# Entry 2 Skills for Working Life (4807-02)

July 2014 Version 1.0



Assessment recording documents for Animal Care (Units 214, 230-234)

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| Unit no           | ): 23    | 30 Unit title: Recognise small animals Credit Value |         |   |               |                  |                               | Credit Value 1             |  |
|-------------------|----------|---|---------|---|---------------|------------------|-------------------------------|----------------------------|--|
| Guidar            | nce: Fo  | r this  | unit th | ere must be suffic  | cient anima   | ıls available fr | om the range                  |                            |  |
| Learnin           | na Outa  | ome.  |         | The learner will b  | e able to:    |                  |                               |                            |  |
| Learning Outcome: |          |   |         |   |               | reeds/types o    | of dogs or cats               | s or rabbits               |  |
|                   |          |   |         | G   |               | •                | J                             |                            |  |
| Assess            | sor Init | tials/L   | Date    |   |               |                  |                               |                            |  |
|                   |          |   |         |   |               |                  |                               |                            |  |
|                   |          |   |         |   |               |                  |                               |                            |  |
|                   |          |   |         |   |               |                  |                               |                            |  |
|                   |          |   |         | Practical Evider  | nce           |                  |                               | <u>"</u> ♣E                |  |
|                   |          | Τ   |         |   |               | ersonal protec   | tive clothing                 |                            |  |
|                   |          |   |         | Wash and dr   |               | risoriai protec  | uve clottillig                |                            |  |
|                   |          |   |         | Recognise the <b>th</b>   |               | ng types of ar   | nimals:                       |                            |  |
|                   |          | T   |         |   |               | 3 71             |                               |                            |  |
|                   |          |   |         | Dog   |               |                  |                               |                            |  |
|                   |          |   |         | Cat   |               |                  |                               |                            |  |
|                   |          |   |         | Rabbit  |               |                  |                               |                            |  |
|                   |          |   |         | Recognise <b>two</b> breeds/types of <b>either</b> a dog <u>or</u> cat <u>or</u> rabbit ( <i>name which animal and breed type</i> ) |               |                  |                               |                            |  |
|                   |          |   |         | Animal (dog or cat or rabbit) :   |               |                  |                               |                            |  |
|                   |          |   |         | Breed/type 1:   |               |                  |                               |                            |  |
|                   |          |   |         | Breed/type 2:   |               |                  |                               |                            |  |
|                   |          |   |         |   |               |                  |                               | the following animals (dog |  |
|                   |          |   |         | or cat or rabi  | oit) (state v | vnicn animai a   | and the featur                | es that were recognised)   |  |
|                   |          |   |         | Breed/type:   |               |                  |                               |                            |  |
|                   |          | 1   |         |   |               |                  |                               |                            |  |
|                   |          |   |         | Feature 1:  |               |                  | - ears - tail - colour - feet |                            |  |
|                   |          |   |         | Feature 2:  |               |                  |                               |                            |  |
|                   |          |   |         | Teature 2.  |               |                  |                               |                            |  |
|                   |          |   |         | Feature 3:  |               |                  | - length of c                 | ine/profile of body        |  |
|                   |          |   |         | Feature 4:  |               |                  | - size<br>- shape of fa       |                            |  |
|                   |          |   |         | Remove and  | store prote   | ective persona   | al clothing                   |                            |  |
|                   |          | 1   |         | Wash and dr   |               | -                |                               |                            |  |
|                   |          | 1   | ŀ       | (nowledge Evide   | nce (evide    | nce of answe     | rs given to be                | recorded in portfolio)     |  |
|                   |          |   |         | A reason for  | identifying   | an animal        |                               |                            |  |
| DECLA             |          |   |         | earning Outcome h   | nas been a    | chieved by sa    | tisfactory perf               | formance of all the        |  |
|                   |          |   |         | npleted for this uni  | t:            |                  |                               |                            |  |
|                   | ne of A  |   |         | Signature of A  |               | Name of          | f Learner                     | Signature of Learner       |  |
|                   |          |   |         | _   |               |                  |                               | -                          |  |
|                   |          |   |         |   |               |                  |                               |                            |  |
|                   |          |   |         |   |               |                  |                               |                            |  |

| Unit                    | t no: | 23         | 1            | Unit title:   |            | nise parts of           |                           | Credit Value 2                        |  |  |
|-------------------------|-------|------------|--------------|---|------------|-------------------------|---------------------------|---------------------------------------|--|--|
| C                       | dono  | <b></b> F. | r thin unit  | the concernant must   |            |                         | their function            |                                       |  |  |
| Gui                     | idanc | e: FO      | r this unit, | the assessment mus  | t take pi  | ace using <b>one</b>    | anımaı irom t             | ne range.                             |  |  |
|                         |       |            |              |   |            |                         |                           |                                       |  |  |
| Lea                     | rning | Outc       | ome:         | The learner will be   | able to:   |                         |                           |                                       |  |  |
|                         |       |            |              | <ul> <li>Recognise part</li> </ul>  | s of the   | body of dogs            | or cats or rabb           | oits correctly                        |  |  |
|                         |       |            |              | A se time a le  |            |                         |                           |                                       |  |  |
|                         |       |            |              | Animal:   |            |                         |                           |                                       |  |  |
| Ass                     | sesso | r Init     | ials/Date    |   |            |                         |                           |                                       |  |  |
|                         |       |            |              |   |            |                         |                           |                                       |  |  |
|                         |       |            |              |   |            |                         |                           |                                       |  |  |
|                         |       |            |              |   |            |                         |                           |                                       |  |  |
|                         |       |            |              |   |            |                         |                           | <b>₽</b> E M                          |  |  |
|                         |       |            |              | Practical Evidence  |            |                         |                           |                                       |  |  |
|                         |       |            |              | Recognise and   | wear pe    | ersonal protec          | tive clothina             |                                       |  |  |
|                         |       |            |              | Wash and dry h  |            |                         |                           |                                       |  |  |
|                         |       |            |              | •   |            | the hady of <b>e</b> i  | ither a dog or            | cat or rabbit (state which 6          |  |  |
|                         |       |            |              | parts were corr   | •          | •                       | <b>o.</b> a aog <u>o.</u> | out or rappit (diate which e          |  |  |
|                         |       |            |              | Part 1:   |            |                         | - front legs              |                                       |  |  |
|                         |       |            |              | Part 2:   |            |                         |                           | - honniegs<br>  - back legs           |  |  |
|                         |       |            |              |   | Part 2:    |                         |                           |                                       |  |  |
|                         |       |            |              | Part 3:   |            |                         | - head                    |                                       |  |  |
|                         |       |            |              | Part 4:   | Part 4:    |                         |                           | - neck<br>back                        |  |  |
|                         |       |            |              | Part 5:   |            |                         | back<br>  - tail          |                                       |  |  |
|                         |       |            |              | Part 6:   |            |                         | - other (specify)         |                                       |  |  |
|                         |       |            |              |   | r porto o  | f the body of           | n animal that             | are commonly examined                 |  |  |
|                         |       |            |              | <ul> <li>Recognise four parts of the body of an animal that are commonly exam<br/>for general health checks (state which 4 parts were correctly recognise)</li> </ul> |            |                         |                           |                                       |  |  |
|                         |       |            |              | Part 1:   |            | ,                       | - ears                    | , , , , , , , , , , , , , , , , , , , |  |  |
|                         |       |            |              |   |            |                         | - pads and claws          |                                       |  |  |
|                         |       |            |              | Part 2:   |            |                         | - eyes                    |                                       |  |  |
|                         |       |            |              | Part 3:   |            |                         | - mouth                   |                                       |  |  |
|                         |       |            |              | Part 4:   |            |                         | - nose<br>- other (spec   | cify)                                 |  |  |
|                         |       |            |              | Remove and st   | tore ner   | sonal protectiv         | ( ) ) )                   |                                       |  |  |
|                         |       |            |              | Wash and dry h  |            | Jonai protosti          |                           |                                       |  |  |
|                         |       |            |              | Knowledge Evidence  |            | ence of answe           | ers aiven to be           | recorded in portfolio)                |  |  |
|                         |       |            |              |   | (011.00    |                         |                           |                                       |  |  |
|                         |       |            |              | Identify the fund   | ction of t | t <b>wo</b> parts of th | ne body.                  |                                       |  |  |
| DE                      | CLAR  | ATIC       | N – The I    | _earning Outcome has  | s been a   | chieved by sa           | atisfactory perf          | ormance of all the                    |  |  |
|                         |       |            | sted abov    |   |            |                         |                           |                                       |  |  |
| Date all assessments co |       |            |              | ompleted for this unit:   |            |                         |                           |                                       |  |  |
| 1                       | Name  | of As      | ssessor      | Signature of Ass  | essor      | Name o                  | f Learner                 | Signature of Learner                  |  |  |
|                         |       |            |              |   |            |                         |                           |                                       |  |  |
|                         |       |            |              |   |            |                         |                           |                                       |  |  |
|                         |       |            |              |   |            |                         |                           |                                       |  |  |
| L                       |       |            |              |   |            | I .                     |                           | l .                                   |  |  |

| Unit  | no:   | 23      |        |          |                         |                |                      |                              | Credit Value 2              |  |
|---|---|---------|--------|----------|-------------------------|----------------|----------------------|------------------------------|-----------------------------|--|
| Gui   | and bedding for small animals  Guidance: For this unit two types of animal housing and two types of bedding need to be available. |         |        |          |                         |                |                      |                              |                             |  |
|   | For each activity, the animal used and the type of housing needs to be written in.  |         |        |          |                         |                |                      |                              |                             |  |
| For example under 'Recognise three types of housing for animals', write in "dog and kennel", or "rabbit and |   |         |        |          |                         |                |                      |                              |                             |  |
| huto  | hutch" etc. It does not have to be a different type of animal if there is only one type available.                                |         |        |          |                         |                |                      |                              |                             |  |
|   |   |         |        |          |                         |                |                      |                              |                             |  |
| Lea   | rning   | Outco   | ome:   |          | The learner wi          | Il be able to: |                      |                              |                             |  |
|   |   |         |        |          | •                       | e types of hou | ising for dogs       | or cats or rabb              | oits and select the correct |  |
| ۸۵۵   | 0000  | r Init  | ials/D | lato     | bedding                 |                |                      |                              |                             |  |
| ASS   | 6330  | 1 11110 | iais/L | ale      |                         |                |                      |                              |                             |  |
|   |   |         |        |          |                         |                |                      |                              |                             |  |
|   |   |         |        |          |                         |                |                      |                              |                             |  |
|   |   |         |        |          |                         |                |                      |                              | ₿₹E                         |  |
|   |   |         |        | Р        | ractical Evide          | nce            |                      |                              |                             |  |
|   |   |         |        |          | Recognise               | and wear pe    | ersonal protec       | tive clothing                |                             |  |
|   |   |         |        |          | Wash and                | dry hands      |                      |                              |                             |  |
|   |   |         |        | l        |                         |                | f housing for a      | animals (state               | which animal and the type   |  |
|   |   |         |        |          |                         |                | tly recognised       | <u>'</u>                     |                             |  |
|   |   |         |        |          | Animal & hous           | sing 1:        |                      |                              |                             |  |
|   |   |         |        |          |                         |                |                      | - rabbits – hu               | itches or cages             |  |
|   |   |         |        |          |                         |                |                      | - dogs – ken                 | nels, runs, pens or cages   |  |
|   |   |         |        |          | Animal & hous           | sing 2:        |                      | - cats – indo                | or or outdoor catteries     |  |
|   |   |         |        |          |                         |                |                      |                              |                             |  |
|   |   |         |        |          |                         |                |                      |                              |                             |  |
|   |   |         |        |          |                         |                |                      |                              | ach of the types of animal  |  |
|   |   |         |        |          | housing id<br>recognise |                | e (state which       | types of bed                 | ding were correctly         |  |
|   |   |         |        |          | Bedding for housing 1:  |                |                      | - wood shavi                 | ngs                         |  |
|   |   |         |        |          | 3 3                     |                |                      | - blanket                    |                             |  |
|   |   |         |        |          |                         |                | - bed (e.g. cat bed) |                              | at bed)                     |  |
|   |   |         |        |          |                         |                |                      | - peat<br>  - hay            |                             |  |
|   |   |         |        |          | Bedding for ho          | ousing 2:      |                      | - straw                      |                             |  |
|   |   |         |        |          |                         |                |                      | - manufactured paper bedding |                             |  |
|   |   |         |        |          |                         |                |                      | (synthetic) - vet bed        |                             |  |
|   |   |         |        |          | Remove a                | nd store pers  | onal protectiv       |                              |                             |  |
|   |   |         |        |          | Wash and                | dry hands      | <del>.</del>         |                              |                             |  |
|   |   |         |        | K        |                         | •              | ence of answe        | rs given to be               | recorded in portfolio)      |  |
|   |   |         |        |          | A reason v              | whv animals i  | need housing         |                              | , ,                         |  |
|   |   |         |        |          |                         |                | need bedding         |                              |                             |  |
| DEC   | CLAR  | ATIO    | N – T  | he Le    |                         |                |                      | itisfactory perfe            | ormance of all the          |  |
|   |   |         |        | bove     |                         |                |                      | meraeter) peri               |                             |  |
| Date  | e all a   | sses    | smen   | ts for t | his unit comple         | eted:          |                      |                              |                             |  |
| ١   | lame  | of As   | sess   | or       | Signature o             | f Assessor     | Name of              | f Learner                    | Signature of Learner        |  |
|   |   |         |        |          |                         |                |                      |                              |                             |  |
|   |   |         |        |          |                         |                |                      |                              |                             |  |
|   |   |         |        |          |                         |                |                      |                              |                             |  |

| Unit no: | 233             | Unit title:                         | Assist with cleaning h   | nousing   | Credit Value 2         |
|----------|-----------------|-------------------------------------|--|---|------------------------|
| Cuidono  | a. For this uni | t alcaning and disinfo              | for small animals  | aduata muat ha ava  | ilable. The learner is |
|          |                 |                                     | ection equipment and proceedings and proceedings and proceedings and procedure and pro |   |                        |
|          |                 |                                     | ing <b>one</b> animal from the   |   | sidi completion oi     |
| Learning | Outcome:        | The learner will be                 | e able to:   |   |                        |
| Ū        |                 | <ul> <li>Assist with cle</li> </ul> | eaning and disinfecting h  | nousing for a dog or                                      | cat or rabbit          |
|          |                 |                                     |  |   |                        |
|          |                 | Animal:                             |  |   |                        |
|          |                 |                                     |  |   |                        |
| Assesso  | r Initials/Date | <del>9</del>                        |  |   |                        |
|          |                 |                                     |  |   |                        |
|          |                 |                                     |  |   |                        |
|          |                 |                                     |  |   |                        |
|          |                 |                                     |  |   |                        |
|          |                 |                                     |  |   |                        |
|          |                 |                                     |  |   | ₿₹EM                   |
|          |                 | Practical Evidence                  |  |   |                        |
|          |                 | Recognise an                        | d wear personal protect  | ive clothing  |                        |
|          |                 | Wash and dry                        |  |   |                        |
|          |                 |                                     | ree items of cleaning eq   | uipment (state which                                      | ch 3 items were        |
|          | Г               | correctly reco                      | gnised)  | - shovels/scoops  |                        |
|          |                 | Equipment item 1                    | :  | - mops  |                        |
|          |                 |                                     |  | - squeegees   |                        |
|          |                 | Farriage and it are 0               | _  | - buckets   |                        |
|          |                 | Equipment item 2                    | :  | <ul><li>scrubbing brush</li><li>sponge/cloth</li></ul>    |                        |
|          |                 |                                     |  | - hose  |                        |
|          |                 | Equipment item 3                    | :  | - poop bag/scoop  |                        |
|          |                 |                                     |  | - brushes   |                        |
|          | I I I           | Recognise tw                        | o cleaning products (sta   |   | rrectly recognised)    |
|          |                 | Cleaning product                    | 1:   | <ul><li>disinfectant</li><li>multi-task product</li></ul> | nte.                   |
|          |                 | Ola a nina a na na de est           | 0.   | - liquid soap   | ,13                    |
|          |                 | Cleaning product                    |  | - soap  |                        |
|          |                 |                                     | ing equipment appropri   |   | carried out            |
|          |                 | Check that cle                      | eaning equipment is safe   | e to use  |                        |
|          |                 | Remove soile                        | d bedding  |   |                        |
|          |                 | Prepare clean                       | ing product or disinfect   | ant according to inst                                     | tructions              |
|          |                 | Dispose of so                       | iled bedding and waste   | material correctly a                                      | nd safely              |
|          |                 | Assist with ful                     | l clean and wash anima   | I housing correctly                                       |                        |
|          |                 | Dry animal ho                       | ousing correctly   |   |                        |
|          |                 | Replace bedd                        | ling using correct materi  | al  |                        |
|          |                 | Clean and sto                       | re equipment correctly a   | and safely  |                        |
|          |                 | Remove and s                        | store personal protective  | e clothing  |                        |
|          |                 | • Wash and dry                      | hande  |   |                        |

Continued.....

Unit 233: Assist with cleaning housing for small animals Continued.....

| Knowledge Evidence (evidence of answers given to be recorded in portfolio)  |                           |               |  |  |  |  |  |
|---|---------------------------|---------------|--|--|--|--|--|
|   | A reason for cleaning are | nimal housing |  |  |  |  |  |
| <b>DECLARATION</b> – The Learning Outcome has been achieved by satisfactory performance of all the components listed above  Date all assessments for this unit completed: |                           |               |  |  |  |  |  |
| Name of Assessor Signature of Assessor Name of Learner Signature of Lear  |                           |               |  |  |  |  |  |
|   |                           |               |  |  |  |  |  |
|   |                           |               |  |  |  |  |  |

| Unit                | Unit no: 234                          |                            |                             | Unit title:             | Recognise types of foo  |  |  |  |  |  |
|---------------------|---------------------------------------|----------------------------|-----------------------------|-------------------------|---|--|--|--|--|--|
| For<br>For<br>in "c | each a<br>exam <sub>l</sub><br>log an | activi<br>ole ui<br>d tinr | ty, the<br>nder '<br>ned fo | e anir<br>Reco<br>ood", | and feed small animals s of food, feeding and watering equipment must be available. nal used and the type of food or equipment needs to be written in. gnise three types of food commonly fed to dogs or cats or rabbits or rodents, write or "rabbits and vegetables" etc. It does not have to be a different type of animal if nilable. |  |  |  |  |  |
| Learning Outcome:   |                                       |                            |                             |                         | The learner will be able to:  Recognise types of feed and provide food and water to two types of animals (dogs or cats or rabbits)  |  |  |  |  |  |
| Ass                 | essor                                 | Initi                      | ials/D                      | ate                     |   |  |  |  |  |  |
|                     |                                       |                            |                             |                         |   |  |  |  |  |  |
|                     |                                       |                            |                             | F                       | Practical Evidence  | e  |  |  |  |  |
|                     |                                       |                            |                             |                         | Recognise a   | nd wear personal protect                                       | tive clothing  |  |  |  |
|                     |                                       |                            |                             |                         | Wash and d  | ry hands   |  |  |  |  |
|                     |                                       |                            |                             |                         | Recognise <b>three</b> types of food commonly fed to dogs or cats or rabbits (indicate which 3 were correctly identified)   |  |  |  |  |  |
|                     |                                       |                            |                             |                         | Animal & type of  |  | - flakes<br>- hay<br>- vegetables  |  |  |  |
|                     |                                       |                            |                             |                         | Animal & type of  | food:  | - dried<br>- tinned<br>- frozen  |  |  |  |
|                     |                                       |                            |                             |                         | Animal & type of  | food:  | <ul><li>seeds</li><li>mix</li><li>pellets</li><li>other (specify)</li></ul>  |  |  |  |
|                     |                                       |                            |                             |                         |   |  | pment commonly used for feeding dogs were correctly recognised)  |  |  |  |
|                     |                                       |                            |                             |                         | Animal & equipn   | nent:  | - plastic bowls<br>- china bowls   |  |  |  |
|                     |                                       |                            |                             |                         | Animal & equipn   | nent:  | <ul><li>metal bowls</li><li>other (specify)</li></ul>  |  |  |  |
|                     |                                       |                            |                             |                         |   | <b>wo</b> types of suitable wate<br>types were correctly rec   | ering system for dogs or cats or rabbits ognised)  |  |  |  |
|                     |                                       |                            |                             |                         | Animal and water  | ering system:  | - water bottles<br>- troughs   |  |  |  |
|                     |                                       |                            |                             |                         | Animal and wate   | ering system:  | - bowls<br>- automatic drinkers  |  |  |  |
|                     |                                       |                            |                             |                         |   | ater <b>two</b> types of animals<br>type of food was correctly | using prepared food (indicate which red and watered)   |  |  |  |
|                     |                                       |                            |                             |                         | Animal & type of  |  | - Rabbits (dried pellets, flakes, fresh<br>vegetables, mix, seeds, other)<br>- Dogs (dried, fresh, tinned, frozen, |  |  |  |
|                     |                                       |                            |                             |                         | Animal & type of  | food:  | other) - Cats (dried, fresh, tinned, frozen, other)  |  |  |  |

Continued....

**ANIMAL CARE E2**Unit 234: Recognise types of foods and feed small animals Continued.....

|      | Remove waste and feed from bowls and dispose of correctly  |  |  |                           |   |                         |                          |                      |  |  |
|------|--|--|--|---------------------------|---|-------------------------|--------------------------|----------------------|--|--|
|      |  |  |  | Wash and dry feeding bowl |   |                         |                          |                      |  |  |
|      |  |  |  |                           | • | Provide correct amount  | of feed and water        |                      |  |  |
|      |  |  |  |                           | • | Clean and store equipme | ent safely               |                      |  |  |
|      |  |  |  |                           | • | Remove and store person | onal protective clothing |                      |  |  |
|      |  |  |  |                           | • | Wash and dry hands      |                          |                      |  |  |
|      | Knowledge Evidence (evidence of answers given to be recorded in portfolio)   |  |  |                           |   |                         |                          |                      |  |  |
|      | A reason for providing the correct amount of food for animals  |  |  |                           |   |                         |                          |                      |  |  |
|      | A reason for making sure water is available for animals  |  |  |                           |   |                         |                          |                      |  |  |
|      | <b>DECLARATION</b> – The Learning Outcome has been achieved by satisfactory performance of all the components listed above |  |  |                           |   |                         |                          |                      |  |  |
| Date | Date all assessments for this unit completed:  |  |  |                           |   |                         |                          |                      |  |  |
| N    | Name of Assessor   |  |  | sor                       |   | Signature of Assessor   | Name of Learner          | Signature of Learner |  |  |
|      |  |  |  |                           |   |                         |                          |                      |  |  |
|      |  |  |  |                           |   |                         |                          |                      |  |  |
|      |  |  |  |                           |   |                         |                          |                      |  |  |

|            | Unit no: 214 Unit title: Recognise farm animals Credit Value 1  Guidance: For this unit, learners will need to be assessed in three different species of farm animal. |               |                |                |   |  |   |  |  |
|------------|---|---------------|----------------|----------------|---|--|---|--|--|
| Lea<br>acc | rners<br>ess to   | have<br>the r | to ph<br>nale, | nysica<br>fema | ally recognise thre<br>ale and young of e | ee 'real' species of farm a                                  | nimal. They are not required to have<br>, but if they are available they could be |  |  |
| Lea        | rning   | Outco         | ome:           |                | The learner will                          | be able to:  |   |  |  |
|            |   |               |                |                | • Recognise                               | farm animals correctly                                       |   |  |  |
|            |   |               |                |                | Use gender                                | r and breeding terms   |   |  |  |
| Ass        | esso  | r Initi       | als/D          | ate            |   |  |   |  |  |
|            |   |               |                |                |   |  |   |  |  |
|            |   |               |                |                |   |  |   |  |  |
|            |   |               |                |                |   |  | E   |  |  |
|            |   |               |                |                |   |  | E   |  |  |
|            |   |               |                | F              | Practical Eviden                          |  |   |  |  |
|            |   |               |                |                |   | and wear personal protec                                     |   |  |  |
|            |   |               |                |                |   | <b>three</b> farm anımal specie<br>dicate which animals were | es and name the male, female and young e correctly recognised):                   |  |  |
|            |   |               |                |                | Species 1:                                |  |   |  |  |
|            |   |               |                |                | Male:                                     |  |   |  |  |
|            |   |               |                |                | Female:                                   |  |   |  |  |
|            |   |               |                |                | Young:                                    |  | - a cow (bull, cow, calf)   |  |  |
|            |   |               |                |                | Species 2:                                |  | - a sheep (ram, ewe, lamb) - a pig (boar, sow, piglet)                            |  |  |
|            |   |               |                |                | Male:                                     |  | - a goat (billy, nanny, kid)<br>- a horse (stallion/gelding, mare, foal)          |  |  |
|            |   |               |                |                | Female:                                   |  |   |  |  |
|            |   |               |                |                | Young:                                    |  |   |  |  |
|            |   |               |                |                | Species 3:                                |  |   |  |  |
|            |   |               |                |                | Male                                      |  |   |  |  |
|            |   |               |                |                | Female:                                   |  |   |  |  |
|            |   |               |                |                | Young:                                    |  |   |  |  |
|            |   |               |                |                |   | nd store personal protective                                 | ve clothing   |  |  |
|            |   |               |                |                | <ul> <li>Wash and of</li> </ul>           | dry hands  |   |  |  |

Continued....

Unit 214: Recognise farm animals Continued.....

| Knowledge Evidence (evidence of answers given to be recorded in portfolio)   |   |                 |                      |  |  |  |  |
|--|---|-----------------|----------------------|--|--|--|--|
|  | A reason for wearing personal protective clothing |                 |                      |  |  |  |  |
|  | A reason for identifying animal sexes correctly   |                 |                      |  |  |  |  |
| DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above  Date all assessments completed for this unit: |   |                 |                      |  |  |  |  |
|  | <u>'</u>  | Name            | 0:                   |  |  |  |  |
| Name of Assessor   | Signature of Assessor                             | Name of Learner | Signature of Learner |  |  |  |  |
|  |   |                 |                      |  |  |  |  |
|  |   |                 |                      |  |  |  |  |

## **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 **Centres and Training Providers homepage** on <a href="https://www.cityandguilds.com">www.cityandguilds.com</a>.

**Centre Manual - Supporting Customer Excellence** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** 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 homepage** section of the City & Guilds website also contains useful information on such things as:

- Walled Garden: how to register and certificate candidates on line
- Qualifications and Credit Framework general guidance about theand how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

## **Useful contacts**

| General qualification   | ו. דדה נטוט ברב דרטוט:<br>E: learnersupport@cityandguilds.com |
|---|---|
| International learners  | T: +44 (0)844 543 0033  |
| General qualification information                                     | F: +44 (0)20 7294 2413  |
| Centres   | T: +44 (0)844 543 0000  |
| Exam entries, Certificates,   | F: +44 (0)20 7294 2413  |
| Registrations/enrolment, Invoices,<br>Missing or late exam materials, | E: centresupport@cityandguilds.com                            |
| Single subject qualifications   | T: +44 (0)844 543 0000  |
| Exam entries, Results, Certification,                                 | F: +44 (0)20 7294 2413  |
| Missing or late exam materials,                                       | F: +44 (0)20 7294 2404 (BB forms)                             |
| Incorrect exam papers, Forms request (BB, results entry), Exam        | E: singlesubjects@cityandguilds.com                           |
| International awards  | T: +44 (0)844 543 0000  |
| Results, Entries, Enrolments,   | F: +44 (0)20 7294 2413  |
| Invoices, Missing or late exam  | E: intops@cityandguilds.com                                   |
| Walled Garden   | T: +44 (0)844 543 0000  |
| Re-issue of password or username,                                     | F: +44 (0)20 7294 2413  |
| Technical problems, Entries,<br>Results, e-assessment, Navigation,    | E: walledgarden@cityandguilds.com                             |
| Employer  | T: +44 (0)121 503 8993  |
| Employer solutions, Mapping,<br>Accreditation, Development Skills,    | E: business@cityandguilds.com                                 |
| Publications  | T: +44 (0)844 543 0000  |
| Logbooks, Centre documents,   | F: +44 (0)20 7294 2413  |

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## **About City & Guilds**

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## **City & Guilds Group**

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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