

# Entry 3 Skills for Working Life (4807-03)

August 2014 Version 1.0



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August 2014  
Version 1.0

**Unit recording documents for  
Animal care (Units 340-344)**

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# ANIMAL CARE E3

Unit no: <b>340</b>	Unit title: <b>Recognise types and parts of the body of small animals</b>	Credit Value <b>2</b>										
<p><b>Guidance:</b> For this unit, there needs to be access to sufficient animals from the range. Any species of rodent, reptile or bird can be used.</p>												
<p>Learning Outcome: The learner will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise species of small animals and parts of the body of a bird or reptile or rodent</li> </ul>												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="5" style="padding: 5px;">Assessor Initials/Date</th> </tr> <tr> <td style="width: 20%; height: 40px;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>			Assessor Initials/Date									
Assessor Initials/Date												
<b>E</b>												
<b>Practical evidence</b>												
					<ul style="list-style-type: none"> <li>• Choose and wear personal protective clothing</li> </ul>							
					<ul style="list-style-type: none"> <li>• Wash and dry hands</li> </ul>							
					<ul style="list-style-type: none"> <li>• Recognise <b>two</b> types of small animals (<i>state which was correctly recognised</i>):</li> </ul>							
				Animal 1:	<ul style="list-style-type: none"> <li>- rodents</li> <li>- birds</li> <li>- reptiles</li> </ul>							
				Animal 2:								
					<ul style="list-style-type: none"> <li>• Recognise <b>all</b> the following listed parts of the body for <b>two</b> of the following animal species (<i>state which animal species</i>):</li> </ul>							
				Animal 1:	<ul style="list-style-type: none"> <li>- Rodents (head, body, legs, tail, paws/feet)</li> <li>- Birds (head, beak, legs, wings, claws, feathers)</li> <li>- Reptiles (nose, mouth, eyes, head, body, tail, legs (lizards), skin/scales)</li> </ul>							
				Animal 2:								
					<ul style="list-style-type: none"> <li>• Clean and store personal protective clothing</li> </ul>							
					<ul style="list-style-type: none"> <li>• Wash and dry hands</li> </ul>							
<b>Knowledge evidence</b> ( <i>evidence of answers given to be recorded in portfolio</i> )												
					<ul style="list-style-type: none"> <li>• Identify one key difference between two animal species</li> </ul>							
					<ul style="list-style-type: none"> <li>• Identify how one of the animal species moves</li> </ul>							
<p><b>DECLARATION</b> – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>												
<p>Date all assessments completed for this unit:</p>												
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner									

# ANIMAL CARE E3

Unit no:	341	Unit title:	Assist with catching and restraining a small animal	Credit Value 2
<p><b>Guidance:</b> For this unit, there must be sufficient animals from the range and suitable equipment for restraining and handling. The learner will be able to move one type of animal correctly and safely.</p>				
Learning Outcome:		The learner will be able to: <ul style="list-style-type: none"> <li>• Assist with catching and restraining a dog or cat or rabbit for a specific purpose</li> </ul>		
<b>Assessor Initials/Date</b>				
<b>E</b>				
<b>Practical evidence</b>				
				<ul style="list-style-type: none"> <li>• Choose and wear personal protective clothing</li> </ul>
				<ul style="list-style-type: none"> <li>• Wash and dry hands</li> </ul>
				<ul style="list-style-type: none"> <li>• Recognise suitable equipment for catching and restraining <b>two</b> animals (<i>state which species and equipment</i>):</li> </ul>
			Animal & equipment:	- dogs – collar, lead, harness - cats – arms, towels, basket, gloves - rabbits – arms, towels, basket, gloves
			Animal & equipment:	
<ul style="list-style-type: none"> <li>• Assist with restraining an animal correctly and safely for <b>two</b> of the following purposes (<i>state which purpose</i>):</li> </ul>				
			Purpose 1:	- grooming - health check - medicating
			Purpose 2:	
<ul style="list-style-type: none"> <li>• Recognise transportation equipment for <b>two</b> of the following animals (<i>state which species</i>):</li> </ul>				
			Animal & equipment:	- Dogs (leads, collars, harness or crates) - Cats (baskets, boxes, cages or crates) - Rabbits (baskets, boxes, cages or crates)
			Animal & equipment:	
				<ul style="list-style-type: none"> <li>• Restrain and move <b>one</b> animal correctly and safely</li> </ul>
				<ul style="list-style-type: none"> <li>• Clean equipment and store correctly</li> </ul>
				<ul style="list-style-type: none"> <li>• Clean and store personal protective clothing</li> </ul>
				<ul style="list-style-type: none"> <li>• Wash and dry hands</li> </ul>
<b>Knowledge evidence</b> ( <i>evidence of answers given to be recorded in portfolio</i> )				
				<ul style="list-style-type: none"> <li>• A reason why animals need to be restrained correctly</li> </ul>
<p><b>DECLARATION</b> – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>				
Date all assessments completed for this unit:				
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner	

# ANIMAL CARE E3

Unit no: <b>342</b>	Unit title: <b>Check that a small animal is healthy</b>	Credit Value <b>2</b>	
<p><b>Guidance:</b> For this unit, one type of animal needs to be inspected for health. The animal can be restrained by the supervisor or other suitable person whilst the learner undertakes the health check.</p>			
Learning Outcome:		The learner will be able to:	
		<ul style="list-style-type: none"> <li>Complete a health check on a dog or cat or rabbit restrained by a supervisor</li> </ul>	
<b>Assessor Initials/Date</b>			
			
<b>Practical evidence</b>			
<b>Knowledge evidence</b> ( <i>evidence of answers given to be recorded in portfolio</i> )			
<b>DECLARATION</b> – The Learning Outcome has been achieved by satisfactory performance of all the components listed above			
Date all assessments completed for this unit:			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

# ANIMAL CARE E3

Unit no: <b>343</b>	Unit title: <b>Groom a small animal</b>	Credit Value <b>2</b>												
<p><b>Guidance:</b> For this unit, one type of animal needs to be groomed. The animal can be restrained by the supervisor or other suitable person whilst the learner undertakes the grooming activity.</p>														
<p>Learning Outcome:                      The learner will be able to:</p> <ul style="list-style-type: none"> <li>• Groom a dog or cat or rabbit restrained by the supervisor</li> </ul>														
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<b>E</b>														
<b>Practical evidence</b>														
					<ul style="list-style-type: none"> <li>• Choose and wear personal protective clothing</li> </ul>									
					<ul style="list-style-type: none"> <li>• Wash and dry hands</li> </ul>									
			<ul style="list-style-type: none"> <li>• Recognise <b>four</b> items of grooming equipment (<i>state which 4 items were correctly recognised</i>):</li> </ul>											
				Item 1:	<ul style="list-style-type: none"> <li>- metal combs</li> <li>- slicker brush</li> <li>- bristle brush</li> <li>- grooming glove</li> <li>- harness</li> <li>- flea comb</li> <li>- non slip mat</li> <li>- tooth brush</li> </ul>									
				Item 2:										
				Item 3:										
				Item 4:										
					<ul style="list-style-type: none"> <li>• Check that grooming equipment is safe to use</li> </ul>									
					<ul style="list-style-type: none"> <li>• Choose grooming equipment suitable for the task</li> </ul>									
			<ul style="list-style-type: none"> <li>• Assist with restraining <b>one</b> type of animal to be groomed (<i>state which type of animal</i>):</li> </ul>											
				Animal:	<ul style="list-style-type: none"> <li>- dog</li> <li>- cat</li> <li>- rabbit</li> </ul>									
			<ul style="list-style-type: none"> <li>• Groom <b>one</b> animal (<i>state which animal was groomed</i>):</li> </ul>											
				Animal:	<ul style="list-style-type: none"> <li>- dog</li> <li>- cat</li> <li>- rabbit</li> </ul>									
					<ul style="list-style-type: none"> <li>• Clean and store equipment correctly and safely</li> </ul>									
					<ul style="list-style-type: none"> <li>• Clean and store personal protective clothing</li> </ul>									
					<ul style="list-style-type: none"> <li>• Wash and dry hands</li> </ul>									
<b>Knowledge evidence</b> ( <i>evidence of answers given to be recorded in portfolio</i> )														
			<ul style="list-style-type: none"> <li>• A reason for grooming an animal</li> </ul>											
			<ul style="list-style-type: none"> <li>• A reason for wearing personal protective equipment</li> </ul>											
<p><b>DECLARATION</b> – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>														
<p>Date all assessments completed for this unit:</p>														
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner											

# ANIMAL CARE E3

Unit no: <b>344</b>	Unit title: <b>Show visitors around a small animal enterprise</b>	Credit Value <b>2</b>										
<p><b>Guidance:</b> For this unit learners need to show people around a small animal enterprise or unit. The visitors do not need to be strangers and they can be individuals who are known to the learner, but not the assessor.</p>												
<p>Learning Outcome:                      The learner will be able to:</p> <ul style="list-style-type: none"> <li>• Greet and show visitors around a small animal unit</li> </ul>												
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Assessor Initials/Date												
<b>EM</b>												
<b>Practical evidence</b>												
					<ul style="list-style-type: none"> <li>• Dress appropriately</li> </ul>							
					<ul style="list-style-type: none"> <li>• Greet visitors politely</li> </ul>							
					<ul style="list-style-type: none"> <li>• Show visitors around the unit</li> </ul>							
					<ul style="list-style-type: none"> <li>• Identify <b>three</b> types of animal within the unit to the visitors (<i>state which animals were correctly identified</i>)</li> </ul>							
					Animal 1:							
					Animal 2:							
					Animal 3:							
					<ul style="list-style-type: none"> <li>• Identify <b>two</b> types of accommodation within the unit to the visitors (<i>state which types of accommodation were correctly identified</i>)</li> </ul>							
					Accommodation 1:							
					Accommodation 2:							
					<ul style="list-style-type: none"> <li>• Identify <b>two</b> types of food fed to the animals within the unit to the visitors (<i>state which food was correctly identified</i>)</li> </ul>							
					Food 1:							
					Food 2:							
					<ul style="list-style-type: none"> <li>• Be polite when visitors leave</li> </ul>							
<b>Knowledge evidence</b> (evidence of answers given to be recorded in portfolio)												
					<ul style="list-style-type: none"> <li>• A reason for greeting visitors politely</li> </ul>							
					<ul style="list-style-type: none"> <li>• A reason why visitors should not touch the animals</li> </ul>							
<p><b>DECLARATION</b> – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>												
Date all assessments completed for this unit:												
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 [www.cityandguilds.com](http://www.cityandguilds.com).

**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 the and 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

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

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