcome

The learner will:

LO2 Be able to use relevant documents and skills relating to work experience

Assessment criteria

The learner can:

AC2.1 Locate three advertisements for jobs from **different sources** available within the environmental and land-based industry

AC2.2 Produce an **application** for work experience in the environmental and land-based sector

AC2.3 **Prepare for an interview** for work experience

AC2.4 **Undertake an interview** for work experience

Unit content

Different sources

Locate three advertisements from for example trade magazines, websites, employer approaches to the centre, local paper, Countryside Jobs Service

Application

Suitable work experience position based on existing skills, experience, qualifications, development of skills and experience to achieve future employment goals Personal details,

education and training, professional membership, training, employment history, qualifications held, skills and general information, declarations

Prepare for an interview

Interview preparation: research the business and job role, suitable dress and personal presentation, information to find out and suitable questions to ask

Undertake an interview

Interview performance: attend punctually and dressed appropriately, answering questions, completion of other tests (e.g. practical, aptitude), and reflection on interview performance

Learning outcome

The learner will:

LO3 Be able to plan and review self development during work experience

Assessment criteria

The learner can:

AC3.1 **Review own skills and experience** against the requirements for a specific industry

AC3.2 Prepare a **self development plan** for work experience

AC3.3 **Review** self development plan during and after work experience

Unit content

Review own skills and experience

Current skills and experience compared with those required for the job, identify training and development needs

Self development plan

New skills, knowledge, understanding, experience, development of existing knowledge and skills, training needed

Review

Skills, knowledge, understanding and experience that have been developed during work experience, impact on technical ability to perform the job role, work as a member of a team, future employability, future employment ambitions, further training and development

Learning outcome

The learner will:

LO4 Be able to report on the work experience

Assessment criteria

The learner can:

AC4.1 **Gather and prepare evidence** during the work experience

AC4.2 **Present information** to others on work experience

Unit content

Gather and prepare evidence

Position within the organisation structure, job description of work role, working practices, health and safety, daily work routine, diary of work activities, report from work experience provider

Present information

Written or oral report on the work experience, name of work experience provider, nature of the organisation (type of business, products or services), job role, health and safety, skills and knowledge developed

Unit 204

Undertake Work Related Experience in the Land-based Industries

Supporting information

Unit guidance

Learners on centre-based courses should have experience of the type of work that they hope to do and of the expectations of potential future employers. Some level 2 learners are likely to already have experience of working in the land-based and environmental industries, so this unit seeks to provide new experience opportunities for these learners.

This unit should be undertaken in a real business environment relevant to the subject interest of the learner but work experience may be gained by a number of routes, e.g. as part of an industrial placement whilst within the programme, whilst working on a planned daily or weekly basis on the centre's commercial and/or educational facilities, whilst undertaking voluntary work within the industry, or as a member of a group of learners invited to carry out practical work on a suitable business.

Any Act or legislation that is sector specific should be adhered to. This includes duty of care if working with animals.

Learners should complete the equivalent of 4 weeks (or 150 hours) work experience to achieve this unit. Centres should be mindful of their responsibilities for ensuring that work placements have appropriate supervision, insurance and health and safety policies in place and that learners have access to appropriate support whilst on placement.

In Outcome 1, learners will explore the different job roles, responsibilities and job titles commonly associated with them in their specialist sector. This background understanding is likely to require some classroom teaching but learners should be encouraged to explore the range of employment opportunities within their specialist sector. It would be appropriate for employers to be invited to outline to learners their expectations in the workplace. Learners will be required to consider the skills and qualifications that are required for appropriate jobs, and should be encouraged to think about the skills and qualifications that they may need to acquire to achieve their employment ambitions. This should also help them to identify a suitable work experience placement.

Outcome 2 involves learners undertaking the process of applying for work experience. They will need to locate suitable job adverts but can be supported by centres suggesting suitable placements. When applying for work experience learners should produce, as a minimum, a detailed curriculum vitae and letter of application using a computer. Learners may need to be given supported workshop time on computers to develop these documents. Before attending a work experience interview, it would be appropriate for learners to role play an interview and be given feedback on their interview technique. After attending an interview, they should reflect on their performance and how they could improve their effectiveness.

In Outcome 3, learners will review their existing skills, knowledge and experience against those required for a specific job role and how they will seek to develop these during the work experience. This development will be reviewed at a mid-point during the work experience and at the end, when they will reflect on how the work experience has helped to develop their future employability in line with their employment ambitions. Whilst learners are on work experience, and especially if this is an extended placement away from the centre, it is important that they have access to and support available from tutors.

Outcome 4 requires learners to gather basic evidence on their work experience, including the organisation name, main products or services, organisation staffing structure and their role within the organisation. The learner does not need to keep a diary of all duties undertaken each day but should produce a detailed description of the usual work routine and supplement this with a diary of any additional tasks, events, activities or items that represent learning opportunities. They should also note how health and safety of staff and, if relevant, customers is managed in the workplace. A feedback report from the work experience provider will form part of the evidence for this outcome. The final report on work experience could be presented in written form or as a presentation to tutors and other learners. As a minimum, it should include the range listed. It would be appropriate to include the final review and reflection on work experience from Outcome 3 in this report.

Unit 205

Understand the Basic Principles of Animal Biology

Level:	2
GLH:	60
Credit value:	10
Assessment type:	An assignment covering practical skills and underpinning knowledge
Aim:	This unit aims to provide learners with an understanding of the principles of animal biology. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training. The aim of this unit is to develop the learner's knowledge and understanding of how the animal body works. Learners will know the structure and function of cells and the different body systems. Learners will understand how animals are grouped and named. They will also understand the principles of animal reproduction and heredity.

Learning outcome

The learner will:

LO1 Know the structure and function of animal cells

Assessment criteria

The learner can:

AC1.1 Describe the **classification of living organisms**

AC1.2 Describe the **structure and function of animal cells**

AC1.3 Describe the **structure and function of animal tissues**

Range

Species should be broadly mammalian but reference to other living organisms to be made where appropriate.

Unit content

Classification of living organisms

Characteristics of the five Kingdoms (Animals, Plants, Fungi, Protista, Bacteria) Major characteristics of reptiles, amphibians, fish, birds, mammals, major features of invertebrates Use of binomial system alongside common names (for example horse – *Equus caballus*; dog – *Canis familiaris*)

Structure and function of animal cells

Identification (both appearance and main functions) of the following animal cellular organelles: plasma membrane, cytoplasm, nucleus, mitochondria, ribosomes, lysosomes, smooth endoplasmic reticulum, rough endoplasmic reticulum

Structure and function of animal tissues

Tissues: basic structure and function of epithelial (simple, squamous, stratified), connective, muscle, nervous

Learning outcome

The learner will:

LO2 Know the requirements for nutrition and growth in animals

Assessment criteria

The learner can:

AC2.1 Identify the **function and sources of nutritional components**

AC2.2 Describe the **requirements for nutrition**:

- maintain health
- growth
- reproduction

AC2.3 Describe the **structure and function of ruminant and non-ruminant digestive and excretory systems**

Range

Species should be broadly mammalian but reference to other living organisms to be made where appropriate

Unit content

Functions and sources of nutritional components

Functions and sources of the following nutritional components: carbohydrates, proteins, lipids, vitamins, minerals, water, fibre as appropriate to the species

Requirements for nutrition

Optimum intake of nutritional components for maintenance of health in adult animals, importance of colostrum and maternal milk in mammals, feeding the juvenile animal post-weaning to maximise healthy growth (including appropriate weaning ages and average adult weights for the range of species), changes in nutrition required for the pregnant/lactating animal Symptoms of malnutrition and common vitamin/mineral deficiencies

Structure and function of ruminant and non-ruminant digestive and excretory systems

Dentition of carnivores, herbivores and omnivores Diffusion, osmosis, concentration gradients, role of villi in absorption Non-ruminant: stomach, small intestine, large intestine, role of caecum in hindgut fermentors, rectum, anus Ruminant: rumen, reticulum, abomasum, omasum, small intestine, large intestine, rectum, anus Role of liver and pancreatic tissue in digestion, role of liver and kidneys in excretion

Learning outcome

The learner will:

LO3 Know the structure and function of the main biological systems

Assessment criteria

The learner can:

AC3.1 Identify the **structure and function of the bones of the mammalian skeleton, joints and muscles in the body of an animal**

AC3.2 Outline the **structure and function of the mammalian endocrine and nervous systems**

AC3.3 Outline the structure and function of the **mammalian respiratory and circulatory systems**

Range

Species should be broadly mammalian but reference to other living organisms to be made where appropriate

Unit content

Structure and function of the bones of the mammalian skeleton, joints and muscles in the body of an animal

Axial and appendicular skeleton, the types of movement allowed by fibrous, cartilaginous and synovial joints (including examples of where they occur), location and function of cardiac, smooth and skeletal muscle

Structure and function of the mammalian endocrine and nervous systems

Sensory organs and stimuli, internal conditions that need to be controlled (water, temperature and blood sugar), location of endocrine glands and roles of associated hormones Central and peripheral nervous system, reflex arcs and the role of the synapse limited to maintaining the direction of nerve impulse.

Mammalian respiratory system

Carbon dioxide and oxygen levels in inhaled and exhaled air. Basic principles of aerobic respiration, anaerobic respiration and oxygen debt Structure of the respiratory system (trachea, bronchi, lungs, alveoli). Mechanical process of breathing, protective function of ribs and sternum

Mammalian circulatory system

Double circulatory system: structure of the heart -- atria and ventricles related to oxygen content of blood and destination of blood vessels leading from each chamber, composition and functions of blood (transport of substances, role in immunity, temperature regulation), basic structure of blood vessels Reactions of both respiratory and circulatory systems to increased exercise

Learning outcome

The learner will:

LO4 Know the processes of reproduction and heredity in animals

Assessment criteria

The learner can:

AC4.1 Describe the **structure and function of the reproductive system**

AC4.2 Describe **methods of reproduction in animals**

AC4.3 Identify how **characteristics in animals are passed from one generation to the next**

Range

Species should be broadly mammalian but reference to other living organisms to be made where appropriate

Unit content

Structure and function of the reproductive system

Mammalian reproductive systems: male (penis, testes, sperm duct) and female (ovaries, oviduct, uterus, vagina). Development of sexual organs, including average age of puberty in a range of species. Oestrus cycles and hormonal control

Methods of reproduction in animals

Stages in sexual reproduction (copulation, fertilisation, implantation, gestation, parturition)

Characteristics in animals are passed from one generation to the next

Production of sex cells via meiosis, recessive and dominant alleles, monohybrid inheritance of characteristics from parents to offspring Natural selection and adaptation, selective breeding, genetic engineering and artificial insemination

Unit 205

Understand the Basic Principles of Animal Biology

Supporting information

Unit guidance

This unit is designed to provide the learner with knowledge and understanding about how the animal body functions under normal conditions. The coverage and delivery should be centred around the general principles that apply to mammalian species but specific examples may be used to illustrate points of particular interest or to highlight differences or adaptations if appropriate. The depth of coverage of this unit should be in sufficient detail to enable learners to achieve the required assessment criteria and should be reflective of level 2 learning. When delivering the systems, an outline of the main structures and functions should be covered.

There are many opportunities for practical investigation and as such it is expected that the learner will be familiar with safe working practice around potentially hazardous equipment and materials. The learner should be taught how to recognise hazards and risks and should also be able to use information to manage potential risks to themselves and others as appropriate. Throughout this unit, the use of live animals, where suitable, will help to both engage the learner and contextualise the learning, though due regard should be given to the welfare of the animals used on each occasion.

Outcome 1 offers a wide range of possible delivery techniques, including visits to museums to examine specimens, field studies to identify animals in the local environment or even learners bringing animals (or photographs) from their external experiences to illustrate animal characteristics. Group work and games may be used to identify organisms using keys or to classify animals. Electron micrographs of cells should be used to illustrate cell organelle structure, while learners can appreciate the 3-D nature of a cell by constructing models from modelling clay. High quality audio-visual resources will also enhance the learning experience as well as helping to contextualise the topic. Dissection of a chicken leg, especially if a digital microscope or camera can be used, is an effective method of showing the difference between different tissue types.

In Outcome 2 there is much scope for analysis of nutritional information on packaging and guided internet research on the nutritional requirements for different animals. If possible, real-time monitoring of animals (weight and activity records) would be a beneficial addition to the theory behind juvenile and pregnant animal nutrition. Laboratory work (where available) could analyse animal feedstuffs and compare the amount or presence of nutritional components to the requirements of the animals they are intended for. Topical debate on the origin of animal feeds could be stimulated and linked to the potential for development/spread of diseases.

In Outcome 3, learners will be able to identify the main bones of the axial and appendicular skeleton and as such should have access to real or model skeletons. Learners could apply their learning to identification of bones, joints and muscles in the live animal. High quality audio-visual and internet resources should also be used where possible, alongside laboratory practical's.

Outcome 4 will equip learners with an awareness of the differences between reproductive systems, and the range of species chosen for discussion should illustrate these differences. Guest speakers involved in breeding animals (such as AI technicians, stud managers) will

allow learners to realise the economic impact of being aware of how to effectively manage reproductive cycles in key animals, such as cattle and horses.

Centres are encouraged to introduce employers and specific professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience.

It is accepted that formal lectures will be necessary at level 2 but for this unit it is recommended that they are they are linked directly with interactive lessons in a real environment. Learners must be given the opportunity to deal with a range of different situations which reflects current industry practice.

Suggested learning resources

Books

Dallas SE. 2006. Animal Biology and Care 2nd Edition. Blackwell Publishing Ltd.

ISBN-13: 978-1-4051-3795-9.

Dodds J. 2003. Biology at a Glance. Manson Publishing Ltd. ISBN: 1-84076-031-1.

Parsons R. 2007. GCSE Biology Revision Guide. Coordination Group Publications Ltd.

Roberts MBV. 2000. Biology for Life for GCSE. Nelson Thornes Ltd

Unit 206

Introduction to the Principles and Practices of Animal Behaviour and Handling

Level:	2
GLH:	60
Credit value:	10
Assessment type:	An assignment covering practical skills and underpinning knowledge
Aim:	This unit aims to provide learners with an understanding of the principles of animal behaviour and handling and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or to further education and training. The aim of this unit is to provide the learner with a basic understanding of normal and abnormal behaviour. The learner will also be provided with the knowledge and skills to approach animals whilst taking account of their displayed behaviours to reduce risk and stress.

Learning outcome

The learner will:

LO1 Know the difference between normal and abnormal behaviour in animals

Assessment criteria

The learner can:

AC1.1 Identify **normal behaviour** in animals

AC1.2 Describe **how age, gender, and environment** can **influence animal behaviour**

AC1.3 Identify the **signs** associated with the following **behaviours**:

- **Dominant**
- **Submissive**
- **Aggressive**
- **Frightened**

Range

Behaviour for all: dogs, cats, rodents and rabbits

Unit content

Normal behaviour

Observation of animals to understand behaviour signs relevant to species: sleeping patterns, eating and drinking, movement, verbal communication, socialisation, activity levels

Influences on behaviour, age, gender and environment

Age differences influencing behaviour: reasons for changes to eating, sleeping patterns, socialisation, activity levels, movement
Gender differences influencing behaviour: reasons for territorial aggression, mating and pack structure, pregnancy, birthing, lactation, protection of young
Environmental reasons that can influence behaviour: incorrect size of accommodation, lack of enrichment activities and mental stimulation, lack of companionship, lack of exercise

Signs of behaviour

Relevant to species: body postures e.g. ears, eyes, tail, head position, mouth, facial expressions, movement and vocalisation. Examples specific to species

Learning outcome

The learner will:

LO2 Be able to monitor behaviour in a range of animals

Assessment criteria

The learner can:

AC2.1 Carry out **visual observations** of animal behaviour

AC2.2 **Record and report** on behavioural observations of animals

Range

Observations of all: dogs, cats, rodents and rabbits

Unit content

Visual observations

Effect of obtrusive and unobtrusive position of observer, duration of observation time required, observation of individuals and groups
Animal behaviour: eating and drinking, movement, socialising, vocalisation, activity, sleeping patterns

Record and report

Record: what to record (animal identified, date, time, duration of observation), format of recording behaviour, record all findings legibly in animal records/centre records
Report

findings of observations: written reports on records, oral reports, who to report finding to: supervisor, employer, person in charge

Learning outcome

The learner will:

LO3 Be able to handle and restrain animals safely

Assessment criteria

The learner can:

AC3.1 **Approach animals according to their displayed behaviour**

AC3.2 Demonstrate the correct **handling and restraint techniques** for animals:

- Grooming
- Exercising
- Health check

AC3.3 Demonstrate **safe use of handling and restraint equipment** used for animals

Range

Handle and restrain: dogs, cats, rodents, rabbits

Unit content

Approach animals according to displayed behaviour

Animal behaviour shown: aggression, dominance, submission, fear, normal Approach animals: calmly, confidently, speaking to the animal in a reassuring manner

Handling and restrain techniques

Grooming: correct physical restraint relevant for the animal being groomed, use of towel and belly straps Exercising: correct physical restraint relevant for the animal being exercised, correct fitting of restraint equipment, correct use of restraint equipment Health check: correct physical restraint relevant for the animal being health checked, uses of containers and cages, keep animal visible to person health checking Restraint should be done with confidence and be as brief as is practicable to reduce stress for the animal

Use of handling and restraint equipment

Handling equipment: crush cage/bag, muzzles for cats and dogs, towel or blanket, graspers and nooses, collars and leads, halti, harnesses

Learning outcome

The learner will:

LO4 Know how to handle and restrain animals safely

Assessment criteria

The learner can:

AC4.1 Explain how to **reduce stress** in an animal when approaching it

AC4.2 List the **correct equipment and PPE** used for handling and restraining animals

AC4.3 State **when** it would **not** be advisable **to handle an animal**

Range

Handle and restrain: dogs, cats, rodents, rabbits

Unit content

Reduce stress

Approach animals: adopt correct body posture and body language, use smooth movements, confident and calm manner, use voice in a reassuring way

Correct equipment and PPE

Equipment: collars and leads, crush cages/bags, muzzles, graspers and nooses, towels and blankets, halti, harnesses Personal Protective Equipment (PPE): gloves, gauntlets, eye protection, face masks, protective clothing e.g. long sleeves, long trousers, sturdy closed shoes, no loose clothing or jewellery

When not to handle animals

Newly arrived, late pregnancy, during birth (unless vital due to birthing problems), during early lactation, directly following surgery, seriously ill, no supervisor or assistant present if procedure requires help, animal is showing signs of aggression

Unit 206

Introduction to the Principles and Practices of Animal Behaviour and Handling

Supporting information

Unit guidance

This unit is designed to provide the learner with sound knowledge and practical skills needed to approach handle, restrain animals. The unit will also cover the differences between normal and abnormal behaviour.

The unit should cover the range of species listed in the range: Dogs, cats, rodents, rabbits.

Throughout the unit, the emphasis should be on safe working. It is expected that the learners are guided towards safe working practices and maintaining the welfare of the animals by minimising stress.

In Outcome 1, the learner will know the difference between normal and abnormal behaviours in a range of animals. This would include a variety of behaviours, such as sleeping, eating, breeding, submission, aggression and fear. It is expected that this outcome will have some formal teaching of the different behaviours exhibited by animals and some video or simulation input. This outcome can be directly linked to Outcome 2 when the learners can monitor the animals for a range of behaviours.

In Outcome 2, the learner will be able to monitor animal behaviour in a range of animals. Delivery should be carried out as mainly practical sessions, which will enable learners to observe naturally occurring behaviours, particularly for animals of different ages and genders. The recording of monitored sessions will increase the learner's awareness of the needs for accurate record keeping. Visits to other establishments will aid learners in providing a wider variety of animals to observe behaviour and monitor in different environments.

In Outcome 3, the learner will be able to restrain and handle a range of animals safely. Demonstrations of various restraint and handling techniques would be useful for learners to develop confidence in the restraint process. It is expected that this outcome would be delivered predominantly as practical sessions to allow the learner to experience as many different reasons for restraint and handling such as grooming, health checking and exercising as appropriate. It is expected that the student would be able to develop safe restraint techniques over time.

In Outcome 4, the learner will know how to handle animals safely, including handling animals to reduce stress and therefore reduce risks to the handler, use the correct handling and restraining equipment for a range of animals, and when not to handle animals and the consequences of doing so. This outcome can be closely linked to Outcome 3, and the learners should be encouraged to handle and restrain animals that they have not come across before or are not confident with in order to build confidence. However, the duty of care to animals must be observed and upheld at all times.

Emphasis on this unit is on safe working practices and maintaining the animals' health and welfare. Particular attention should be on minimising the time an animal is restrained with the monitoring of stress levels as a basic component of this outcome.

Suggested learning resources

Books

McFarland D. 2006. A Dictionary of Animal Behaviour. Oxford University Press.

Manning A and Stamp D. 1998. An introduction to animal behaviour. Cambridge University Press.

Uhlenbroek C. 2008. Animal Life: The Definite Visual Guide to Animals and Their Behaviour. Dorling Kindersley.

Fowler M. 2008. Restraint and Handling of Wild and Domestic Animals 3rd Edition. WileyBlackwell.

Brown M. Rabbitlopaedia: The Complete Guide to Rabbit Care. Ringpress Books Limited.

ISBN: 1-860-54182-8.

Elward, M. 2003. Guin

Websites

www.animalbehavior.org The Animal Behaviour Society

asab.nottingham.ac.uk The Association for the Study of Animal Behaviour

www.cabtsg.org Companion Animal Behaviour Therapy Study Group

Unit 207

Contribute to the Nursing of Animals

Level:	2
GLH:	60
Credit value:	10
Assessment type:	An assignment covering practical skills and underpinning knowledge
Aim:	This unit aims to provide learners with an understanding of the principles of animal nursing and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training. The aim of this unit is to provide the learner with a basic knowledge of patient care within a veterinary facility. The learner will also gain knowledge regarding veterinary practice procedures and client care.

Learning outcome

The learner will:

LO1 Know how to observe an in-patient

Assessment criteria

The learner can:

AC1.1 Identify the **visual signs** of health in an in-patient

AC1.2 State the **normal parameters** for temperature, pulse; and respiration in animals

AC1.3 **Monitor** and **record** an in-patients behaviour, body posture and movement

Range

Species could include dogs, cats, rabbits, guinea-pigs, rodents or exotics

Unit content

Visual signs

Physical signs of health: ears, eyes, temperature, pulse and respiration, behaviour, body posture, movement, mucous membranes, skin/ coat

Normal parameters

Temperament (degrees Centigrade), pulse (beats per minute), respiration (breaths per minute)

Monitor

Observations should not involve handling the animal. Monitoring of normal parameters such as pulse should involve minimal handling using correct techniques

Record

Written records, using veterinary hospital charts that cover a range of physical health signs

Learning outcome

The learner will:

LO2 Be able to provide basic care to an in-patient

Assessment criteria

The learner can:

AC2.1 Provide appropriate **food and water** for an in-patient

AC2.2 Carry out routine **grooming** of an in-patient

AC2.3 Follow guidelines for basic **routine medication**.

Range

Species could include dogs, cats, rabbits, guinea-pigs, rodents or exotics

Unit content

Food and water

Correct feeding and watering equipment for the species, correct type of food for species, correct presentation and frequency of feeding. Diets and rations for hospitalised patients, rations for recovery

Grooming

Correct grooming tools for range of species, reasons for grooming e.g. parasites, matted fur, soiled coat, stimulation, wellbeing, grooming methods

Routine medication

Range of flea and worming treatments available for range of species Method, dosage and frequency of application

Learning outcome

The learner will:

LO3 Be able to follow health, safety and hygiene procedures

Assessment criteria

The learner can:

AC3.1 Work according to current relevant **legislation** pertaining to the veterinary environment

AC3.2 Carry out routine **disinfection** and **cleaning** of an in-patient's **accommodation**

AC3.3 Follow guidelines regarding **disposal** of **waste**

Range

Species could include dogs, cats, rabbits, guinea-pigs, rodents or exotics

Unit content

Legislation

Health and Safety at Work etc Act (1974), Control of Substances Hazardous to Health Regulations (2002) (COSHH), The Report of Injuries, Diseases and Dangerous Occurrences Regulations (1995) (RIDDOR), Veterinary Surgeons Act 1966, Animal Welfare Act (2006)

Disinfection and cleaning accommodation

Correct use of cleaning agents, type and dilution for range of species. Correct use of cleaning equipment Safe removal (following handling guidelines) and confinement of in-patient whilst accommodation is being cleaned

Waste disposal

Correct methods of disposal: clinical and non-clinical waste, soiled bedding, body fluids, cadavers. Correct disposal of cleaning materials and medicines

Learning outcome

The learner will:

LO4 Understand veterinary practice client care

Assessment criteria

The learner can:

AC4.1 Discuss the **legal** and **ethical** responsibilities of practice staff towards clients and their pets

AC4.2 Describe the role of **veterinary organisations**

AC4.3 Explain why accurate **record keeping** is important

Range

Species could include dogs, cats, rabbits, guinea-pigs, rodents or exotics

Unit content

Legal

Data Protection Act (1998), Veterinary Surgeons Act (1966), Animal Welfare Act (2006), Trade Descriptions Act (1968), Disabilities Discrimination Act 1995 (as amended 2005) (DDA)

Ethical

Client confidentiality, dealing with distressed clients, emergency procedures, explaining euthanasia, health and safety of clients and their pets

Veterinary organisations

Roles: professional body, regulatory body, membership requirements, education and training roles, British Veterinary Association (BVA), British Veterinary Nursing Association (BVNA), Royal College of Veterinary Surgeons (RCVS)

Record keeping

Types of records to be kept (animal, client, financial), importance, need for accuracy, methods of data storage and duration the records should be kept for

Unit 207

Contribute to the Nursing of Animals

Supporting information

Unit guidance

This unit is designed to provide the learner with the knowledge and skills to give basic, routine care to animal in-patients. The unit should cover a range of species appropriate to the area of study. Where a veterinary facility is not readily available, the delivery and assessment can be simulated by using animals within an animal care centre or other animal facility/establishment where the assessment criteria are able to be met in full.

Throughout the unit the emphasis should be on safe working practices and following animal welfare guidelines within the context in which they are working. The duty of care to animals should be observed and upheld at all times.

In Outcome 1, the learner will be required to identify visual signs of health for in-patients. Formal delivery will be required to instruct learners regarding signs of health to underpin their practical observations of in-patients. Learners should be encouraged to observe a range of species and formal delivery may be required to instruct learners regarding species-specific behaviours. Learners are also required to know the normal ranges for temperature, pulse and respiration for a range of species. It is not expected that learners will take the temperature of animals as this is often invasive and will cause distress for the animal. Rather than formal delivery, learners should be encouraged to research the information and then report back to the tutor for confirmation of the accuracy of information gathered. Monitoring and recording the behaviour, body posture and movement of inpatients is included in this outcome and should be carried out during practical's involving real animals.

Outcome 2 requires learners to provide suitable food and water in correct containers for the species. Learners should be encouraged to research feeding and water requirements for a range of species, to include type of food, frequency of feeding and watering and correct equipment used. Grooming can be assessed in practical sessions, ensuring health and safety and animal welfare guidelines are followed. Learners also need to understand and be able to follow guidelines for giving flea and worming treatment to a range of animals. Empty containers and packets of a range of treatments can be used for the learners to read the instructions. Formal delivery and/or demonstrations can be used to instruct learners. Simulation can be used to assess learners' knowledge.

For Outcome 3, learners must be aware of the main aspects of relevant legislation for veterinary practices. Formal delivery can augment initial research by the learner. The practical part of this outcome requires learners to clean and disinfect an in-patient's accommodation and dispose of any waste in the correct manner. Health and safety and animal welfare guidelines must be emphasised and followed at all times.

For Outcome 4, learners are required to focus on the responsibilities of practice staff towards clients and pets. Formal delivery of the legal and ethical aspects should be given and learners could role-play a range of scenarios for assessment. Learners must also explain the importance of accurate record keeping within veterinary practice. Learners also need to investigate and compare the main veterinary organisations.

Centres are encouraged to introduce employers and specific professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience.

It is accepted that formal lectures will be necessary at level 2 but for this unit it is recommended that they are they are linked directly with interactive lessons in a real environment. Learners must be given the opportunity to deal with a range of different situations which reflects current industry practice.

Suggested learning resources

Books

Dallas S. 2000. Animal Biology and Care. Blackwell Science. ISBN: 0-632-05054-3.

Masters J and Bowden C. 2003. BVNA Pre-Veterinary Nursing Textbook. Butterworth-Heinemann. ISBN: 0-750-6469-4.

Lane D and Cooper B. 2003. Veterinary Nursing, 3rd edition. Butterworth-Heinemann. ISBN: 0-750-65525-9.

Aspinall V. 2008. Clinical Procedures in Veterinary Nursing. Butterworth Heinemann. ISBN: 0-7506-5416-3.

Aspinall V. 2004. Introduction to Veterinary Anatomy and Physiology. Butterworth Heinemann.

Godsen C. 2004. Exotics and Wildlife: A Manual of Veterinary Nursing Care. Butterworth Heinemann. ISBN: 0-7506-54155.

Journals

Practice Nurse

Veterinary Nursing

Veterinary Record

Veterinary Times

Websites

www.bvna.org.uk The British Veterinary Nursing Association Ltd

www.bva.org.uk The British Veterinary Association

www.defra.gov.uk Department for Environment, Food and Rural Affairs

www.wales.gov.uk Welsh Assembly Government

www.scotland.gov.uk Scottish Executive Environment and Rural Affairs
Department

www.dardni.gov.uk Department of Agriculture and Rural Affairs (Northern Ireland)

www.rcvs.org.uk Royal College of Veterinary Surgeons

www.environment-agency.gov.uk

Unit 208

Understand the Principles and Practices of Animal Establishments

Level:	2
GLH:	60
Credit value:	10
Assessment type:	An assignment covering practical skills and underpinning knowledge
Aim:	This unit aims to provide learners with an understanding of the principles of animal establishments and how these can be applied in practice. This unit is primarily aimed at learners within a centrebased setting looking to progress into the sector or further education and training. Upon successful completion of this unit, learners will be equipped with the knowledge required to carry out safe and effective working practices in animal establishments, from booking an animal in, to caring for it during its stay. The unit will also give the learner a background to legislation and administration procedures in animal establishments.

Learning outcome

The learner will:

LO1 Know the purpose of a variety of animal establishments

Assessment criteria

The learner can:

AC1.1 Describe the **purpose** of **specified types** of animal establishment

AC1.2 Describe **ancillary services** that could be provided by animal establishments

Unit content

Purpose

Education, boarding, food production, conservation, media, rescue, animal health, breeding, sport, entertainment

Specified types

Kennels, catteries, rescue and boarding centres, farms, zoos, wildlife parks, veterinary practices, breeding establishments, pet stores

Ancillary services

Grooming parlours, pet cemeteries or crematoriums, alternative therapies for animals, farm shops selling animal produce, gift shops, animal photography, animal pharmacy

Learning outcome

The learner will:

LO2 be able to carry out daily **cleaning** and husbandry routines in an animal establishment

Assessment criteria

The learner can:

AC2.1 Carry out cleaning of the following areas in the work environment:

- Animal accommodation
- Public areas
- Food preparation areas

AC2.2 Perform **daily husbandry and exercise routines** for animals kept in an animal establishment

AC2.3 Demonstrate **methods of waste disposal** in an animal establishment that **minimises environmental damage**

Unit content

Cleaning

Routine and non-routine cleaning, cleaning for inspection, cleaning to a high standard for public perception

Daily husbandry and exercise routines

Management of resources, staff rota, cleaning, feeding, health checking, ways of providing exercise to meet individual requirements e.g. walking, giving space to exercise freely, riding, providing enrichment, mental stimulation, record keeping

Methods of waste disposal

Methods for disposal of organic and inorganic waste, special waste, clinical waste, litter

Minimising environmental damage

Disposing of waste according to legislation and organisational policy e.g. hazardous waste, clinical waste and any harmful or chemical waste that may pose a threat to the environment, water courses and the public/visitors/clients/animals

Learning outcome

The learner will:

LO3 Know animal establishment administrative procedures

Assessment criteria

The learner can:

AC3.1 Describe the different **licensing requirements** for animal establishments

AC3.2 Identify **the types of records** kept in an animal establishment and the importance of keeping them

AC3.3 Identify **current legislation** and Codes of Practice relating to:

- Animal welfare
- Health and Safety in animal establishments
- Environmental issues.

Unit content

Licensing requirements

Minimum sizes, stocking density, records to be kept, data protection, construction, noise, security, access by the public, safety, staffing, licensing body, conditions for obtaining a license

Types of records

Feeding records, medication records, exercise records, booking in/out records, financial records, Health and safety records, records that should be displayed, records that should be stored

Current legislation

Animal Welfare Act 2006, Health and Safety at Work etc Act 1974, Control of Substances Hazardous to Health Regulations (2002) (COSHH), The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (1995) (RIDDOR), Animal by-products Legislation (2002), Environmental Protection Act 1990 (as amended 1995), Breeding and Sale of Dogs (Welfare) Act 1999, Animal Boarding Establishments Act 1963

Learning outcome

The learner will:

LO4 Know how to respond to problems and emergencies in animal establishments

Assessment criteria

The learner can:

AC4.1 Describe actions to be taken in **given animal problems**

AC4.2 Describe appropriate **procedures to follow** in given emergency and accident situations

Unit content

Given animal problems

Illness, injury, death, fights, escape, attack, unwanted breeding

Procedure to follow

How to approach, handle, restrain the animal, who to contact/report problem to, timescales, equipment needed and how to use, contacting animal owner and what to say

Unit 208

Understand the Principles and Practices of Animal Establishments

Supporting information

Unit guidance

Upon successful completion of this unit, learners will be equipped with the knowledge required to carry out safe and effective working practices in animal establishments, from booking an animal in, to caring for it during its stay. The unit will also give the learner a background to legislation and administration procedures in animal establishments.

This unit lends itself to close work with animal care work placements and learners could be gaining practical skills for this unit on a placement. There would also be potential to develop links with a variety of animal establishments to carry out some cleaning, husbandry and exercise for animals. There could also be input from learners to carry out learner centred research for this unit.

Outcome 1 requires the learner to know the purpose of a variety of animal establishments. This can be delivered in a formal lecture situation, visits to a variety of establishments – especially if they hold educational talks and provide ancillary services. It would be expected that learners should visit at least three different types of animal establishments such as a zoo, wildlife park, boarding facility, rescue centre or farm.

Outcome 2 requires learners to carry out cleaning and husbandry routines in an animal establishment. This is a predominantly practical outcome in which learners should carry out cleaning of a range of areas within a facility, perform daily husbandry and exercise routines and dispose of waste correctly. This could be delivered in a group situation in an animal establishment or on individual work placements. The learner should be able to work with minimum direction from a supervisor.

Outcome 3 requires learners to know the administrative procedures in an animal establishment. This includes licensing, record keeping and legislation/codes of practice. This could be mainly research based or could be case studies of learners filling out and designing working records. Learners can carry out research on licensing different establishments and should be expected to know requirements for obtaining a license for at least two different establishments, such as a boarding facility and a zoo. Legislation should be delivered in a formal lecture situation, with some learner involvement in main purposes of the legislation.

Outcome 4 requires learners to know how to respond in an emergency. This could be delivered by some formal lectures, as well as role play and simulations of emergency situations. The learners could be involved in designing both human and animal emergency procedures and protocols to be followed by visitors to the animal establishment.

Centres are encouraged to introduce employers and specific professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience

It is accepted that formal lectures will be necessary at level 2 but for this unit it is recommended that they are they are linked directly with interactive lessons in a real environment. Learners must be given the opportunity to deal with a range of different situations which reflects current industry practice.

Suggested learning resources

Books

Cavill D. 2008. Run Your Own Boarding Kennels: The Complete Guide to Kennel and Cattery Management 4th Edition. Kogan Page. ISBN: 978-0-7494-5330-5.

Key D. 2006. Cattery Design: The Essential Guide to Creating Your Perfect Cattery. David Key Kennel and Cattery Design. ISBN: 0-9538002-1-0.

Bessant C. 2002. FAB Boarding Cattery Manual. Feline Advisory Bureau.

Hossey G, Melfi V and Pabkhurst S. 2009. Zoo Animals: Behaviour, Management and Welfare. OUP. ISBN: 978-0-19-923306-9.

Kleiman D. 1997. Wild Mammals in Captivity: Principles and Techniques. Chicago University Press.

Magazines / Journals

Kennel and Cattery Management magazine

Your Dog magazine

Your Cat magazine

BBC Wildlife magazine

Websites

www.the-kennel-club.org.uk The Kennel Club

www.gccfcats.org The Governing Council of the Cat Fancy

www.fabcats.org Feline advisory Bureau

www.defra.gov.uk Department for Environment, Food and Rural Affairs

www.wales.gov.uk Welsh Assembly Government

www.scotland.gov.uk Scottish Executive Environment and Rural Affairs
Department

www.dardni.gov.uk Department of Agriculture and Rural Affairs
(Northern Ireland)

www.biaza.org.uk British and Irish Association of Zoos and Aquariums

Unit 209

Introduction to Grooming Dogs

Level:	2
GLH:	60
Credit value:	10
Assessment type:	An assignment covering practical skills and underpinning knowledge
Aim:	This unit aims to provide learners with a basic understanding of the principles of dog grooming and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training. The learner will develop an understanding of the reasons for grooming dogs and the different needs for different dogs. The learner will be able to develop the skills required to assess dogs for relevant grooming requirements. The learner will also be able to demonstrate safe and effective tasks and activities to include health checks, grooming, bathing, drying, and ear and nail care. The unit also covers equipment use and maintenance.

Learning outcome

The learner will:

LO1 be able to prepare dogs for grooming

Assessment criteria

The learner can:

AC1.1 Carry out dog **health** and **temperament** assessments for a range of breeds

AC1.2 **Record** health checks

Range

Knowledge needs to cover giant, large, medium, small and toy Practical work needs to cover two from the range

Unit content

Health

Appearance: eyes, ears, nose, mouth, skin, coat, nails, genital and anal area, signs of ecto-/endo-parasites, good health, poor health, posture and movement

Temperament

Nervous, friendly, excitable, aggressive, submissive, unpredictable (taking health status into account)

Record

Health check record requirements, animal and client details to be recorded, display and/or storage of records, frequency of record keeping, previous records

Learning outcome

The learner will:

LO2 know the types of equipment required for grooming dogs

Assessment criteria

The learner can:

AC2.1 Describe the **equipment and materials** required for dog grooming

AC2.2 Describe methods of **maintaining the equipment** used

AC2.3 State the importance of following **manufacturers' guidelines**

Unit content

Equipment and materials

Combs, brushes (bristle, pin, nylon), scissors and thinning/de-matting tools, rubber mitts/hound gloves, stripping knives/tools, electric clippers and blades, shampoos and conditioners, handling and restraint equipment

Maintaining the equipment

Cleaning, washing, sterilizing, disinfection, correct storage, fitness for use Equipment: brushes, scissors, mitts/gloves, knives, electrical cables, plugs, air filters, thermostatic controls

Manufacturer's guidelines

Control of Substances Hazardous to Health Regulations (2002) (COSHH), Personal Protective Equipment (PPE), dilution, storage, usage, contra-indications, accidental spillage, disposal

Learning outcome

The learner will:

LO3 be able to groom, bathe, dry dogs

Assessment criteria

The learner can:

AC3.1 **Groom** dogs **safely and appropriately** according to coat type

AC3.2 **Bath and dry dogs** safely and appropriately according to coat type

AC 3.3 Carry out **nail and ear care** as appropriate

Range

Cover two of the following coat types: Wool, wire, silk, double, smooth and mixed

Unit content

Groom

Restrain, prepare animal, equipment and area, check the holding cage, groom animal using correct technique for required purpose, monitoring for signs of stress, reporting to the owner, record keeping

Safely and appropriately

Follow risk assessments, assess temperament and health status, assessing animal for signs of zoonoses, safe restraint, health and wellbeing of dog, health and wellbeing of groomer

Bath and dry dogs

Lift animal into the bath safely, select appropriate bathing products, wet coat thoroughly, apply product according to instructions, ensure product is thoroughly rinsed off, dry dog according to coat type and available equipment

Nail and ear care

Nail: identify if they need trimming, assess condition, trim if required Ear: clip, clean, remove debris using approved methods and products

Learning outcome

The learner will:

LO4 understand the reason for grooming dogs appropriate to coat type

Assessment criteria

The learner can:

AC4.1 Explain the **reasons** for grooming

AC4.2 Compare **grooming requirements** for different coat types

Unit content

Reasons

Health and wellbeing, breed standard requirements for the range, aesthetic and showing

Grooming requirements

Terriers, spaniels, gundogs, hounds, utility, working, pastoral, crossbreeds

Unit 209

Introduction to Grooming Dogs

Supporting information

Unit guidance

This unit aims to provide learners with a basic understanding of the principles of dog grooming and how these can be applied in practice. This unit provides a basic introduction to the topic of dog grooming. Learners wishing to continue studying in this area should consider taking the City & Guilds Dog Grooming qualifications (QCF) should they wish to enter into further training or working in the industry.

Outcome 1 requires the learner to carry out health and temperament assessments on at least two different breeds of dogs that are suitable to be used for practical assessments. The outcome should be delivered through a series of practical demonstrations and simulations. The learner should be able to accurately assess both the temperament and health status of the dog and to complete or update records accordingly. This outcome can be delivered with other practical outcomes within the unit to avoid stress to the animal and as a method of promoting its health and wellbeing.

Outcome 2 requires the learner to be able to recognise, describe the safe usage, routine maintenance and storage of different types of equipment used for grooming dogs and the importance of following manufacturer's instructions. The outcome should be delivered through a series of practical demonstrations, simulations and theory sessions. It is important that learners are clear on how and when to use equipment before embarking on practical grooming to ensure the safety, health and wellbeing of both the dog and the groomer. When using solutions such as shampoos or conditioners it is important that the learners follow manufacturer's instructions, PPE and dilution and usage.

Outcome 3 requires the learner to be able to groom, bathe and dry dogs. The outcome can be delivered through practical demonstration and simulation. Learners should have covered the principles of outcome 1 and 2 prior to embarking on this outcome although for delivery purposes it can be taught in conjunction with a practical health and temperament assessment demonstrating the checking, safe usage and storage of equipment and materials in outcome 2.

Outcome 4 requires the learner to explain the reasons for grooming and a comparison of breed requirements. Grooming requirements of the different breeds may be enhanced by visits to local dog grooming businesses, breeders or shows and competitions.

Learners should work individually wherever possible and group sizes restricted to avoid undue stress to the dogs. Centres are encouraged to use employers and professional grooming links to enhance delivery of the unit. Visits to grooming establishments and exhibitions/demonstrations will give learners a valuable insight into the commercial environment reflecting the grooming industry.

Suggested learning resources

Books

Dallas S, North D and Angus J. 2006. Grooming Manual for the Dog and Cat.

WileyBlackwell. ISBN-10: 1405111836

Bonham M. 2006. Dog Grooming for Dummies. Wiley and Sons. ISBN-13: 978-0-471-77390-0.

Blackburn S. 2008. Dog Grooming (Everything you need to know about...). David and Charles. ISBN 0715329685

Young P. 2009. Groom Your Dog Like a Professional. Interpret Publishing. ISBN: 0793806283

Geeson E, Vetter B and Whitmore L. 2007. Ultimate Dog Grooming. Firefly Books.

Roth S and Adamson E. 2003. The Simple Guide to Grooming Your Dog. TFT Publications

Websites

www.groomerssupplies.com

www.the-kennel-club.org.uk

Unit 210

Introduction to Animal Breeds and Grooming

Level:	2
GLH:	60
Credit value:	10
Assessment type:	An assignment covering practical skills and underpinning knowledge
Aim:	This unit aims to provide learners with an understanding of the principles animal breeds and grooming and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training. The aim of this unit is to develop the learner's knowledge and understanding of basic concepts of animal evolution and the role of domestication on their development. Upon completion of this unit the learner will be able to identify commonly kept breeds of dogs, cats and other pet species. The learner will also carry out practical small animal grooming and understand the reasons for grooming.

Learning outcome

The learner will:

LO1 know the history of animal development, domestication and breed development

Assessment criteria

The learner can:

AC1.1 State the main principles of **natural selection** and **survival of the fittest**

AC1.2 Outline the history of **animal domestication** by humans

AC1.3 Describe the human influence on **breed development**

Range

As a minimum coverage should include a selection from: Dogs, small animals, horses or livestock, to illustrate particular points during delivery

Unit content

Natural Selection

Darwin's Origin of Species, genotype, phenotype, gene pool, genetic variation, reasons for natural selection, extinction of species, examples of natural selection

Survival of the fittest

Selective pressure and adaptation, competition/ resources, for example food, shelter, breeding, pollution, human influences, over harvesting, climate change

Animal domestication

Reasons for domestication: food, work, clothing, protection, transportation, pleasure, companionship History of domestication, timelines, specific features of why certain animals have been domesticated and why some animals are not domesticated, wild animals

Breed development

Definition of a breed, pure bred and pedigree, selective breeding, cross breed/hybrid, reasons for development of a breed, for example human influence, breeding problems, and showing. Specific features of animals that are desirable to develop and feature that are undesirable

Learning outcome

The learner will:

LO2 know the breeds of small animal species kept as pets and their associated breed societies

Assessment criteria

The learner can:

AC2.1 Identify **common breeds** of dog, cat and small mammal

AC2.2 Describe **characteristics** of commonly found breeds of small animals kept as pets

AC2.3 Outline the importance and role of **animal breed societies**

Range

A selection of animals from across the groups

Unit content

Commonly kept breeds

Breed standards, breed history of animals from: Dogs from the Kennel Club groups: working dogs, pastoral dogs, terrier dogs, hound dogs, gun dogs, toy dogs, utility dogs Cats from the Governing Council of the Cat Fancy: Persian, Sphinx, Burmese, Ocicat, Siamese, British Blue,

Cornish Rex, Turkish Van, Bengal, Ragdoll, and Munchkin Main breeds of other small animals: Rabbits, for example Angora, British Giant, Netherland Dwarf; guinea pigs, for example Abyssinian, Rex; rodents, for example Fancy Mouse, Dumbo rat, Degu, Siberian Hamster

Characteristics

Characteristics should include size, coat colour and type, physical features, temperament, life expectancy, suitability as a pet

Animal breed societies

Selected dog breed societies from the recognised Kennel Club breeds, Cats from the Governing Council of the Cat Fancy, Small mammal breed societies Purpose and aim of the society, membership requirements, breed records, advisory and educational roles, welfare, competitions

Learning outcome

The learner will:

LO3 know the reasons and requirements for grooming animals *Assessment criteria*

The learner can:

AC3.1 Describe **reasons for grooming animals**

AC3.2 Outline **grooming requirements** of commonly found breeds of small animals kept as pets

Range

Breeds of small animals (at least one from each group) Cats, dogs, rabbits, guinea pigs, rodents

Unit content

Reasons for grooming

Improving condition of skin and coat, monitoring animal for health, hygiene, general cleanliness, aesthetic (for showing)

Grooming requirements

Frequency of grooming, grooming and trimming requirements, coat types, reasons for grooming

Learning outcome

The learner will:

LO4 Be able to groom small pet animals

Assessment criteria

The learner can:

AC4.1 **Prepare animals** for grooming

AC4.2 **Groom** a dog, cat and one other small pet animal to meet given objectives

Range

Cats, dogs, rabbits, guinea pigs, rodents

Unit content

Prepare animals

Lift onto table, minimise stress and calm animal by reassuring it, restrain as necessary with correct technique and equipment

Groom

Brush using comb or equipment suitable in size and type for the individual animal, check coat for parasites and signs of ill health, wash or bath as necessary (only if appropriate) using correct solutions and equipment, ensure animal is fully dry, monitor animal for stress at all times, record any findings or activity carried out

Unit 210

Introduction to Animal Breeds and Grooming

Supporting information

Unit guidance

The aim of this unit is to develop the learner's knowledge and understanding of basic concepts of animal evolution and the role of domestication on their development. Upon completion of this unit the learner will be able to identify commonly kept breeds of dogs, cats and other pet species. The learner will also carry out practical small animal grooming and understand the reasons for grooming.

In Outcome 1, the learner will need to outline the development, domestication and breed development of a range of animal species, including Darwinian Theory and its main points. The learners can be encouraged to look at extinct species and try to find out through research what happened to them, then linking it to Darwinian Theory. It is anticipated that the delivery of this unit will be mainly through formal lectures or directed study, library and internet research.

In Outcome 2, the learner will need to identify the breeds recognised by both the Kennel Club and the Governing Council of the Cat Fancy, identifying the various recognised 'groups' and named breeds within each 'group'. Learners will also need to identify other breeds of small animals commonly kept as pets. It is anticipated that the delivery of this unit will be a mixture of formal lectures and directed study, library, internet research and practical assignments. Real animals, if available, can be used to illustrate the different breeds but it is likely that photographs or other visual means will be used to cover the variety of breeds required (note that not all dog breeds need to be covered, but a selection for each of the main groups). It may be possible to use visits to shows or exhibitions to enhance the learning of this outcome.

In Outcome 3, the learner will be required to describe the grooming requirements of a range of commonly found breeds of small animals kept as pets. It is anticipated that the delivery of this unit will be a mixture of formal learning and practical activities. In Outcome 4, the learner will be required to prepare and groom animals to meet a given objective. It is anticipated delivery will involve formal lectures and practical demonstrations, simulation and practical assessments. Learners will need to ensure the health, safety and welfare of the animal and themselves at all times during practical sessions and assessments and it is important that the animals used are of a temperament deemed suitable for the task. Class/group size should be limited and learners should work on their own or in pairs, one grooming and one restraining the animal to avoid undue stress to the animals.

Centres are encouraged to use appropriate speakers and visits to boarding kennels, catteries, rescue societies/centres, pet shops, dog shows, cat shows and pet shows, to enhance delivery of this unit and to enable learners to gain an insight into industry.

Suggested learning resources

Books

- Allaby M. 2009. A Dictionary of Zoology 3rd edition. OUP. ISBN: 978-01999233410.
- Darwin C. 1998. The Origin of Species. Wordsworth Classics of the World Literature. ISBN: 978-1853267802.
- Rymer-Jones T. 2007. The Animal Creation- A Popular Introduction to Zoology. ISBN: 978-1432676841.
- Ruelokke E and Ruelokke M. 2003. Guinea Piglopaedia: A complete guide to Guinea Pig Care. Interpet Publishing. ISBN: 978-1860542510.
- Logsdail C, Logsdail P and Hovers K. 2003. Hamsterlopaedia: A complete guide to Hamster Care. Ringpress Publishing. ISBN: 978- 1860542466.
- Evans J and White K. 2006. Catlopaedia: The Complete Guide to Cat Care. Ringpress Books. ISBN: 978- 978-1860540189.
- Evans J and White K. 1998. Doglopaedia: The Complete Guide to Dog Care. Ringpress Books. ISBN: 978-1860540745.
- Pinney C. 2005. Guide to Home Pet Grooming 2nd edition. Barron's Education. ISBN: 978-0764128479.
- Fogle B. 2007. Encyclopaedia of the Dog. Dorling Kindersley. ISBN: 978-1405321471.
- Alderton D. How to Look After Your Small Pets. ISBN: 1844765218.
- Somerville L. Ultimate Guide to Cat Breeds. ISBN: 978-0785822646.

Websites

- www.allaboutpets.org.uk All About Pets
- www.rspca.org.uk Royal Society for the Prevention of cruelty to Animals
- www.pdsa.org.uk Peoples Dispensary for Sick Animals
- www.cats.org.uk Cats Protection
- www.thekennelclub.org.uk The Kennel Club
- www.bluecross.org.uk The Blue Cross
- www.supremecatshow.org The Supreme Show of the Governing Council of the Cat Fancy
- www.crufts.org.uk Crufts
- www.gccfcats.org The Governing Council of the Cat Fancy
- www.dogstrust.org.uk The Dogs Trust

Unit 211

Introduction to Caring for Horses

Level:	2
GLH:	60
Credit value:	10
Assessment type:	An assignment covering practical skills and underpinning knowledge
Aim:	This unit aims to provide learners with an understanding of the principles of horse care and stable management and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting, looking to progress into the sector or to further education and training. During this unit, the learner will undertake practical tasks relating to horse care and stable management. This includes the ability to handle horses, perform stable management routines and care procedures. The feeding requirements of horses will also be covered.

Learning outcome

The learner will:

LO1 be able to select and prepare equipment and food to feed and water animals

Assessment criteria

The learner can:

AC1.1 Select and fit **basic equipment** required to handle and exercise horses

AC1.2 Carry out **cleaning** of handling and exercise equipment

Range

Range Horses, ponies and/or donkeys can be used where appropriate

Unit content

Basic equipment

Head collar, lead rope, bridle, variety of bits, saddles, girths, numnahs/saddle cloths, martingales, brushing boots, over-reach boots, stable rugs, turnout rugs Equipment required for different situations (handling, exercising for example jumping, schooling, roadwork, hacking, turn out)

Cleaning

Cleaning leather: water, saddle soap, leather conditioner, cleaning metal and fastenings, taking apart, assembling general saddles and snaffles bridles, reasons for cleaning (routine cleaning, show presentation, health and safety reasons, storage), storage of equipment and tack once cleaned

Learning outcome

The learner will:

LO2 be able to carry out stable management routines

Assessment criteria

The learner can:

AC2.1 Prepare and maintain **accommodation** for:

- Stable kept horses
- Field kept horses

AC2.2 Maintain a **yard environment** to include:

- Feed room
- Tack room
- Stables
- Field
- Muck heap

Range

Horses, ponies and/or donkeys can be used where appropriate

Unit content

Accommodation

Stable, loose box, field shelter, mucking out, skipping out, deep litter, range of bedding used (straw, shavings, peat, shredded paper, rubber matting) equipment required (wheelbarrow, fork, shovel, broom), picking droppings from the field (manual/mechanical as appropriate)

Yard environment

Feed room, tack room, yard, stables, paddocks, field shelter, muck heap, reasons for maintenance (presentation, health and safety, cleanliness)

Learning outcome

The learner will:

LO3 Be able to demonstrate care routines for horses

Assessment criteria

The learner can:

AC3.1 Carry out a full **health check** on a horse to include:

- Body condition
- Hoof condition

AC3.2. **Groom** a horse to include one from:

- Pulling
- Trimming
- Plaiting

AC3.3 **Bathe and dry** a horse

Range

Horses, ponies and/or donkeys can be used where appropriate

Unit content

Health check

Ears, eyes, mouth, mucus membranes, weight, body condition, coat condition, hoof condition, behaviour (aggressive, solitary, social), appetite

Groom

Grooming kit: dandy brush, body brush, plastic curry comb, rubber curry comb, metal curry comb, sponges, pulling comb, scissors, plaiting bands, needle, thread, reasons for grooming

Bathe and dry

Shampoo, water brush, sweat scraper, towels, reasons for bathing (cleanliness, presentation, topical skin treatments)

Learning outcome

The learner will:

LO4 know the feeding requirements of horses

Assessment criteria

The learner can:

AC4.1 Identify the **dietary requirements** of horses

AC4.2 Describe the methods available to **feed and water horses** in stables and fields

Range

Range Horses, ponies and/or donkeys can be used where appropriate

Unit content

Dietary requirements

Nutrients (protein, carbohydrates, fats, vitamins, minerals), feeds available, life stage of the horse (young, working, pregnant, lactating, geriatric), amount of food required, water requirements

Feed and water

Feed mangers, automatic feeders/water, buckets, hay nets, hay balls, field mangers, troughs

Unit 211

Introduction to Caring for Horses

Supporting information

Unit guidance

This unit has been designed to provide the learner with sound, basic knowledge and some of the skills required to demonstrate general horse care. The unit covers:

Horses, ponies and/or donkeys (where appropriate)

Throughout the unit, the emphasis should be on safe working. It is expected that the learners will be aware of safe working practices and familiar with accepted practices and behaviours within the context in which they are working.

In Outcome 1, the learner is required to demonstrate the correct equipment required to handle and exercise horses. The learner is encouraged to handle horses in different situations. The learner will then be asked to demonstrate how to clean the equipment used for both handling and restraint. The emphasis on this learning outcome should be practical and learners should be encouraged to fit a wide range of equipment from the list in the unit content (as appropriate).

Outcome 2 looks at a number of activities relating to stable management routines and yard maintenance. The learner will need to be able to maintain the following areas: feed room, tack room, stables, fields and muck heap. The reasons for this maintenance will also be discussed. It is anticipated that the majority of this unit will be delivered practically.

In Outcome 3, the learner will be required to demonstrate a number of care routines. The emphasis should be placed on carrying out health care routines incorporating the condition of both body and feet. Pulling, trimming or plaiting also need to be demonstrated practically along with bathing and grooming.

In Outcome 4, the learner will identify the dietary requirements of specific horses and discuss how their needs can be met. Specific scenarios will be given to the learners for them to work on and to plan a balanced diet for. The methods of how horses are fed and watered will also be identified. It is anticipated that delivery of this unit will be theoretical, but should be complemented by practical activities.

Centres are encouraged to introduce employers and specific professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience.

Suggested learning resources

Books

Auty I and Batty-Smith J. 2008. The BHS Complete Manual of Horse and Stable Management. Kennleworth Press Ltd.

Houghton Brown J. 2003. Horse and Stable Management. Wiley Blackwell

Houghton Brown J. Horse Care: The Practical Manual of Horsemanship.

Websites

www.bhs.org.uk British Horse Society

Publications

Horse and Hound

Horse and Rider

Horse Magazine

Unit 212

Contribute to the Care of Exotic Animals

Level:	2
GLH:	60
Credit value:	10
Assessment type:	An assignment covering practical skills and underpinning knowledge
Aim:	This unit aims to provide learners with an understanding of the principles of exotic animal care and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting, looking to progress into the sector or to further education and training. The learner will be able to recognise the importance of nutrition, health, accommodation design and maintenance in the welfare and well-being of exotic animals. The learner will be able to demonstrate effective handling and restraint of exotic animals and describe effective transportation arrangements for them.

Learning outcome

The learner will:

LO1 be able to prepare and maintain appropriate accommodation for exotic animals

Assessment criteria

The learner can:

AC1.1 Prepare accommodation of suitable size and dimension for exotic animal species which meets their environmental requirements

AC1.2 Carry out routine maintenance and hygiene procedures necessary for exotic animal species in captivity

Range

Exotic animal species could include invertebrates, amphibians, fish, reptiles, birds, mammals that are non-native to the UK

Unit content

Prepare accommodation

Vivariums, terrariums, aquariums/ tanks, aviaries and/or enclosures Cleaning, providing enrichment, checking for safety, checking fixtures and fittings specific to animal, using correct substrate for species, establishing micro-climate for species before adding animal

Environmental requirements

Substrate suitability, physical parameters (light, humidity, temperature and ventilation), location of accommodation e.g. noise, vibration, passage of human traffic, proximity to utilities, e.g. electricity, water

Routine maintenance and hygiene procedures

Cleaning (spot and full cleaning), frequency, bedding and left over feeds, tools and equipment, equipment testing and repairs, use of disinfectants, concentration, dilution and working solutions both for the animal and to prevent common zoonoses, Control of Substances Hazardous to Health Regulations 2002 (COSHH), The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR), disposal of waste

Learning outcome

The learner will:

LO2 know how to source and transport exotic animals

Assessment criteria

The learner can:

AC2.1 Identify legal and reputable **sources** for purchase and acquisition of exotic animal species

AC2.2 Describe arrangements for exotic animal species **transportation** which meet current standards and legislation

AC2.3 State **legislation** relevant to the keeping of exotic animal species in captivity

Range

Exotic animal species could include invertebrates, amphibians, fish, reptiles, birds, mammals that are non-native to the UK

Unit content

Sources

Legal and ethical sources (pet shops and retail outlets, registered breeders), limits under the Convention on International Trade in Endangered Species (CITES)

Transportation

Housing and transport containers, appropriate size, cleanliness, provision of food and water during transit, monitoring animals during, transit preparation of accompanying paperwork and journey planning.

Legislation

Animal Welfare Act (2006), Dangerous Wild Animals Act (1974), Health & Safety at Work etc Act (1974), COSHH (2002), RIDDOR (1995), Welfare of Animal (Transport) Order 2006

Learning outcome

The learner will:

LO3 understand the nutritional requirements of exotic animals

Assessment criteria

The learner can:

AC3.1 Explain how the **nutrient requirements** of exotic animal species can be provided via a **balanced diet**

AC3.2 Discuss how the life stage, health status, and environment cause variation in the feeding of exotic animal species

Range

Exotic animal species could include invertebrates, amphibians, fish, reptiles, birds, mammals that are non-native to the UK

Unit content

Nutrient requirements

Carbohydrates, proteins, fats, minerals and vitamins, role and function of each, composition of feedstuffs

Balanced diet

Ratio of ingredients and feedstuffs, basic diet formulation, suitable feeds for exotic species, live and whole food items, ethics of feeding live food

Variation in feeding

Juvenile, adult, pregnancy, lactation, gravid (impact on energy and protein requirement, ratios of calcium: phosphorus), impact of ill health on energy and protein metabolism

Learning outcome

The learner will:

LO4 be able to monitor the health, behaviour and welfare of exotic animal species

Assessment criteria

The learner can:

AC4.1 Report on the signs of **health and behaviour** in exotic animal species.

AC4.2 Demonstrate **correct handling and restraint** techniques for exotic animal species

AC4.3 Report on factors that are necessary for the **achievement of acceptable welfare standards** when keeping exotic animal species in captivity

Range

Exotic animal species could include invertebrates, amphibians, fish, reptiles, birds, mammals that are non-native to the UK

Unit content

Normal health and behaviour

Signs of health and behaviour e.g. locomotion, posture, feeding, respiration, flight, display/courtship, burrowing, moulting and temperature

Correct handling and restraint

Padded tongs, forceps, nets, tubing, boxes, nooses, snake hooks, safety and comfort to operator and animal Avoidance of bites, stings, toxic secretions, abrasions from scales and claws and lashing from tails Personal Protective Equipment (PPE): overalls, goggles, gloves, gauntlets, masks and shields Handling: adequate preparation, correct selection and use of equipment, confident and sensitive approach to the animal, prevention of damage or injury to the animal and to operator

Achievement of acceptable welfare standards

Appropriate group size, social structures and size of enclosure, adequate nutrition, health profiling, timely health inspections and disease prevention strategies, use of enrichment and monitoring of environmental parameters

Unit 212

Contribute to the Care of Exotic Animals

Supporting information

Unit guidance

The delivery of the unit is expected to incorporate a mixture of lectures and visits to retail outlets, specialist collections or hobbyists who keep exotic animals in a domestic environment. At level 2, it is expected that considerable emphasis will be placed on practical activity wherever possible. It is essential that the particular aspects of health and safety when working with exotic animals will be stressed throughout the unit.

The unit could cover a range of species from the following:

Invertebrates, amphibians, fish, reptiles, birds and mammals that are non-native to the UK In

Outcome 1, learners will be able to prepare accommodation which contains suitable substrates, furnishings, lighting, heating, hot spots, humidity and ventilation. Relevant aspects of maintenance and hygiene are spot/full cleaning, use of disinfectants, waste disposal, glass cleaning, substrate replacement and repair. These activities will be classified as daily, weekly and monthly routines.

In Outcome 2, learners will be able to identify sources from which to purchase and acquire exotic species to ensure that keeping of captive populations does not impact on the status of the population in the wild. They will be able to select appropriate equipment for the restraint of animal before departure (including PPE) and prepare a suitable transportation device (box, container, or bag to contain the animal during transport). Learners will also describe the preparation of paperwork before transportation and the legislation which is relevant to the ownership and movement of exotic species between locations.

In Outcome 3, learners will be able to describe the principles that underpin the nutritional requirements of a range of exotic species. This will involve the constituents of feeds (protein, carbohydrates, fat, minerals and vitamins), their role and function in the body and how combinations of these provide the range of nutrients required by exotic species. Learners will also be able to describe how protein, energy, mineral and vitamin requirements increase with pregnancy, lactation, growth and ill health.

In Outcome 4, learners will be able to describe the range of normal signs of health and symptoms of ill health and their causes and normal and abnormal behaviours. Selection of appropriate equipment from the range of tongs, nooses, restraint tubes, forceps, nets, towels, cloths and PPE (gloves, gauntlets, masks, goggles, overalls and shields) will be achieved and learners will be able to demonstrate effective restraint and handling for a range of exotic species. Factors that affect the well being of species will be reviewed (social structures and groupings, stocking densities, ambient and consistent environmental conditions, regular and adequate nutrition and suitable enclosure design).

Centres are encouraged to introduce employers and specific professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience.

It is accepted that formal lectures will be necessary at level 2 but for this unit it is recommended that they are they are linked directly with interactive lessons in a real environment. Learners must be given the opportunity to deal with a range of different situations which reflects current industry practice.

Suggested learning resources

Books

Adler K and Halliday T. 2002. New Encyclopedia of Reptiles and Amphibians. Oxford University Press. ISBN: 0-1985-2507-9.

Alderton D. 2002. The Ultimate Encyclopedia of Small Pets and Pet Care. Anness Publishing Ltd. ISBN: 1-84309-484-3.

Attenborough D. 2007. Life in Cold Blood. BBC Books. ISBN: 0-563-539224.

Attenborough D. 1998. The Life of Birds. BBC Books. ISBN: 0-563-38792-0.

Bartlett P, Bartlett R, and Griswold B. 2001. Reptiles, Amphibians, and Invertebrates, an Identification and Care Guide. Barrons. ISBN: 0-7641-1650-9.

Cogger H. 2004. Encyclopedia of Reptiles, Amphibians and Fishes. Fog City Press. ISBN: 1-877019-60-7.

Girling SJ and Raiti P. 2004. BSAVA Manual of Reptiles 2nd Edition. BSAVA. ISBN: 0-905214-75-7.

Meredith A and Redrobe S. 2002. BSAVA Manual of Exotic Pets 4th Edition. BSAVA. ISBN: 0-9052-1447-1.

Verhoef E. 2006. Complete Encyclopaedia of Cage and Aviary Birds. Rebo Ltd.

Warwick C, Frye F and Murphy J. 1995. The Health and Welfare of Captive Reptiles. Chapman and Hall. ISBN: 0-4125-5080-6.

Websites

www.southwalesreptiles.org.uk South Wales Reptile and Exotic Animal Group

www.exoticanimal.net Exotic animal Network

www.proteus.uk.net Proteus Reptile Trust

Unit 213

Introduction to Caring for Zoo Animals

Level:	2
GLH:	60
Credit value:	10
Assessment type:	An assignment covering practical skills and underpinning knowledge
Aim:	This unit aims to provide learners with an understanding of the principles of zoo animal care. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or to further education and training. The learner will be able to recognise the importance of nutrition, health, accommodation design and maintenance in the welfare and well being of zoo animals. The learner will be able to discuss the appropriateness of barriers to enclosures, provision of enrichment and how supplements contribute to effective nutrition and feeding.

Learning outcome

The learner will:

LO1 know the characteristics of zoo animal species

Assessment criteria

The learner can:

AC1.1 Describe the **physical characteristics and features** of different zoo animal species

AC1.2 List the differences between **endothermic and ectothermic** species

AC1.3 State the following for zoo animal species:

- **Life span**
- **Gestation/incubation periods**
- **Breeding age**

Range

Invertebrates, fish, amphibians, reptiles, birds, primates, carnivorous mammals, aquatic mammals, ungulates and pachyderms

Unit content

Physical characteristics and features

Characteristics and features of animals from within the following taxa: invertebrates, fish, amphibians, reptiles, birds, primates, aquatic mammals, carnivorous mammals, ungulates and pachyderms

Endothermic and ectothermic

Thermo regulation, metabolic rate, source of heat and distribution of species, impact of differences in features on the management of both types of animal

Life span, gestation/incubation periods and breeding age

Select features of animals from within the following taxa: invertebrates, fish, amphibians, reptiles, birds, primates, aquatic mammals, carnivorous mammals, ungulates and pachyderms

Learning outcome

The learner will:

LO2 know the housing requirements and handling equipment necessary for zoo animal species

Assessment criteria

The learner can:

AC2.1 Describe **accommodation** of suitable size and dimension for zoo animal species which meets their environmental requirements

AC2.2 State the **routine maintenance and hygiene procedures** and equipment necessary for zoo animal species in captivity

AC2.3 Describe the suitability of **enclosure barriers** to enclosures of different zoo animal species

AC2.4 Identify the appropriateness of **enrichment features** in the enclosures of different zoo animal species

Range

Invertebrates, fish, amphibians, reptiles, birds, primates, carnivorous mammals, aquatic mammals, ungulates and pachyderms

Unit content

Accommodation

Features of housing for animals from within the following taxa: invertebrates, fish, amphibians, reptiles, birds, primates, aquatic mammals, carnivorous mammals, ungulates and pachyderms
Indoor and outdoor areas, suitable substrates and animal's environmental requirements

Routine maintenance and hygiene procedures

Daily, weekly, monthly maintenance routines of enclosures (cleaning, addition of substrates and disposal of waste material) Suitable equipment: restraint tools (grippers, nets, crates, crush cages, tranquilisers and sedation equipment) and cleaning tools (brushes, shovels and disinfectants)

Enclosure barriers Fences, moats, netting, glass or acrylic, posts and illusion barriers

Enrichment features Tongue puzzles (giraffe), food concealment in substrate or sacking, use of meat poles, inclusion of browse, natural processes

Learning outcome

The learner will:

LO3 understand the nutritional requirements and feeding regimes of zoo animal species

Assessment criteria

The learner can:

AC3.1 Explain the impact of **life stage** on the nutritional requirement of zoo animal species

AC3.2 Examine **diets** which are appropriate for carnivorous, omnivorous and herbivorous zoo animal species

AC3.3 Explain the role of **supplements** in diets of zoo animal species.

Range

Invertebrates, fish, amphibians, reptiles, birds, primates, carnivorous mammals, aquatic mammals, ungulates and pachyderms

Unit content

Life stage

Nutritional requirements of juvenile, sub adult, pregnant, lactating, adult and geriatric life stages

Diets

Use of meat from vertebrates and invertebrates, and plant vegetation as components of diets for carnivores, omnivores and herbivores and account for the impact of seasonality on availability

Supplements

Different types of supplement to correct nutrient imbalances and deficiencies. Examples of vitamin and mineral supplements, how different types are administered.

Learning outcome

The learner will:

LO4 know the signs of health and disease in zoo animal species

Assessment criteria

The learner can:

AC4.1 Describe the main **physical and behavioural features** of zoo animal species which are indicative of good health

AC4.2 State the main causes and symptoms of **disease** in zoo animal species

AC4.3 Describe the importance of **zoonotic and notifiable diseases** to zoos

AC4.4 State how diseases are **monitored and treated** in zoo animal species

Range

Invertebrates, fish, amphibians, reptiles, birds, primates, carnivorous mammals, aquatic mammals, ungulates and pachyderms

Unit content

Physical and behavioural features

Coat, scales, feathers, eyes, ears, nose, skin, mucous membranes and genitalia, physical movement and locomotion, appetite, thirst, faecal and urinary output and signs of grooming

Disease

Behavioural traits that are indicative of normality and abnormality, the role of bacteria, viruses and fungi as agents of disease and the symptoms (and the development of these) of specific health problems and nutritional triggers of disease

Zoonotic and notifiable diseases

Define zoonoses and notifiable diseases and their impact on animal well being and bio security of animal collections Statutory prevention and control of example diseases

Monitored and treated

Use of faecal and blood screening and testing as modes of disease monitoring Role of antibiotic therapy, use of saline, microbial testing in treatment of disease

Unit 213

Introduction to Caring for Zoo Animals

Supporting information

Unit guidance

This unit is designed to provide the learner with an introduction to the knowledge of zoo animals and some of the requirements needed to advance a career with animal species kept in zoos and to underpin their future survival.

The unit will cover an appropriate range of species from invertebrates, amphibians, reptiles, birds, primates, carnivorous mammals, aquatic mammals, ungulates and pachyderms.

The delivery should be focused on the aspects of Health and Safety as it relates to dangerous animal species and those subject to Zoo License Act (1981). It will enable learners to develop practical competence as is appropriate and possible.

In Outcome 1, learners will be required to identify and describe features of a range of zoo animal species. This knowledge could be linked to periods of work experience or visits to animal collections. Learners will also be able to apply this knowledge to differentiate between endo and ectothermic species and summarise key data on life cycles and life span.

Outcome 2 covers a range of accommodation and housing for different species housed in zoos. It incorporates both inside and outside areas of enclosures and requires learners to be able to identify features which are desirable and appropriate for nominated species within enclosures and that also form effective barriers. Learners will also be required to describe equipment which is appropriate for animal restraint and movement. The importance of enrichment as a tool for providing a more suitable environment for animals in captivity will be the emphasis.

Outcome 3 covers the impact of feeding and nutrition on zoo animal species. Learners will be able to review the range of feeds and ingredients available to feed these species and to appreciate the role and types of supplement and how they are administered. Diets appropriate to carnivorous, omnivorous and herbivorous species will be reviewed.

Outcome 4 requires learners to be familiar with the range of signs which would be expected in animals with normal health profiles and how ill health manifests itself. Learners will be able to state the impact of disease on animals within zoos and the features of zoonotic and notifiable diseases which make their detection, prevention and control of great importance. The range of monitoring and screening techniques to identify disease, build and treatment thresholds will be reviewed.

Learners working towards level 2 are likely to have some or limited experience of zoo animal husbandry and management. This unit will extend existing knowledge and provide opportunities for skills development – particularly in report writing and expression of their powers of observation. There is the expectation that learners will understand the main clauses of Zoo License Act (1981) and the importance of the Secretary of States Standards of Modern Zoo Practice (SSSMZP).

Centres are encouraged to link employers and specific professionals from animal collections and learners. This will add to the value and interest of the unit to learners and can act as a prelude to visits to relevant animal collections and establishments.

Some use of formal lectures will be necessary but it is accepted that learning experiences will be made interactive where possible and linked to practical activities in a real working environment where current industry practice is demonstrated.

Suggested learning resources

Books

Hossey G, Melfie V and Pankhurst S. 2009. Zoo Animals: Behaviour, Management and Welfare. OUP. ISBN: 978-0-19-923306-9.

Kleiman D. 1997. Wild Mammals in Captivity: Principles and Techniques. Chicago University Press.

Dheeran JV. 2004. Textbook of Wild and Zoo Animals: Care and Management. IBD.

Stocker L. 2005. Practical Wildlife Care. WileyBlackwell. ISBN-10: 1-4051-2749-X, ISBN-13: 978-1-4051-2749-3.

Godsen C. 2004. Exotics and Wildlife: A Manual of Veterinary Nursing Care. Butterworth Heinmann. ISBN: 0-7506-54155.

Websites

www.biaza.org.uk British and Irish Association of Zoos and Aquariums

Unit 214

Presentation and Service for Retailing in the Land-based Sector

Level:	2
GLH:	60
Credit value:	10
Assessment type:	An assignment covering practical skills and underpinning knowledge
Aim:	This unit has been specifically developed for 14-19 year old learners in full-time education acquiring additional knowledge of retailing. The learner will be able to plan the layout of a land-based retail outlet. They will know the products and services offered by a given land-based retail outlet, along with how they are stocked. Practical skills of how to display the products will also be demonstrated. Health and safety considerations of the store will be discussed. The learner will also demonstrate appropriate customer care skills.

Learning outcome

The learner will:

LO1 be able to design a suitable layout for a land-based retail outlet

Assessment criteria

The learner can:

AC1.1 Plan the **layout** for a land-based retail outlet

AC1.2 Report on the **health and safety** and **legislative** requirements of a retail outlet

AC1.3 Justify the design and layout of a land-based retail outlet

Range

The retail outlets which can be used for this unit need to be appropriate to the context in which the learner is studying.

Unit content

Layout

Purpose of retail outlet, location of exit and entrance, storage areas/shelving, sectioned areas for grouped items, customer service area, customer facilities, tills, collection points and disabled access

Health and safety

Risk assessments, risks to staff and customers, hazards which could affect staff and customers, storage of chemicals and carry out practical risk assessment

Legislation

Health and Safety at Work etc Act 1974, Control of Substances Hazardous to Health (2002) (COSHH), Reporting of Injuries Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR), Disabilities Discrimination Act 1995 (DDA)

Learning outcome

The learner will:

LO2 understand the products and services provided by a land-based retail outlet

Assessment criteria

The learner can:

AC2.1 Review **products** and/or **services** in a given land-based outlet

AC2.2 Evaluate **factors influencing choice** of products and services for a given land-based retail outlet

AC2.3 Describe the **stocking** requirements of products being sold in a given land-based retail outlet

Range

The retail outlets which can be used for this unit need to be appropriate to the context in which the learner is studying

Unit content

Products

Range of products, list/group those available and ensure relevance

Services

Make relevant to the business, list those that link directly to the business for example; delivery service, personal shopper service

Factors influencing choice

Cost, price, quality, prominence/location of product in the outlet, proximity to other products, offers, discounts

Stocking

Space available, position of stock areas, amounts of stock required, who is in charge of ordering stock, health and safety considerations for example; location of stock and lifting stock

Learning outcome

The learner will:

LO3 be able to prepare and display products for sale

Assessment criteria

The learner can:

AC3.1 **Prepare** products for sale

AC3.2 **Display** products for sale

AC3.3 **Maintain** displays within a given land-based retail outlet

Range

The retail outlets which can be used for this unit need to be appropriate to the context in which the learner is studying.

Unit content

Prepare

Checking stock for sell by date, checking for damage, ensure stock is required

Display

Suitability of location of display, prepare display to receive goods, product placement for example; in order of size and grouped accordingly

Maintain

Checking stock for damage, checking sell by dates, product placement, stock rotation, regular cleaning of shelves and display units

Learning outcome

The learner will:

LO4 be able to demonstrate appropriate customer care skills

Assessment criteria

The learner can:

AC4.1 Perform **customer care** related activities

- processing payments
- dealing with customers
- **customer satisfaction**

AC4.2 Describe the importance of customer care in land-based retail outlets

Range

The retail outlets which can be used for this unit need to be appropriate to the context in which the learner is studying.

Unit content

Customer care

Open and closed body language, speaking clearly, language, staff presentation, dealing with complaints and difficult customers

Processing payments

Using electronic tills, manual working out of items, using card machines, receiving cash payments and processing cheques

Customer satisfaction

Quality of service provided, quality of goods supplied, dealing with customer enquiries in store and over the telephone and replacing damaged stock

Unit 214

Presentation and Service for Retailing in the Land-based Sector

Supporting information

Unit guidance

This unit is designed to provide the learner with an introduction to the knowledge and skills required to work in land-based retail.

Throughout the unit, the emphasis should be on safe working. It is expected that the learners will be aware of safe working practices and behaviours within the context in which they are working.

In Outcome 1, the learners are required to plan the layout of a land-based retail outlet of their choice. To accompany this full justification for the design needs to be given. The relevant health and safety legislative regulations also need to be identified and discussed. This could be investigated by the tutor taking the learners to land-based retail outlets, with prior arrangement and devising a blank plan that the learners could fill out when they go there to note the layout. Several different organisations could be visited, such as small, family run retail outlet or farm shop and a large chain store. This would give learners a good range of outlets to look at and base their ideas and justifications on.

Outcome 2 requires the learner to review the products and services which are offered by a chosen land-based outlet. An evaluation should be carried out relating to both the products and services provided to customers. Learners should also be encouraged to think innovatively when it comes to making suggestions and stocking decisions for products or services that are not currently provided by the outlets.

In Outcome 3, the learner is required to practically prepare and display the products sold within a land-based outlet. Some theory sessions may be required to accompany the practical aspects. Learners can complete this outcome on work placement or in a simulated assessment set up by the tutor. The learners should be able to give a full account of why they have chosen the particular preparation and displays, and could use their experience of visits to outlets to justify their decisions.

Outcome 4 focuses on customer care and the learners are required to demonstrate customer care practices. This task can be completed on work placement, or in a simulated assessment. Customer care is of importance when working in retail, and learners should be encouraged to understand the implications of not providing good customer care and service. This could be done by discussing bad experiences the learners have had in a retail environment or through role play with the rest of the group. This can be delivered interactively, and there are some excellent online materials that can be used to assist with delivery of this unit.

Centres are encouraged to introduce employees and professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience.

It is expected that the learners will be aware of safe working practices and behaviours within the context in which they are working.

Suggested learning resources

Books

Pfahl, PB., Behe B.K.1994. The Retail Florist Business (5TH Ed). Illinois: Interstate Printers and Publishers. ISBN: 0813429670

Business Strategies Limited. 1999. Skills in the Land-based sector.

Warwickshire Careers Service.1996. Careers in the Land-based sector.

Websites

www.hse.gov.uk Health and Safety Executive

DVD's

Signposts for Health and Safety (2008) HSE

Unit 215

Environmental and Land-based Business

Level:	2
GLH:	60
Credit value:	10
Assessment type:	An assignment covering practical skills and underpinning knowledge
Aim:	This unit aims to provide learners with an understanding of the principles of business within the environmental and land-based sector, and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or to further education and training. The learner will investigate the structure of one industry within the land-based sector and the principal organisations within it. They will explore regulations and legislation relevant to that industry. The learner will develop the knowledge of common business operations and the simple administrative tasks.

Learning outcome

The learner will:

LO1 know an industry within the environmental and land-based sector

Assessment criteria

The learner can:

AC1.1 Describe the **structure** of one industry within the environmental and land-based sector covering:

- size
- employment
- main activities
- geographical influence
- economic contribution

AC1.2 Identify the **principal organisations and trade associations** within an industry in the environmental and land-based sector.

Unit content

Structure

Features and characteristics of the industry, different types of businesses and organisations and the type of goods and services they provide, size of these businesses/organisations e.g. numbers employed, regional differences, allied industries (what they are, the goods and services they supply and the role they play), trends and issues currently affecting the industry

Principal organisations and trade associations

Roles and aims of key selected organisations in the industry e.g. statutory, Department for Environment, Food and Rural Affairs ((Defra) England), Welsh Assembly Government (Wales), Scottish Executive Environment and Rural Affairs Department (SEERAD), or Department of Agriculture and Rural Affairs (DARD (Northern Ireland), Health and Safety Executive, Department of Trade and Industry (DTI), Environment Agency, Food Standards Agency, non-governmental, major land-owning or representative e.g. The Royal Society for the Prevention of Cruelty to Animals (RSPCA), British Veterinary Association (BVA), Royal Horticultural Society (RHS), Institute of Groundsmanship (IOG), Lantra Sector Skills Council, British Horse Society (BHS), National Farmers Union (NFU), National Trust, Natural England

Learning outcome

The learner will:

LO2 know the relevant legislation and codes of practice within the environmental and land-based sector

Assessment criteria

The learner can:

AC2.1 Identify the main United Kingdom or European **legislation and codes** of practice relating to one industry within the environmental and land-based sector

AC2.2 Identify key requirements of current **employment law** on the environmental and land-based sector

Unit content

Legislation and codes of practice

United Kingdom legislation: consideration of the main relevant current legislation relating to an industry in the land and environment sector for example Agriculture Tenancies Act (1995), Animal Health Act (2002), Welfare of Animal (Transport) Order 2006, Animal Welfare Act 2006, Environment Protection Act 1990 (as amended 1995), Control of Pesticides Regulations 1986 (COPR), Riding Establishments Act 1970, Horse Passports (England) Regulations 2004, Control of Dogs Order 1992, Dangerous Dogs Act 1991(as amended 1997), codes of practice e.g. welfare of farm or companion animals European legislation: relevant European directives

e.g. relating to employment, the environment and the specific industry in the land and environment sector

Employment law

The main relevant current legislation relating to employment e.g. Health and Safety at Work etc Act 1974, Control of Substances Hazardous to Health Regulations (2002) (COSHH), Working Time Regulations 1998 (as amended 2002), Disability Discrimination Acts 1995 (as amended 2005), Employment Act 2002, National Minimum Wage Act 1998, Race Relations Act 1976 (as amended 2003), Sex Discrimination Act 1975

Learning outcome

The learner will:

LO3 know common business operations

Assessment criteria

The learner can:

AC3.1 Describe how **common IT software** can be used in everyday business operations

AC3.2 State the purpose and operation of **common business tasks**

- financial and banking
- marketing
- administrative tasks

Unit content

Common IT software

Examples of business uses of: word processor (e.g. letters, notices), spreadsheets (e.g. records, timesheets), database (e.g. records), graphics (e.g. advertisements, posters), e-mails

Common business tasks

Financial and banking: taking payments by cash, cheque, debit card and credit card, ordering procedure for supplies, invoices, types of bank account (current, savings), loans, overdraft, methods of payment (debit card, cheques, bank giro credit, standing order, direct debit)

Marketing: ways to promote a business (advertisements, promotional events, referral / word of mouth, importance of customer care), preparation of promotional materials

Administrative tasks: file documents, complete simple records (e.g. production, customers), check stock levels and complete stock control records, communicate using written and electronic media, importance of security and confidentiality of business records

Learning outcome

The learner will:

LO4 Know how to carry out simple administrative tasks

Assessment criteria

The learner can:

AC4.1 Use appropriate methods **to prepare, present, sort and retrieve** information

AC4.2 Carry out simple **accounting and administrative tasks** appropriate to the business

Unit content

Prepare, present, sort and retrieve information

Use of IT and paper filing systems, completion of simple business records, preparation of business documents (e.g. letters, advertisements)

Accounting and administrative tasks

Completion of orders, invoices, cheques, conduct stock check and complete stock records

Unit 215 Environmental and Land-based Business

Supporting information

Unit guidance

This unit can be applied to any of the industries in the environmental and land-based sector, and delivery should be specifically tailored to the vocational interests of learners and the qualification being studied. They will learn about the industry and legal context in which businesses in the chosen sector takes place, and important operations necessary to manage a business.

In Outcome 1, learners will study the structure of their industry. They may be encouraged to represent graphically the range of businesses and their products/services, and also the ancillary businesses on which the primary businesses depend. They could relate these ideas to a specific business, whilst also investigating the range of businesses found locally and nationally. Learners will also find out about the principal organisations and trade associations concerned with their industry, and will investigate the roles and impact of selected organisations. They will investigate some of the key trends and issues facing their industry and how it is responding. Delivery of this outcome would be enriched by speakers from selected organisations.

Outcome 2 examines the UK and European legal framework affecting businesses in the particular land-based industry. Learners are not expected to become legal experts, but to develop an awareness of the main pieces of legislation and how they impact on business in their industry. Delivery of this outcome could be enhanced by guest speakers with experience of running a business or becoming self employed for the first time.

In Outcome 3, learners will identify how common IT software can be used to perform a range of everyday business operations. Some of these are common to all businesses (e.g. writing letters), but tutors should ensure that examples are vocationally relevant to the subject area of the learners. It would be helpful for learners to have the opportunity to practice some of the IT skills to carry out simulated business tasks. Learners should find out about day-to-day business activities involving finance and banking, but will not be expected to learn about accounts. It would help learners to have the opportunity to study a range of records (financial and non-financial) that are kept in a specific business, and how these are maintained and used.

Outcome 4 links closely with Outcome 3 and gives learners the opportunity to understand and engage in operations and tasks identified previously. This should include preparing a range of business outputs using the IT applications listed. These could relate to other items in the content, e.g. advertisements, posters, specific records appropriate to businesses in their industry. They will also complete examples of paper based records and ensure that both IT and paper records are filed appropriately.

Suggested learning resources

Books

Carysforth, C. Neild, M. 2006. BTEC First Business. 2nd ed. Oxford: Butterworth Heinemann.

Canwell, D., Sutherland, J. 2006. BTEC First Business. Cheltenham: Nelson Thornes.

Websites

www.defra.gov.uk Department for Environment, Food and Rural Affairs

www.wales.gov.uk Welsh Assembly Government

www.scotland.gov.uk Scottish Executive Environment and Rural Affairs
Department

www.dardni.gov.uk Department of Agriculture and Rural Affairs
(Northern Ireland)

www.bized.ac.uk Business Education Websites

www.hse.gov.uk Health and Safety Executive

www.dti.gov.uk Department for Trade and Industry

www.environment-agency.gov.uk Environment Agency

www.food.gov.uk Food Standards Agency

www.rspca.org.uk Royal Society for the Prevention of Cruelty to Animals

www.bva.co.uk British Veterinary Association

www.rhs.org.uk Royal Horticultural Society

www.iog.org.uk Institute of Groundsmanship

www.lantra.co.uk Lantra Sector Skills Council

www.bhs.org.uk British Horse Society

www.nfuonline.com National Farmers Union

www.nationaltrust.org.uk The National Trust

www.naturalengland.org.uk Natural England

Unit 216

Understand British Wildlife Species, Habitats and Rehabilitation

Level:	2
GLH:	60
Credit value:	10
Assessment type:	An assignment covering practical skills and underpinning knowledge
Aim:	This unit aims to provide learners with an understanding of the principles of British wildlife species, habitats and rehabilitation. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or to further education and training. The learner will be able to recognise indigenous wildlife and their habitats. They will be able to understand threats to British wildlife and human intervention to save endangered species. The learner will explain the process of wildlife rehabilitation, from the initial assessment to choosing the release site, culminating in a comparison of wildlife monitoring techniques post rehabilitation.

Learning outcome

The learner will:

LO1 know indigenous species and their habitat

Assessment criteria

The learner can:

AC1.1 Identify indigenous **British wildlife** in **specified habitats**

AC1.2 Identify **signs** of wildlife within habitats:

- Tracks
- Faeces
- Shelter
- Runs

AC1.3 Describe **habitat requirements** for endangered British wildlife

AC1.4 Match indigenous **British wildlife** to their habitat

Unit content

British wildlife species

Reptiles, amphibians, birds, mammals, invertebrates and fish

Specified habitats

Woodlands, freshwater, estuary & coastal, hedgerows and verges, marshes, grasslands, heath lands and uplands

Signs

Tracks, faeces, shelters and run

Habitat requirements

Environment, (flora, shelter, soil), food, water

Endangered British wildlife

Reptiles (e.g. adder, common lizard, sand lizard), amphibians (e.g. great crested newt, natterjack toad), birds (e.g. corncrake, red kite), mammals (e.g. greater horseshoe bat, brown hare, red squirrel), invertebrates (e.g. stag beetle, white admiral), fish (e.g. brown trout, spiny seahorse)

Learning outcome

The learner will:

LO2 understand human intervention in wildlife matters

Assessment criteria

The learner can:

AC2.1 Discuss the main **threats** to British wildlife

AC2.2 Illustrate how **human intervention** can minimise the threats to one endangered species of British wildlife

Unit content

Threats

Habitat fragmentation, human encroachment, climate change, pollution, introduced species, competition, disease, Road Traffic Accidents (RTA's), hunting, illegal trade, habitat destruction

Human intervention

Rehabilitation, nature reserves, legislative protection e.g. European Directives, Wildlife and Countryside Act 1981 (as amended 1991), Wild Mammals (Protection) Act 1996, Convention

on International Trade in Endangered Species (CITES), Countryside and Rights of Way Act (2000), education

Learning outcome

The learner will:

LO3 Understand the process of wildlife rehabilitation

Assessment criteria

The learner can:

AC3.1 Explain the process of **initial assessment** of wildlife casualties

AC3.2 Discuss the process of **wildlife rehabilitation** from receiving the initial assessment results back to good health

AC3.3 Discuss the **ethics** of rehabilitating wildlife

Unit content

Initial assessment

Physical signs e.g. bleeding, loss of fur/feathers, limping, vomiting, heavy breathing, temperature, pulse, respiration, behaviour
Diagnosis: clinical tests, blood tests, urine and faecal analysis
Equipment used: crush cage, noose, catch pole, towel, gloves/gauntlets, muzzles, goads, nets, bags, hoods, Personal Protective Equipment (PPE)

Wildlife rehabilitation

Accommodation requirements: intensive care, hospitalisation, recovery, rehabilitation
Husbandry: feeding, monitoring, hygiene, routine health care

Ethics

Reasons for rehabilitating wildlife, reasons against rehabilitating wildlife, codes of practice

Learning outcome

The learner will:

LO4 Understand the release and monitoring of wildlife

Assessment criteria

The learner can:

AC4.1 Examine the processes involved in **wildlife release**

AC4.2 Compare wildlife **monitoring** methods

Unit content

Wildlife release

Suitability of animal for release, site of release, impact of release (on animals, humans and environment) Equipment, identification of animals, transporting, release and handling, release methods, records

Monitoring

Identification of animal/s e.g. tattooing, micro-chips, tracking devices, monitoring and recording methods, frequency of recording and monitoring, time/season carried out when most likely to locate species, unobtrusive monitoring methods, contents of a monitoring sheet

Unit 216

Understand British Wildlife Species, Habitats and Rehabilitation

Supporting information

Unit guidance

This unit is designed to provide the learner with an introduction to the understanding of British wildlife species, their habitats, threats, human intervention strategies, rehabilitation, release and monitoring.

The unit should cover a range of species appropriate to the study of British wildlife.

In Outcome 1, the learner will be required to show knowledge of British wildlife species and their habitats. It is expected that this will require some formal delivery but it should also be delivered through practical situations outside of the classroom, with visits to habitats to view wildlife and wildlife in their habitats. The learners will be expected to look at several different types of wildlife habitats from the range in the outcome content and should be able to identify the different signs of wildlife and the individual species from common signs and indicators, as well as by features of the animals themselves.

Outcome 2 requires learners to demonstrate an understanding of human intervention in wildlife matters. It is anticipated that the delivery of this unit will be through formal lectures, with the use of relevant and up to date case studies. The outcome could be linked to outcome 1, in that the learners could identify main threats to the wildlife identified and the habitats they see when out on external visits and wildlife walks. They could also carry out an assessment of how human intervention could help wildlife species in the area, for example through erecting bird nesting boxes and artificial habitats for those particular species. This outcome should emphasize the importance of sustainable development.

In Outcome 3, the learner will be required to demonstrate an understanding of wildlife rehabilitation, from initial assessment of wildlife casualties to release. It is expected that this will require some formal delivery but it should also be delivered through practical situations outside of the classroom, with visits to wildlife rehabilitation centres and demonstration of equipment used. The learners could focus on one species at a wildlife rehabilitation centre and discuss all of their needs, from initial assessment when it was brought in to the centre, to when and how it was treated, rehabilitated and finally released, if applicable. The co-operation of a wildlife hospital would be extremely useful in this outcome, with them giving access to examples of hospital records, release records etc. If this was not possible, the tutor could formulate the types of records and case studies to give to the learners.

In Outcome 4, the learner will be required to demonstrate an understanding of wildlife release and monitoring techniques. It is expected that this will require formal delivery but it should also be delivered through practical situations outside of the classroom, with visits to wildlife release sites and demonstration of equipment used. Case studies can be used to show successful releases. Guest speakers from organisations such as the Wildlife Crime Unit of the Police, or rescue centre managers, would be useful to include in this outcome, as they will often bring identification equipment, monitoring records etc. to aid the learners in discovering the different release methods, types, monitoring and recording equipment.

This unit aims to develop the learners' knowledge and understanding of British wildlife and the issues currently faced by endangered British wildlife species. Emphasis should be placed on City & Guilds Level 2 Certificate, Extended Certificate and Diploma in Animal Care (0074-02)

133 indigenous British species with use of local habitats around centres to provide real life examples and allow learners to develop knowledge of their local environment.

Centres are encouraged to introduce specific employers, professionals and charitable organisations/volunteers from wildlife monitoring and rehabilitation organisations, as well as take students on visits to specific habitats, wildlife rehabilitation centres and release sites, to provide interesting and relevant information to the learner and add to the learner experience. Lessons should be a mixture of formal lessons linked directly with interactive lessons in a real environment.

Suggested learning resources

Books

Kleinman DG, Allen ME, Thompson KV, Lumpkin S and Harris H. 1996. Wild Mammals in Captivity: Principles and Techniques. University Chicago Press. ISBN: 0-226-44002-8.

Rees P. 2002. Urban Environments and Wildlife Law in Britain: A Manual for Sustainable Development. Blackwell Science. ISBN: 0-632-05743-2.

Stocker L. 2005. Practical Wildlife Care. Blackwell Publishing. ISBN: 1-405-12749-X.

Harris S. 2002. The New Handbook of British Mammals. Elsevier Science and Technology. ISBN: 0-856-61133-6.

Jordan W and Hughes J. 1991. Care for the Wild: First Aid for All Wild Creature.s University of Wisconsin Press. ISBN: 0-299-13184-X.

McDonald D and Barrett P. 1993. Mammals of Britain and Europe. HarperCollins Publishers. ISBN: 0-002-19779-0.

Mullineaux E, Best D and Cooper J. 2003. BSAVA Manual of Wildlife Casualties. Blackwell Publishers. ISBN: 0-905-21463-3.

Peterson R, Mountfort G and Hollom P. 2004. Birds of Britain and Europe, 5th Edition. HarperCollins Publishers. ISBN: 0-007-19234-7.

Porter V. 1989. Animal Rescue. Ashford, Buchan and Enright. ISBN: 1-852-53196-7.

Sinclair A, Fryxell J and Caughley G. 2006. Wildlife Ecology, Conservation, and Management. Blackwell Publishing Professional. ISBN: 1-405-10737-5.

Websites

www.bwrc.org.uk British Wildlife Rehabilitation Council

www.defra.gov.uk Department for Environment, Food and Rural Affairs

www.field-studies-council.org Field Studies

www.iwrc-online.org International Wildlife Rehabilitation Council

www.rspca.org.uk The Royal Society for the Prevention of Cruelty to

www.wildlifeinformation.org Wildlife Information Network

www.wales.gov.uk Welsh Assembly Government

www.scotland.gov.uk Scottish Executive Environment and Rural Affairs Department

www.dardni.gov.uk Department of agriculture and Rural Affairs (Northern Ireland)

Unit 217

Introduction to Caring for Farm Livestock

Level:	2
GLH:	60
Credit value:	10
Assessment type:	An assignment covering practical skills and underpinning knowledge
Aim:	This unit aims to provide learners with an understanding of the principles of farm livestock care and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training. The aim of this unit is to develop the learners' knowledge and skills required for the successful care of farm livestock through practical application. The learner will be able to handle, restrain and move farm livestock safely. The learner will be able to prepare and maintain accommodation and prepare feed and water. The signs of ill health and abnormal behaviour in farm livestock will be investigated.

Learning outcome

The learner will:

LO1 be able to handle, restrain and move farm livestock

Assessment criteria

The learner can:

AC1.1 Carry out **animal checks** prior to handling farm livestock

AC1.2 Select appropriate **equipment** for the safe restraint, handling and movement of farm livestock

AC1.3 **Restrain, handle and move** farm livestock safely

Range

Minimum of two farm animals e.g. cattle, sheep, pigs and poultry or large mammals e.g. goat, donkey, pig, camelids

Unit content

Animal checks

Carry out basic visual checks for signs of ill health and abnormal behaviour and temperament of animals

Equipment

Risk assessments, Personal Protective Equipment (PPE): overalls, boots and gloves Handling equipment: head collars, ropes and halters, races, crush and bull rings Choice of equipment according to situation

Restrain, handle and move

Reasons for handling, restraint and movement of farm livestock, moving from one field to another, bringing indoors, turning out into field, health checks, administering treatments and preventative care, foot trimming, tagging, shearing, weighing. The importance of moving large animals without handling and in all cases the avoidance of stress

Learning outcome

The learner will:

LO2 be able to prepare and maintain accommodation for farm livestock

Assessment criteria

The learner can:

AC2.1 Describe the **accommodation** requirements of common farm livestock

AC2.2 **Prepare** accommodation for the reception of farm livestock

AC2.3 **Maintain** accommodation for farm livestock

Range

Minimum of two farm animals e.g. cattle, sheep, pigs and poultry or large mammals e.g. goat, donkey, pig, camelids

Unit content

Accommodation

Indoor requirements e.g. ventilation, insulation, flooring, drainage, temperature, space allowance, fixtures and fittings Outdoor requirements e.g. shelters, boundaries and hedges

Suitability for farm livestock species Legal requirements: Animal Welfare Act 2006, 'Duty to Care for Animals' (as per the Animal Welfare Act 2006), current relevant Codes of Practice

Prepare

Selection of appropriate equipment and Personal Protective Equipment (PPE) – safe use of shovels, forks, wheelbarrows and hoses Bedding materials: straw, shavings, and shredded paper Fixtures and fittings: water troughs/dispensers and feeders Checking for damaged/faulty equipment

Maintain

Importance of routine and maintenance of hygiene, maintenance of fixtures, fittings and boundaries, deep bedding, maintenance for indoor/outdoor stock, legal requirements (Environment Protection Act 1990 (as amended 1995)), safe disposal of waste, disposal of hazardous waste and fallen stock

Learning outcome

The learner will:

LO3 be able to prepare and administer feed and water supplies for farm livestock

Assessment criteria

The learner can:

AC3.1 Describe the type, quantity and quality of **feed** required by common farm livestock

AC3.2 **Prepare feed and water** for farm livestock

AC3.3 **Feed and water** farm livestock

Range

Minimum of two farm animals e.g. cattle, sheep, pigs and poultry, or large mammals e.g. goat, donkey, pig, camelids

Unit content

Feed

Feed type: dry/wet, concentrates, crops, silage, hay, supplements

Quantity of feed: according to life stage and health status, weaning, pregnant, lactating, adult, ill, weight of animal, purpose of animal Quality of feed: best before dates, storage and stock rotation, insect and rodent infestations and mould

Prepare feed and water

Select correct feed type and quantity, prepare according to instructions, and check water is clean and fresh

Feed and water

City & Guilds City & Guilds Level 2 Certificate, Extended Certificate and Diploma in Animal Care (0074-02)

Check and select appropriate equipment: feeders and water troughs, report any faults Supply correct feed and water: ad-lib, rationed diets Check livestock are feeding and drinking in accordance with expectations, report any abnormalities

Learning outcome

The learner will:

LO4 be able to recognise signs of ill health and abnormal behaviour in farm livestock

Assessment criteria

The learner can:

AC4.1 Identify the **signs** of ill health in common farm livestock

AC4.2 Report on the **behaviour** of farm livestock

AC4.3 Carry out **health checks** on farm livestock

Range

Minimum of two farm animals e.g. cattle, sheep, pigs and poultry, or large mammals e.g. goat, donkey, pig, camelids

Unit content

Signs

Visual signs: condition of coat/feathers, eyes, ears, skin, mucous membranes, appetite, water intake, faeces and urine output, lameness and limb movement, coughing and choking, discharges and weight changes Physical signs: temperature, pulse and respiration rates

Behaviour

Normal and abnormal: appearance, posture, movement, social interaction, reasons for reporting changes in behaviour, procedures for reporting changes in behaviour

Health checks

Routine, non-routine e.g. in the case of a suspected emergency situation, animals at different life stages e.g. young stock, breeding, pregnant, lactating and adult

Unit 217

Introduction to Caring for Farm Livestock

Supporting information

Unit guidance

This unit is designed to provide the learner with an introduction to the knowledge and skills required to enable them to work safely with farm livestock. The unit should cover a range of species and as a minimum, two from cattle, sheep, pigs and poultry. However, the minimum of two animals could include two types of production for the same species e.g. dairy and beef cattle, poultry (layers and broilers), as appropriate to the local production systems. The unit should be delivered in conjunction with a working farm or relevant work experience placement. This would ensure that the learner experienced routine farm activities on a regular basis and would experience the 'farming year' e.g. mating, lambing.

Throughout the unit, the emphasis should be on safe working. It is expected that learners will be aware of safe working practices and familiar with accepted practices and behaviours within the context in which they are working.

In Outcome 1, the learner will be required to handle, restrain and move farm livestock. It is accepted that this outcome will require some formal delivery but it should also be delivered in practical situations where learners are engaged in handling, restraining and moving animals. Through practical activities learners will develop skills in assessing the visual and behavioural signs of health in animals and select, use and maintain equipment appropriately. Learners should be encouraged to handle a range of farm livestock, with the emphasis on safe working and dealing with animals in a way which reduces stress and minimises injury to the learner, animals and others.

In Outcome 2, the learner will be required to prepare and maintain accommodation for farm livestock. There will be a need for some formal delivery but it should also be delivered in practical situations where learners are visually assessed preparing and maintaining livestock accommodation. Emphasis should be placed on relevant current legislation and Codes of Practice.

In Outcome 3, the learner will be required to feed and water farm livestock. This should include selection of the types and quantity of feed, delivery methods, provision of water, and equipment used to deliver feed and water to the animals. The delivery of this outcome will include some formal lectures and practical assessment, although the majority will be delivered through practical demonstrations and assessments.

In Outcome 4, the learner will be required to recognise signs of both good and ill health in animals. It is accepted that this outcome will require some formal delivery but it should also be delivered in practical situations where learners are visually assessing animals for health and undertaking health checks. Emphasis should be placed on safe working and dealing with animals in a way which reduces stress and minimises injury to the learner, animals and others.

Centres are encouraged to introduce employers and specific professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience.

It is accepted that some formal lectures will be necessary at level 2 but for this unit it is recommended that they are directly linked to interactive sessions in a real environment. Learners must be given the opportunity to deal with a range of animals in different situations which reflects current industry practice.

Suggested learning resources

Books

Thear K, Fraser A. 1988. The Complete Book of Raising Livestock and Poultry. Pan Books.

ISBN: 0-906-34831-5.

Bazeley K. 2007. Practical Cattle Farming. The Crowood Press.

ISBN: 9-781-86126-975-1.

Cardell K. 2006. Practical Sheep Keeping. The Crowood Press.

ISBN: 1-861-26163-2.

Parker R. 2001. The Sheep Book: A Handbook for the Modern Shepherd. Ohio Press.

ISBN: 9-780-80401-032-0.

Smith P. 2001. Practical Pig Keeping. The Crowood Press. ISBN: 9-781-86126-388-9.

Smith Thomas H. 2005. Getting Started with Beef and Dairy Cattle. Storey Publishing.

ISBN: 1-580-17596-1.

Websites

www.defra.gov.uk Department for Environment, Food and Rural Affairs

www.wales.gov.uk Welsh Assembly Government

www.scotland.gov.uk Scottish Executive Environment and Rural Affairs Department

www.dardni.gov.uk Department of Agriculture and Rural Affairs (Northern Ireland)

Unit 218

Introduction to Caring for Ornamental Aquatics

Level:	2
GLH:	60
Credit value:	10
Assessment type:	An assignment covering practical skills and underpinning knowledge
Aim:	This unit aims to provide learners with an understanding of the principles of care of ornamental aquatics and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training. The aquatics industry has grown considerably over the past few years, as has awareness of animal welfare. This unit aims to provide an introduction to the knowledge and skills, designed to meet these challenges.

Learning outcome

The learner will:

LO1 know the main features of the aquatics industry in the United Kingdom

Assessment criteria

The learner can:

AC1.1 Describe the **structure** of the aquatics industry in the United Kingdom

AC1.2 List the **common aquatic species** kept in the United Kingdom

AC1.3 Describe **the ethical issues** caused by the importation of fish into the United Kingdom.

Unit content

Structure

Major trade associations, wholesalers, retailers, importers, dry goods suppliers, feed suppliers, markets, location and size of industry, trends, number of households keeping fish, number of fish imported per annum

Common aquatic species

Tetras, rasboras and danios, cichlids, anabantids, livebearers, catfish, goldfish, koi carp, cyprinids, soft corals, tangs, damselfish, butterflyfish, angelfish and marine invertebrates

Ethical issues

Wild caught fish, sustainable collecting, disease introduction, cyanide trapping, Convention on International Trade in Endangered Species (CITES), Import of Fish Act (1980) (ILFA), release of non-natives

Learning outcome

The learner will:

LO2 be able to plan and contribute to the set up of a safe, viable aquarium system

Assessment criteria

The learner can:

AC2.1 Plan an **aquarium** to correctly maintain a **given species**

AC2.2 Contribute to the setting up of a **safe, viable aquarium system**

Unit content

Aquarium

Tropical freshwater, temperate freshwater, tropical marine, identification of correct equipment, light, filter, heater/thermostat, substrate, salinity, furnishings of aquarium, stocking density

Given species

Tetras, rasboras, cichlids, anabantids, livebearers, catfish, goldfish, koi carp, cyprinids, soft corals, tangs damselfish, butterflyfish, angelfish and marine invertebrates

Safe aquarium system

Health and Safety at Work etc Act 1974, risk assessments, circuit breakers, need for and maintenance of personal hygiene, dangers of working with aquaria e.g. electricity, water, glass, zoonotic diseases

Learning outcome

The learner will:

LO3 be able to plan and set up a safe, viable ornamental pond

Assessment criteria

The learner can:

AC3.1 Plan an **ornamental pond**

AC3.2 Contribute to the setting up of a **safe, viable ornamental fish pond**

Unit content

Ornamental Pond

Pre-formed, pond liners, clay, koi, goldfish, planted, equipment: (filters, aerators, drains), fountains, waterfalls, ornaments, stocking density, selection of suitable stock

Safe ornamental fish pond

Health and Safety at Work etc Act 1974, risk assessments, need for and maintenance of personal hygiene, safety equipment, personal protective equipment, dangers of working with ornamental ponds e.g. electricity, water, planning permission, zoonotic diseases

Learning outcome

The learner will:

LO4 be able to maintain the health of an aquarium's flora and fauna

Assessment criteria

The learner can:

AC4.1 Carry out appropriate **water quality tests** on a given **mature aquarium**

AC4.2 Produce a **maintenance schedule** for a given **mature aquarium**

AC4.3 Carry out a **health check regime** for a given aquariums' **flora and fauna**

Unit content

Water quality tests

Ammonia, nitrite, nitrate, pH, O₂, phosphate, temperature, carbonate hardness, general hardness, salinity

Mature aquarium

An aquarium which has been set up and running for more than 1 month

Maintenance schedule

Frequency of test, recording of results, interpretation of results, water change, filter maintenance, glass cleaning, gravel cleaning, reporting problems

Health check regime

Common problems of flora and fauna, symptoms of ill health, causes of ill health, strategies for prevention and remedy for problems

Flora and fauna

City & Guilds City & Guilds Level 2 Certificate, Extended Certificate and Diploma in Animal Care (0074-02)

Fully submerged plants, emergent plants, semi emergent plants, tetras, rasboras, cichlids, anabantids, livebearers, catfish, goldfish, koi carp, cyprinids, soft corals, tangs damselfish, butterflyfish, angelfish and marine invertebrates

Unit 218

Introduction to Caring for Ornamental Aquatics

Supporting information

Unit guidance

This unit is designed to provide basic information, knowledge and skills to promote health and welfare in the ornamental aquatics sector. Learners will develop knowledge of the market and skills required to work in the sector. The learners will develop knowledge of all areas of ornamental aquatics. A wide range of delivery techniques are expected and these should stimulate, motivate, educate and enthuse the learner.

Whatever methods of delivery are used it is essential that tutors stress the importance of animal welfare issues and the need to manage the resource using legal methods.

Throughout the unit, the emphasis should be on safe working. It is expected that learners will be aware of safe working practices and familiar with accepted practices and behaviours within the context in which they are working.

In Outcome 1 the learner is expected to develop knowledge of the size and structure of the ornamental aquatics market. It is accepted that this outcome will require some formal delivery and ICT will be essential. Site visits and suitable guest speakers can enhance delivery as will independent research.

Outcome 2 and 3 are very closely linked, and cover the planning and setting up of viable aquaria and ornamental ponds respectively. For outcome 2, learners are required to specifically plan the setting up of a viable aquarium, to include all of the necessary equipment required to keep the aquarium and the fish healthy and to good welfare standards. The outcome also includes popular species that are both suitable for aquaria and readily available.

For Outcome 3, learners are required to plan the setting up of an ornamental pond, to include safety guidelines, location, species that could populate the ornamental pond and equipment necessary for the successful running of the pond. For both of these outcomes, learners must have access to facilities where aquaria and ornamental pond can be established in a safe, viable manner.

Learners should have the opportunity to visit sites where aquaria and ornamental ponds are already established in order to identify for themselves the links between knowledge and practice. Learners should have the opportunity to develop knowledge through work placements or the centre's own fish or animal care facilities. Learners are not required to individually set up ponds and aquaria, but to contribute to the setting up of an aquarium and an ornamental pond.

Outcome 4 covers water testing, maintenance and health checking of aquaria's flora and fauna, and can be delivered through formal lectures, demonstrations and supervised practical

sessions. The learner will develop observational skills and knowledge regarding the welfare of flora and fauna.

Centres are encouraged to introduce employers and specific professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience

It is accepted that formal lectures will be necessary at level 2 but for this unit it is recommended that they are they are linked directly with interactive lessons in a real environment. Learners must be given the opportunity to deal with a range of different situations which reflects current industry practice.

Suggested learning resources

Books

Andrews C, Excell A, and Carrington N. 2001. The Interpet Manual of Fish Health. Interpet Publishing. ISBN: 1-842- 8606-7-4.

Axelrod HR, Benoist AS and Kelsey-Wood DT. 1992. The Atlas of Garden Ponds. TFH Publications. ISBN: 0-866-22343-6.

Howells G. 1993. Water Quality for Freshwater Fish. Taylor and Francis. ISBN: 2-881-24922-1.

Moe M. 1992. The Marine Aquarium Handbook: Beginner to Breeder. Green Turtle Publications. ISBN: 0-939-96007-9.

Websites

www.defra.gov.uk Department for Environment, Food and Rural Affairs

www.wales.gov.uk Welsh Assembly Government

www.scotland.gov.uk Scottish Executive Environment and Rural Affairs Department

www.dardni.gov.uk Department of Agriculture and Rural Affairs (Northern Ireland)

www.ornamentalfish.org Ornamental Aquatic Trade Association

www.environment-agency.gov.uk Environment Agency

www.lantra.co.uk Lantra SSC

Unit 219

Participate in Providing Estate Maintenance

Level:	2
GLH:	60
Credit value:	10
Assessment type:	An assignment covering practical skills and underpinning knowledge
Aim:	This unit aims to provide learners with an understanding of the principles of estate skills and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training. The aim of this unit is allow learners from a range of land-based disciplines to develop the skills and knowledge to maintain boundaries, surfaces or habitats.

Learning outcome

The learner will:

LO1 be able to select, transport and use a range of hand tools and equipment for estate maintenance

Assessment criteria

The learner can:

AC1.1 Select appropriate **tools and equipment** for specific **estate maintenance tasks**

AC1.2 **Lift tools and equipment safely** using appropriate techniques

AC1.3 **Transport and use tools** and equipment **safely**

AC1.4 **Maintain and store** tools and equipment according to instructions

Unit content

Tools and equipment

Selection of appropriate tools and equipment (hammer, saw, spade, shovel, pickaxe, post driver, wire strainers, hoe, rake, fork, secateurs, shears, power tools)

Estate maintenance tasks

Constructing, maintaining and mending boundaries, structures and surfaces

Lift tools and equipment safely

Use of appropriate safe lifting techniques, in line with manual handling guidelines and Manual Handling Operations Regulations 1992, straight back, bend knees

Transport and use tools safely

Manual transport, mechanically assisted transport, security of tools

Maintain and store

Routine maintenance, (preparation, checking, adjusting, cleaning), storage, according to instructions

Learning outcome

The learner will:

LO2 be able to maintain estate boundaries

Assessment criteria

The learner can:

AC2.1 Assess the **condition of boundaries** to determine the maintenance requirement

AC2.2 Carry out **routine maintenance** of boundaries safely

AC2.3 Carry out **routine repairs** of boundaries safely

AC2.4 Dispose of **waste materials** in line with instructions

Range

Living boundaries: hedge, bank, ditch Constructed boundaries: fence (post and rail, post and wire, electric, netting), wall (stone, brick)

Unit content

Condition of boundaries

Identified purpose, fitness for purpose, visual appearance, state of repair, health and safety implications (for people, livestock or vehicles and access)

Routine maintenance

Appropriate identified maintenance tasks, for example trimming hedges, clearing ditches, restoring banks, checking and adjusting wire tension, improving/maintaining access infrastructure (for example gaps, gates, stiles)

Routine repairs

Appropriate identified repair tasks (wood, brick or stone replacement or treatment)

Waste materials

By-products of repair or maintenance (hedge clippings, debris, litter, rotten wood)

Learning outcome

The learner will:

LO3 be able to maintain surfaces or habitats

Assessment criteria

The learner can:

AC3.1 Assess the condition of **surfaces** or **habitats** to determine the maintenance requirement

AC3.2 Carry out appropriate **maintenance or repairs** of surfaces or habitats

Unit content

Surfaces

Appropriate to the sector: solid (decking, concrete, paving), loose (gravel, wood chippings, sand), horse riding arena surfaces

Habitats

Appropriate to the sector: pond, woodland, heath, field margins, grassland, grazing land

Maintenance or repairs

Identified tasks: adding surface, applying a surface treatment, levelling surface, clearing or restoring a habitat, improving/maintaining access infrastructure (for example boardwalks, stone pitching, grass sward management)

Learning outcome

The learner will:

LO4 know how to work safely and minimise environmental damage

Assessment criteria

The learner can:

AC4.1 State the current environmental and health and safety **legislation and codes of practice**

AC4.2 Describe how to overcome **problems** presented by **services**

AC4.3 Describe how **environmental damage** can be minimised

AC4.4 Describe how **organic and inorganic waste** may be **disposed of**

Unit content

Legislation and codes of practice

Health and Safety at Work etc Act 1974, Control of Substances Hazardous to Health Regulations (2002) (COSHH), Waste Management (England and Wales) Regulations 2006 (as amended 2008)

Problems

Damage, leakage, disruption to supply, health and safety/emergency procedures, reporting to supervisor

Services

Water, electricity, gas, telephone

Environmental damage

Pollution (water courses, through litter or debris, noise), damage to habitats, wastage of resources Disposal of organic and inorganic waste: organic waste (recycling, composting, chipping, burning), inorganic waste (recycling, discarding safely, landfill)

Organic and inorganic waste

Organic: wood and plant products, soil, weeds, green waste, animal dung and waste
Inorganic: metal, plastics, concrete, brickwork, oils and lubricants

Disposed

Organic: composting, recycling, chipping, burning, burial Inorganic: recycling, landfill, approved disposal contractor

Unit 219

Participate in Providing Estate Maintenance

Supporting information

Unit guidance

This unit has a very practical focus and aims to enable learners to develop estate skills which can be applied to a range of situations and circumstances. The unit has been written such that naturally occurring and locally relevant opportunities can be used in selecting boundaries, structures and surfaces, to repair and maintain.

As learners will be engaged in practical activity there should be an emphasis on safe working practices, including the use of appropriate Personal Protective Equipment (PPE) and appropriate risk assessments should be undertaken. Learners should also be made aware of the impact on the environment, and sustainability concepts should also be demonstrated where possible. Where learners are using tools, they should be supervised and must be made aware of the safety of themselves and others around them.

Learners should have the opportunity to undertake estate skill activity in a setting appropriate to their area of work wherever possible to maximise the vocational relevance. It will be most beneficial if the structures, boundaries, and surface or habitat selected are for a clear purpose.

Outcome 1 is likely to be predominantly practical, as learners are required to select and safely transport and use a range of hand tools. It is not expected that learners demonstrate a practical ability for the full range shown in the unit content, but a minimum of four hand tools should be covered.

Outcomes 2 and 3 require opportunities for supervised practical experience. This may link with an appropriate work placement. It is anticipated that the tutor will guide selection of the repair or maintenance work required. It is particularly important that due regard is given to health and safety, including the use of appropriate PPE.

Outcome 4 will be largely embedded throughout delivery of the practical aspects of this unit. Learners should view working safely, with due regard to the environment as an integral feature of estate skills tasks, rather than as stand alone components.

It is anticipated that most delivery of this unit will take place in a practical setting, with supervised practice of skills. Delivery will also include some classroom based activity in ensuring learners have a good understanding of safe techniques and underpinning knowledge.

Suggested learning resources

Books

- Agate, E. 2001. Fencing: A Practical Handbook. Doncaster: BTCV. ISBN 094675229X.
- Agate, E. 1996. Footpaths: A Practical Handbook. Doncaster: BTCV. ISBN 0946752311.
- Agate, E. 2000. Toolcare: A Maintenance and Workshop Manual. Doncaster: BTCV. ISBN 0946752249.
- Agate, E. 2001. Tree Planting and Aftercare: A Practical Handbook. Doncaster: BTCV. ISBN 0946752257.
- Agate, E. 2002. Woodlands: A Practical Handbook. Doncaster: BTCV. ISBN 0946752338.
- Agate, E., Brooks, A. 1998. Hedging: A Practical Handbook. Doncaster: BTCV. ISBN 0946752176.
- Agate, E., Brooks, A. 2001. Waterways and Wetlands: A Practical Handbook. Doncaster: BTCV. ISBN 0946752303.
- Agate, E., Brooks, A., Adcock, S. 1999. Dry Stone Walling: A Practical Handbook. Doncaster: BTCV. ISBN 0946752192.
- MacLean, M. 1992. New Hedges for the Countryside. Ipswich: Farming Press Books and Videos. ISBN 0852362420.

Journals

Scottish Executive Rural Affairs Department — Prevention of Environmental Pollution from Agricultural Activity: Code of Good Practice Dos and Don'ts Guide (Scottish Executive, 2002) ISBN 0755905180

Websites

- www.btcv.org.uk British Trust for Conservation Volunteers
- www.defra.gov.uk Department for Environment, Food and Rural Affairs
- www.wales.gov.uk Welsh Assembly Government
- www.scotland.gov.uk Scottish Executive Environment and Rural Affairs Department
- www.dardni.gov.uk Department of agriculture and Rural Affairs (Northern Ireland)
- www.fwag.org.uk Farm Wildlife and Advisory Group
- www.hse.gov.uk Health and Safety Executive
- www.lantra.co.uk Lantra Sector Skills Council

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 the **Centre document library** on **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 regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

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 detailed guidance on the secure and valid administration of centre assessments.

Access arrangements: When and how applications need to be made to City & Guilds 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.

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