

# **Level 3 Certificate in Introductory Dog Grooming and Level 3 Diploma for Professional Dog Stylists (QCF) (7763- 03)**

July 2014 Version 1.1



## Qualification at a glance

<b>Subject area</b>	<b>Animal Care</b>
<b>City &amp; Guilds number</b>	7763
<b>Age group approved</b>	16-18, 18+, 19+
<b>Entry requirements</b>	n/a
<b>Assessment</b>	Assignment/ e-volve test/ practical exam
<b>Fast track</b>	n/a
<b>Support materials</b>	Assignment guide Marking guide
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 3 Certificate in Introductory Dog Grooming	7763-03	500/7698/X
Level 3 Diploma for Professional Dog Stylists	7763-03	500/7722/3



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# 1 Introduction

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

Area	Description
Who is the qualification for?	<p>This qualification is designed for candidates who</p> <ul style="list-style-type: none"><li>• wish for career progression into or within the sector</li><li>• do not have access to a work based diploma</li><li>• wish to develop the skills learnt from other qualifications</li><li>• require evidence towards the underpinning knowledge of the work based diploma</li><li>• are looking for progression towards higher education.</li></ul> <p>The qualification is suitable for school leavers or for adults looking for a change in career. It is designed to contribute towards the knowledge and understanding for the work-based diplomas in Animal Care while containing additional skills and knowledge which go beyond the scope of the National Occupational Standards. It provides a valuable alternative for those candidates who do not have access to the work-based diplomas.</p>
What does the qualification cover?	<p>The certificate covers the knowledge and skills for dog grooming.</p> <p>The Diploma covers the skills and knowledge for dog grooming, hand stripping a dog's coat and the styles for specific dog breeds to industry standards.</p>
Who did we develop the qualification with?	<p>They were developed in association with the Pet Industry Federation (PIF).</p>

## Structure

To achieve the **Level 3 Certificate in Introductory Dog Grooming**, learners must achieve **18** credits from the mandatory units and a minimum of **2** credits from Optional Group plus certification module 902.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Unit Level
<b>Mandatory</b>				
T/502/1706	Unit 012	Carry out styling and finishing of dogs	6	3
K/502/1699	Unit 024	Assess and plan dog grooming work	4	3
H/502/1507	Unit 025	Promote and maintain the health and well-being of animals	4	3
T/502/4721	Unit 015	Health checking a dog by a dog groomer	4	3
<b>Optional Group 1</b>				
Y/502/1018	Unit 008	Handle payments from clients	2	2
A/502/1609	Unit 009	Welcome, receive and care for visitors	3	2
K/502/1539	Unit 010	Moving animals between locations	2	2
T/501/2987	Unit 016	Promote, monitor and maintain health, safety and security	6	3

To achieve the **Level 3 Diploma for Professional Dog Stylists**, learners must achieve **36** credits from the mandatory units, a minimum of **2** credits from Optional Group 1 and a minimum of **6** credits from Optional Group 2 plus certification module 903.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Unit Level
<b>Mandatory</b>				
T/502/1706	Unit 012	Carry out styling and finishing of dogs	6	3
K/502/1699	Unit 024	Assess and plan dog grooming work	4	3
H/502/1507	Unit 025	Promote and maintain the health and well-being of animals	4	3
T/502/4721	Unit 015	Health checking a dog by a dog groomer	4	3
J/502/4724	Unit 018	Hand stripping a dog	6	3
H/502/4729	Unit 019	Style and trim a spaniel's coat	6	3
Y/502/4730	Unit 020	Style and trim a short-legged terrier's coat	6	3
<b>Optional Group 1</b>				
Y/502/1018	Unit 008	Handle payments from clients	2	2
A/502/1609	Unit 009	Welcome, receive and care for visitors	3	2

K/502/1539	Unit 010	Moving animals between locations	2	2
T/501/2987	Unit 016	Promote, monitor and maintain health, safety and security	6	3
<b>Optional Group 2</b>				
D/502/4731	Unit 021	Style and trim a poodle's coat	6	3
H/502/4732	Unit 022	Style and trim a long-legged terrier or Schnauzer's coat	6	3



## 2 Centre requirements

### Approval

If there is no fast track approval for these qualifications, existing centres who wish to offer this qualification must use the **standard** Qualification Approval Process.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

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

### Resource requirements

#### Physical resources and site agreements

Centres can use specially designated areas within a centre to assess, for example, the grooming of dogs. The equipment, systems and machinery must meet industrial standards and be capable of being used under normal working conditions, for example drying cabinet.

Centres must produce and maintain a health and safety audit and risk assessment and comply with all current legislation.

Assessments must take place in an approved training centre.

Premises must be covered by employer liability assurance.

Assessors must hold a level 3 qualification in dog grooming, i.e. 7750-03, 7763-03 or work-based qualification in Animal Care (Dog Grooming).

Sufficient physical resources to cover the range of activities listed in the units and to meet the requirements of health and safety. For example, hydraulic tables are preferred, but if benches are used, they must be of a suitable height to enable candidates to work safely.

A sufficient supply of dogs of the required breeds in need of styling and with the required coat length.

### Centre staffing

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

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- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- hold a Dog Grooming qualifications at level 3 or above
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

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

### **Assessors and Internal Quality Assurer**

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualifications

### **Continuing professional development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

### **Age restrictions**

City & Guilds cannot accept any registrations for learners under 16 as these qualifications are not approved for under 16s.





### 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 qualification.
- 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 qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

#### Support materials

The following resources are available for these qualifications:

Description	How to access
Assignment guide for centres	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Marking guide	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>



## 4 Assessment

City & Guilds has written the following assessments to use with this qualification:

- online multiple choice tests, e-volve
- assignments for mandatory units
- practical exams for styling units

Unit	Title	Assessment method	Where to obtain assessment materials
Unit 012	Carry out styling and finishing of dogs	Assignment	Website
Unit 024	Assessment and planning of dog grooming work	Assignment E-volve test (7763-026)	Website
Unit 025	Promote and maintain the health and wellbeing of animals	Assignment E-volve test (7763-027)	Website
Unit 015	Health checking a dog by a dog groomer	Assignment	Website
Unit 018	Hand stripping a dog	Assignment	Website
Unit 019	Style and trim a spaniel's coat	Practical exam	n/a
Unit 020	Style and trim a short-legged terrier's coat	Practical exam	n/a
Unit 008	Handle payments from clients	Centre devised assignment	n/a
Unit 009	Welcome, receive and care for visitors	Centre devised assignment	n/a
Unit 010	Moving animals between locations	Centre devised assignment	n/a

Unit	Title	Assessment method	Where to obtain assessment materials
Unit 016	Promote, monitor and maintain health, safety and security	Centre devised assignment	n/a
Unit 021	Style and trim a poodle's coat	Practical exam	n/a
Unit 022	Style and trim a long-legged terrier or Schnauzer's coat	Practical exam	n/a

### Time constraints

### Assessment strategy

### Test specifications

**Test 1:** 026 Assess and plan dog grooming work

**Duration:** 1 hour

Unit	Outcome	Number of questions	%
024	04 Understand how to assess and plan the work to be done	20	45.5
	05 Understand the reasons for maintaining equipment	8	18
	06 Understand relevant health and safety legislation and environmental good practice	16	36.5
<b>Total</b>		<b>44</b>	<b>100</b>

Pass mark: 60%.

**Test 2:** 027 Promote and maintain the health and well-being of animals

**Duration:** 1 hour

Unit	Outcome	Number of questions	%
025	04 Know how to promote and maintain the health and welfare of animals	32	66.5
	05 Know relevant health and safety legislation and environmental good practice	12	25
	06 Know how to maintain accurate records	4	8.5
<b>Total</b>		<b>48</b>	<b>100</b>

Pass mark: 60%.

### **Recognition of prior learning (RPL)**

RPL is not allowed for this qualification.



## 5 Units

### Availability of units

The following units can also be obtained from The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

<b>UAN:</b>	<b>Y/502/1018</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC
<b>Aim:</b>	This unit provides the learner with the knowledge, understanding and skills required to take payments from clients, following the correct processing procedures, checking payment methods and identifying discrepancies. It includes how to deal with invalid payment methods and payment disputes, record keeping and effective communication.

<b>Learning outcome</b>
The learner will:
1. be able to handle payments from clients
<b>Assessment criteria</b>
The learner can:
1.1 communicate with the client in a courteous manner
1.2 give details of the appropriate costs to the client, differentiating between actual and estimated costs
1.3 establish the client's method of payment and check payments are correct
1.4 complete relevant documents appropriately, give the correct change and issue receipts as required
1.5 identify and report discrepancies which cannot be resolved promptly to the relevant person
1.6 manage cash point appropriately and maintain security procedures at all times..

<b>Learning outcome</b>
<p>The learner will:</p> <p>2. know how to handle payments from clients correctly</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 state what may happen if they fail to follow payment procedures</p> <p>2.2 outline why it is important to communicate effectively with clients</p> <p>2.3 describe possible methods of payment and identify which are acceptable within the organisation covering all of the following:</p> <ul style="list-style-type: none"> <li>a. cash and cash equivalents</li> <li>b. cheque</li> <li>c. payment cards</li> </ul> <p>2.4 describe the procedures for processing payments and state what constitutes an invalid payment covering all the following:</p> <ul style="list-style-type: none"> <li>a. invalid currency</li> <li>b. invalid card</li> <li>c. suspected fraudulent use of payment card.</li> <li>d. payment disputes</li> </ul> <p>2.5 state the procedures to be followed when fraudulent payment is suspected</p> <p>2.6 identify the limits of authority for dealing with discrepancies..</p>

## Unit 009

## Welcome, receive and care for visitors

<b>UAN:</b>	<b>A/502/1609</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	23
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge and skills required to deal with visitors to sites. It covers caring for and monitoring the behaviour of visitors in the workplace, and providing them with information. Workplaces may be open to the public or may be organisations to which visitors are invited or where officials have the right of access.

<b>Learning outcome</b>
The learner will: 1. welcome and receive visitors
<b>Assessment criteria</b>
The learner can: 1.1 keep the area in a state of readiness to receive visitors safely 1.2 greet and communicate with visitors in an appropriate manner 1.3 identify and report inappropriate visitors 1.4 work in a way which promotes health and safety, is consistent with relevant legislation and codes of practices.

<b>Learning outcome</b>
The learner will: 2. care for visitors
<b>Assessment criteria</b>
The learner can: 2.1 care for visitors in accordance with their needs and relevant policies 2.2 refer visitors to the appropriate source of information 2.3 manage visitors to the site in a way which is consistent with its purpose and condition, and in a manner which promotes their own safety and security.



<b>Learning outcome</b>
The learner will: 3. know how to welcome and receive visitors
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 state the preparations required for the arrival of visitors covering groups and individuals</p> <p>3.2 outline the importance of creating a positive first impression and how this is achieved</p> <p>3.3 describe how to recognise those visitors who should not be on the site and understand the limitations and the dangers in being able to deal with them</p> <p>3.4 list potential sources of information for visitors covering groups and individuals</p> <p>3.5 describe effective methods of communicating to groups and individuals.</p>

<b>Learning outcome</b>
The learner will: 4. know how to care for visitors
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 outline how to monitor visitors' needs and when to intercept to offer help</p> <p>4.2 describe how the purpose of the site can be maintained whilst accommodating the needs and security of visitors covering all of the following:</p> <ul style="list-style-type: none"> <li>a. supporting visitors in terms of their safety and welfare</li> <li>b. providing information to visitors</li> <li>c. caring for the environment (e.g. by restricting access)</li> <li>d. maintaining the bio-security of the site</li> <li>e. maintaining the welfare of the animals.</li> </ul>

<b>Learning outcome</b>
The learner will: 5. know the relevant health and safety procedures
<b>Assessment criteria</b>
<p>The learner can:</p> <p>5.1 describe how bio-security and welfare can be maintained on sites open to visitors</p> <p>5.2 outline organisational policy on health and safety and confidentiality and how this can be maintained.</p>

## Unit 010

## Move animals between locations

<b>UAN:</b>	<b>K/502/1539</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the Animal Care NOS
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim and purpose of this unit is to provide the learner with the skills and knowledge to move animals between locations. The learner will move animals in a manner that is appropriate, minimises stress and is safe. It also covers checking the new location is safe, secure and suitable.

<b>Learning outcome</b>
The learner will: 1. be able to move animals between locations
<b>Assessment criteria</b>
The learner can: 1.1 select the animal to be moved and approach it in a manner which is likely to minimise stress 1.2 prepare the route for the movement of an animal 1.3 check that the new location is safe, secure and suitable for the animal's requirements 1.4 move the animal to its new location in an appropriate way and pace whilst maintaining the well being of the animal or other animals in the vicinity 1.5 establish the animal in the new location consistent with instructions 1.6 provide clear and accurate information for recording purposes.

<b>Learning outcome</b>
The learner will: 2. be able to work safely and minimise environmental damage
<b>Assessment criteria</b>
The learner can: 2.1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements 2.2 wear appropriate protective clothing.

<b>Learning outcome</b>
The learner will: 3. know how to move animals between locations
<b>Assessment criteria</b>
The learner can: 3.1 describe the reasons for moving animals 3.2 describe how to identify the animals to be moved 3.3 describe how the animal's health status and behaviour may affect the movement process 3.4 describe the importance of approaching animals in a manner which minimises stress 3.5 describe the risks inherent in moving animals and how they can be minimised 3.6 describe how to assess the safety, security and suitability of the new location 3.7 describe how to select appropriate methods for moving animals based on the following: a. their health b. environmental conditions 3.8 describe how to establish animals once they have been moved 3.9 describe how to identify problems and to whom they should be reported.

<b>Learning outcome</b>
The learner will: 4. know the relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 4.1 outline the current health and safety legislation, animal health and welfare, codes of practice and any additional requirements relating to animal welfare legislation.

<b>Learning outcome</b>
The learner will: 5. know how to maintain accurate records
<b>Assessment criteria</b>
The learner can: 5.1 identify the types of records required and state the importance of accurate record keeping.

## Unit 012

## Carry out styling and finishing of dogs

<b>UAN:</b>	<b>T/502/1706</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	39
<b>Relationship to NOS:</b>	This unit is linked to the Animal Care NOS
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to carry out styling and finishing for dogs using various trimming methods ensuring the methods are suitable for both the dog and the client.

<b>Learning outcome</b>
The learner will: 1. carry out styling and finishing of a dog
<b>Assessment criteria</b>
The learner can: 1.1 use the correct trimming methods for the work to include: a. scissored coat b. hand-stripped coat c. clipped coat 1.2 produce the required head shapes and style the dog in accordance with the agreed plan and the type of breed to include: a. round head b. head with short split eyebrows c. head with long split eyebrows d. head with centre fall eyebrows e. clean head f. clean face 1.3 carry out the work with due attention to the welfare of the dog 1.4 complete the work in the required timescale.

<b>Learning outcome</b>
The learner will: 2. maintain and use relevant equipment
<b>Assessment criteria</b>
The learner can: 2.1 ensure equipment is prepared, used and maintained in a safe and effective condition throughout 2.2 accurately record the equipment and styling and finishing methods used.

<b>Learning outcome</b>
The learner will: 3. promote health and safety and environmental good practice
<b>Assessment criteria</b>
The learner can: 3.1 work in a way which promotes health and safety, animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements 3.2 ensure work is carried out in a manner which minimises environmental damage 3.3 manage and dispose of waste in accordance with legislative requirements.

<b>Learning outcome</b>
The learner will: 4. understand how to carry out the styling and finishing on a dog
<b>Assessment criteria</b>
The learner can: 4.1 explain the techniques for styling and finishing 4.2 explain all the different trimming methods to include: <ul style="list-style-type: none"> <li>a. scissored coat</li> <li>b. hand-stripped coat</li> <li>c. clipped coat</li> </ul> 4.3 explain how to produce all the required head shapes and styles of dogs in accordance with the agreed plan and the type of breed to include: <ul style="list-style-type: none"> <li>a. round head</li> <li>b. head with short split eyebrows</li> <li>c. head with long split eyebrows</li> <li>d. head with centre fall eyebrows</li> <li>e. clean head</li> <li>f. clean face</li> </ul> 4.4 explain why it is important to discuss and follow the client's requests for styling 4.5 identify different types of breeds and explain how styling is achieved for each 4.6 describe how to maintain the welfare of the dog during the work.

<b>Learning outcome</b>
The learner will: 5. understand the reasons for maintaining equipment
<b>Assessment criteria</b>
The learner can: 5.1 explain the importance and methods of maintaining equipment for use 5.2 describe the type of equipment used for styling and finishing and how to use the equipment correctly: <ul style="list-style-type: none"> <li>a. clippers and blades</li> <li>b. scissors</li> <li>c. thinning scissors</li> <li>d. stripping tools.</li> </ul>

<b>Learning outcome</b>
The learner will: 6. understand relevant health and safety legislation and environmental good practice
<b>Assessment criteria</b>
The learner can: 6.1 summarise current health and safety legislation, animal welfare, codes of practice and any additional requirements 6.2 describe the possible environmental damage that could occur and how to respond appropriately 6.3 explain the correct and appropriate methods for disposing of waste 6.4 explain how to maintain health and safety for themselves, colleagues and others 6.5 explain the records required for management and legislative purposes and the importance of maintaining them.

## Unit 024

## Assess and plan dog grooming work

<b>UAN:</b>	<b>K/502/1699</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	This unit is linked to the Animal Care NOS
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to assess and plan bathing, drying, grooming and styling of dogs, styling and associated activities to meet the needs of individual dogs and clients. Candidates will understand and demonstrate the importance of safe working practice and techniques using a variety of tools and equipment in line with current health and safety legislation and environmental good practice.

<b>Learning outcome</b>
The learner will: 1. assess and plan the work to be done
<b>Assessment criteria</b>
The learner can: 1.1 accurately assess the appearance of the dog 1.2 plan the work according to the client's request, the breed of dog and its appearance for three of the following: a. round head b. head with short split eyebrows c. head with long split eyebrows d. head with centre fall eyebrows e. clean head f. clean face 1.3 plan two required trimming methods for the work: a. scissored coat b. hand-stripped coat c. clipped coat 1.4 discuss any problems with planned work with the client and suggest suitable ways forward



- 1.5 prepare the work area to meet the needs of the planned activity
- 1.6 keep accurate records of the client's request and the assessed work plan.

### Learning outcome

The learner will:

2. maintain and use relevant equipment

### Assessment criteria

The learner can:

- 2.1 ensure equipment is prepared, used and maintained in a safe and effective condition throughout
- 2.2 select the appropriate tools and equipment for the work to include:
  - a. clippers and blades
  - b. scissors
  - c. thinning scissors
  - d. stripping tools.

### Learning outcome

The learner will:

3. promote health and safety and environmental good practice

### Assessment criteria

The learner can:

- 3.1 work in a way which promotes health and safety, animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements.

### Learning outcome

The learner will:

4. understand how to assess and plan the work to be done

### Assessment criteria

The learner can:

- 4.1 explain how to **plan** the work according to the client's request, the **breed** of dog and its appearance to include:
  - a. round head
  - b. head with short split eyebrows
  - c. head with long split eyebrows
  - d. head with centre fall eyebrows
  - e. clean head
  - f. clean face
- 4.2 explain the necessary **appearance and condition** of the dog
- 4.3 explain the types of **problems** which may occur and how these should be dealt with
- 4.4 explain the importance of maintaining the **condition of the work area** for the work
- 4.5 explain how to plan the required **trimming methods** for the work to include:
  - a. scissored coat

- b. hand-stripped coat
- c. clipped coat.

## Range

### Plan

Methods of carrying out and recording of initial grooming assessment, assessment of coat quality and length prior to grooming, correct grooming techniques to achieve the desired style, shape and finish, alternative grooming techniques to accommodate client requests, UK Kennel Club breed standards

### Breeds

Sealyham Terrier, West Highland White Terrier, English Cocker Spaniel, English Springer Spaniel, Bichon Frise, Poodle, Bedlington Terrier, Miniature Schnauzer, Wire Fox Terrier, Irish Terrier, Airedale Terrier, Scottish Terrier, Kerry Blue Terrier, Lakeland Terrier, Soft coated Wheaten Terrier

### Appearance and condition

Canine anatomy and physiology - occiput, topline, loin, rump, perineal area, metatarsal, pastern, hock, pad, chest, tuck up, cheek, flew, mandible, maxilla, stop, eye, withers and paw. Signs of good and poor health in a dog, the number of teeth, temperature, pulse and respiration rate for an adult dog. Breed style, shape and correct finish for coat types. Breeds to include Border Terrier, Komondor, Dandie Dinmont, Cesky Terrier and Miniature Schnauzer. Coat types to include wire, smooth, long, double dense, unusual, silky and wool, conditions affecting the coat to include alopecia, parasites, oestrus, stress and diet

### Problems

First aid in the salon, common conditions and emergencies, medical conditions (e.g. epilepsy, entropion, ectropion, pyoderma, prolapse, hernia, Sarcoptic mange, chondrodysplasia, aural resection), dog fights, slip or fall accidents, injury caused by equipment, burns or scalds, procedures for the safe removal of matted coat, application of muzzles and the types available - box, nylon, tape and basket, the prevention and treatment of clipper burn and brush burn

### Condition of the work area

Maintenance and cleaning schedules for bathing areas, reception, dog holding and caging areas. Avoidance of cross contamination, vaccination policies, separate housing of dogs, hygiene and cleanliness regimes. Requirements of the Health and Safety at Work Act 1974, RIDDOR, COSHH and risk assessments and storage methods for scissors, clippers and clipper blades. Materials used for construction of walls, bathing areas, floors and cage/holding pens. Use of cage/holding pen floor coverings, fleece bedding, carpet, rubber matting, paper, towels. Methods for cleaning and disinfecting cage/holding pens. Maintenance schedules for electrical equipment, visual checks, PAT testing, residual current devices (RCD)

### Trimming methods

Suitable breeds for scissored, hand stripped and clipped finishes according to the UK Kennel Club, drying methods (flat, fluff, patted, towel dried, drying cabinet) for different coat types, method and order of grooming tasks to achieve the desired finish, hand stripping wire coats to ensure colour retention, texture and breed standard, finished foot shapes to include cat like, padded, round, clipped, pre-clipping prior to bathing. Coat conditions to include blown, rolled, hard, undercoat, top coat

### Learning outcome

The learner will:

5. understand the reasons for maintaining equipment

### Assessment criteria

The learner can:

- 5.1 explain the **importance of maintaining the equipment** for use
- 5.2 describe the types of **tools and equipment** for the work:
  - a. clippers and blades
  - b. scissors
  - c. thinning scissors
  - d. stripping tools.

### Range

#### Importance of maintaining the equipment

Maintenance schedules for equipment, correct procedures for maintaining scissors, clippers, clipper blades, hair dryers and for actioning faulty electrical and non electrical equipment, methods for the sterilisation of equipment and the implications of not maintaining equipment regularly

#### Tools and equipment

Clipper blades (and the parts of a clipper blade) to include fine, medium, skip tooth, coarse; scissors to include foot, styling, curved, bull nose, thinning; stripping tools to include knife, finger cots, chalk, stone, comb attachments

### Learning outcome

The learner will:

6. understand relevant health and safety legislation and environmental good practice

### Assessment criteria

The learner can:

- 6.1 summarise current **health and safety legislation, animal welfare legislation, codes of practice** and any additional requirements
- 6.2 describe the possible **environmental damage** that could occur and how to respond appropriately
- 6.3 explain the correct and appropriate methods for **disposing of waste**
- 6.4 explain the **records** required for management and legislative purposes and the **importance of maintaining them**.

**Range****Health and safety legislation**

Health and Safety at Work etc Act 1974, Control of Substances Hazardous to Health 2002, Controlled Waste Regulations 1992, Clean Neighbourhoods and Environment Act 2005, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013, Waste Electrical and Electronic Equipment (WEEE) Regulations 2013

**Animal welfare legislation**

Animal Welfare Act 2006, Animal Boarding Establishments Act 1963, Veterinary Surgeons Act 1966, Pet Animals Act 1951, Dangerous Dogs Act 1991, Zoonoses order 1989

**Codes of practice**

Use of appropriate personal protective equipment, manual handling techniques

**Environmental damage**

Carbon footprint reduction, strategies to reduce environmental impact to include waste management, energy saving equipment, reduced water usage, reduced travelling if offering a collection service for animals, installation of double glazing, the use of natural products, motion sensor lighting, heat curtains. Environmental legislation: Clean Neighbourhoods and Environment Act 2005, Waste Electrical and Electronic Equipment (WEEE) Regulations 2013

**Disposing of waste**

Recycling, electrical and electronic equipment, dog faeces, dog hair; clinical waste to include chemicals and shampoos, out of date medications and medicated products; hazardous waste to include aerosols containing CFCs, broken glass and sharps and paper based client records. Strategies for waste reduction and symbols on packaging: recyclable, hazardous, harmful, highly flammable, corrosive, WEEE

**Records**

Staff records i.e. appraisal, recruitment and induction records, financial, appointments and diary entries, client records, client disclaimers, health and safety records i.e. COSHH data sheets, accident book, risk assessments and safe systems of work

**Importance of maintaining records**

RIDDOR reporting, protection against litigation, evidence for industrial accidents, evidence of staff development and managing staff performance, financial legislation - duration of retaining financial records, assessment of business performance, client care and management, ensuring a professional service, insurance requirements

## Unit 025

## Promote and maintain the health and well-being of animals

<b>UAN:</b>	<b>H/502/1507</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the Animal Care NOS
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills for promoting the health and well being of dogs through handling and restraint and developing a general understanding of disease control and infection in a grooming environment. Candidates will develop knowledge of the anatomy of a dog and an overview of signs of good and poor health in the dog.

<b>Learning outcome</b>
The learner will: 1. be able to promote and maintain the health and welfare of animals
<b>Assessment criteria</b>
The learner can: 1.1 treat animals in a way which is consistent with relevant legislation, minimises any likelihood of stress and injury, and maintains their health and welfare 1.2 provide animals with sufficient and effective opportunities to move, and maintain physical functioning 1.3 monitor and report the animal's physical condition and behaviour at suitable intervals to include the following: a. appearance b. posture and movement c. behaviour d. bodily functioning e. social interaction 1.4 identify, record and report five abnormal signs that might indicate the following: a. disease b. disability

<ul style="list-style-type: none"> <li>c. disorders</li> <li>d. pest infestation</li> <li>e. trauma</li> <li>f. stress</li> </ul>
1.5 carry out two of the following procedures to promote animals' health and welfare correctly and at a suitable time for the animals concerned: <ul style="list-style-type: none"> <li>a. preventative care</li> <li>b. environmental adjustment</li> <li>c. changing feed or water provision</li> </ul>
1.6 record and report the animal's reaction to specific procedures
1.7 seek assistance immediately for any animal's health or welfare emergency and initial action as appropriate to the situation.

<b>Learning outcome</b>
The learner will:
2. be able to work safely
<b>Assessment criteria</b>
The learner can:
2.1 work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements
2.2 dispose of waste safely and correctly.

<b>Learning outcome</b>
The learner will:
3. be able to maintain accurate records
<b>Assessment criteria</b>
The learner can:
3.1 provide clear and accurate information for recording purposes.

<b>Learning outcome</b>
The learner will:
4. know how to promote and maintain the health and welfare of animals
<b>Assessment criteria</b>
The learner can:
4.1 identify the <b>purpose</b> for which the animals are being kept
4.2 describe how to promote the <b>health and general welfare</b> of animals and <b>minimise any stress or injury</b> for at least two species of animals
4.3 describe why animals need <b>exercise</b> and how the type and amount varies at different stages in an animal's life
4.4 provide examples of how two different species of animals maintain their own <b>physical condition and appearance</b>
4.5 describe all the visual signs which indicate the following potential problems with an animal's health and welfare: <ul style="list-style-type: none"> <li>a. <b>disease</b></li> </ul>

- b. **disability**
- c. **disorders**
- d. **pest infestation**
- e. **trauma**
- f. **stress**

4.6 describe two types of **preventative care** used to maintain the health and welfare of animals

4.7 state **how the environment may be adjusted** to maintain two species of animals' health and welfare

4.8 state the importance of providing an adequate **supply of feed and water**.

## Range

### Purpose

Traditional roles and functions of dog breeds, the types of work that dogs currently undertake, the UK Kennel Club groupings and the breeds in each group

### Health and general welfare

Anatomical features and areas of the dog, initial inspection methods, signs of health in a dog, vaccinations including the four diseases currently routinely vaccinated against, nail trimming

### Minimise any stress or injury

Safe lifting and carrying of a dog including maximum weights, body shapes, age and physical condition, causes and symptoms of stress in a dog and techniques for managing stress, the importance of grooming dogs and procedures for de-matting them, the maintenance of the environment and equipment to minimise injury to the animal, behavioural observations including aggression, stress, submission and nervousness, and the need to toilet

### Exercise

Requirements and considerations for exercise at different life stages of the dog including breed, size, age, physical condition and medical conditions associated with limbs, muscles and the skeleton, consideration and implications of over exercise

### Physical condition and appearance

Natural temperature regulation in dogs and the body system responsible for temperature control, the natural moulting cycle and factors affecting it, consideration and implications of coat types in a dog's ability to control its own condition, the hair growth cycle including anagen, catagen, telogen and primary, environmental adjustments enabling dogs to maintain their own temperature, skull confirmation and typical breeds to include brachycephalic, dolichocephalic and mesocephalic, the signs and symptoms of both endoparasitic and ectoparasitic infection, the stages of oestrus with clinical and behavioural signs to include pro-oestrus, oestrus, dioestrus and anoestrus

### Disease

Ataxia, Leptospirosis, Distemper, Parvovirus, Hepatitis, Leukaemia, Haemophilia, Rabies, Tracheobronchitis, Enteritis

### **Disability and disorder**

Brachygnathism, Mesaticephalic, Prognathism, Epilepsy, Petit mal, Grand mal, Diabetes

### **Pest infestation**

Sarcoptes, Trombicula autumnalis, Cheyletiella, Otodectes cynotis, Helminth, Mange, Demodex, Flea, Tick, Ctenocephalides canis, Ixodes canisuga

### **Trauma and stress**

Heat stress, shock, ocular prolapse, brush burn, respiratory arrest

### **Preventative care**

Vaccination, administration routes for treatments - topical, intravenous, aural and nasal. Endo and ecto parasite control; Toxascaris leonina, Dipylidium caninum, Toxoplasma gondii, Toxocara canis. The care of dolichocephalic and mesocephalic breeds, monorchid and cryptorchid dogs and those with patellar luxation, paraphimosis and infection with Bordetella bronchiseptica. Ear care, eye care (glaucoma), care of the facial folds in brachycephalic breeds (facial fold dermatitis), teeth care (gingivitis), oral mucous membranes, prevention of grooming accidents such as brush burn, clipper rash, heat scald

### **How the environment may be adjusted**

Design of bathing, holding and grooming areas, design and maintenance of the caging/housing area, access/egress points, isolation. Temperature control to minimise heat stress, appropriateness of drying cabinet use for breeds, life stages and behaviours. Consideration of life stages, dogs in poor health, dogs with epilepsy, cruciate repair, cardiomyopathy, hypothermia, hyperthermia, malocclusion, diabetes, tracheal injury. Consideration of disability in animals, parasitic infection, ringworm, animal behaviour

### **Supply of feed and water**

Essential nutrients, water, fat, carbohydrate, vitamins, minerals and protein. Complications associated with poor nutritional management of animals, reasons for feeding dogs within a salon environment, life stage, health status, importance of providing water and signs of dehydration.

Required adjustments for medical conditions; Pyometra, phantom pregnancy, Cystitis, Colitis, Diarrhoea, Bloat, Rickets, Epistaxis, Obesity, Constipation, Gastro-enteritis, Gastric dilation. Normal daily water intake for an adult dog, requirements of Animal Welfare Act 2006

### **Learning outcome**

The learner will:

5. know relevant health and safety legislation and environmental good practice



<b>Assessment criteria</b>
The learner can: 5.1 outline the current <b>health and safety, animal welfare legislation, codes of practice</b> and any additional requirements 5.2 describe how <b>environmental damage</b> can be minimised 5.3 describe the correct methods for <b>disposing of waste</b> .

<b>Range</b>
<b>Health and safety legislation</b> Health and Safety at Work etc Act 1974, Control of Substances Hazardous to Health 2002, Controlled Waste Regulations 1992, Clean Neighbourhoods and Environment Act 2005, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013, Waste Electrical and Electronic Equipment (WEEE) Regulations 2013  <b>Animal welfare legislation</b> Animal Welfare Act 2006, Animal Boarding Establishments Act 1963, Veterinary Surgeons Act 1966, Pet Animals Act 1951, Dangerous Dogs Act 1991, Zoonoses order 1989  <b>Codes of practice</b> Client care, standards of animal welfare, staff training and induction, professional grooming standards, maintenance of health and safety in the work place, fire safety and use of extinguishers, roles and responsibilities for health and safety and animal welfare  <b>Environmental damage</b> Carbon footprint reduction, potential impact on the environment, strategies to reduce environmental impact; waste management, energy saving equipment, reduced water usage, reduced travelling if offering a collection service, installation of double glazing, the use of natural products, motion sensor lighting, heat curtains  <b>Disposing of waste</b> Recycling, electrical and electronic equipment, dog faeces, dog hair; clinical waste to include chemicals and shampoos, out of date medications and medicated products; hazardous waste to include aerosols containing CFCs, broken glass and sharps and paper based client records. Strategies for waste reduction and symbols on packaging: recyclable, hazardous, harmful, highly flammable, corrosive, WEEE, organic and inorganic waste and methods of disposal - domestic, commercial, landfill and the requirements of the Data Protection Act 1998

<b>Learning outcome</b>
The learner will: 6. know how to maintain accurate records
<b>Assessment criteria</b>
The learner can: 6.1 identify the types of <b>records</b> required and explain the <b>importance of accurate record keeping</b> .

<b>Range</b>
<b>Records</b> Staff records i.e. appraisal, recruitment and induction records, financial, appointments and diary entries, client records, client disclaimers, health and safety records i.e. COSHH data sheets, accident book, risk assessments and safe systems of work  <b>Importance of accurate record keeping</b> RIDDOR reporting, protection against litigation, evidence for industrial accidents, evidence of staff development and managing staff performance, financial legislation and the duration for retaining financial records, assessment of business performance, client care and management, ensuring a professional service, insurance requirements

## Unit 015

## Health checking a dog by a dog groomer

<b>UAN:</b>	<b>T/502/4721</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the Animal Care NOS
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The candidate will be able to understand the theory principles relating to the health and wellbeing of dogs in a grooming environment and how to deal with emergency first aid situations to meet the requirements of Industry. It provides part of a good basis for candidates wishing to set up their own business or work as a partnership or for those unable to access a suitable work based diploma. The skills gained can be transferable to other species and areas in the sector.

<b>Learning outcome</b>
The learner will: 1. monitor and report the health status of dogs
<b>Assessment criteria</b>
The learner can: 1.1 identify what information/records are needed 1.2 explain the importance of good communication skills between the groomer and the customer 1.3 state relevant health and safety and animal welfare legislation and organisational policies 1.4 select the appropriate Personal Protective Equipment (PPE) 1.5 identify visual signs of stress and how these can be minimised 1.6 explain the importance of handling and restraint equipment and methods 1.7 describe the normal appearance of gums, teeth, nose, eyes, ears, skin/coat, limbs and genital area 1.8 identify visual signs of good health in relation to appearance, posture and movement, behaviour, bodily function and social interaction

- 1.9 identify visual signs of poor health in relation to appearance, posture and movement, behaviour, bodily function and social interaction
- 1.10 identify and recognise signs of ecto-parasites and treatments
- 1.11 explain the problems and risks relating to bitches 'in season' being in the grooming room
- 1.12 identify potential problems on medium to long coated dogs
- 1.13 monitor and report accurately the appearance of the dog and its importance.

### **Learning outcome**

The learner will:

- 2. recognise and promote the wellbeing of dogs

### **Assessment criteria**

The learner can:

- 2.1 explain the welfare requirements of dogs at a grooming salon
- 2.2 describe how dog grooming can promote the health and wellbeing of a dog
- 2.3 explain the types of 'preventative care' used for dogs
- 2.4 explain the legislative restrictions on administering preventative care
- 2.5 identify possible emergency first aid situations and the correct procedures
- 2.6 maintain health and safety in accordance with organisational policies and current welfare legislation.

## Unit 016

## Promote, monitor and maintain health, safety and security

<b>UAN:</b>	<b>T/501/2987</b>
<b>Level:</b>	3
<b>Credit value:</b>	7
<b>GLH:</b>	53
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required for monitoring and maintaining the safety and security of the workplace. It also covers carrying out risk assessments, promoting good standards of health and safety and understanding how to deal with any accidents or health emergencies.

<b>Learning outcome</b>
The learner will: 1. understand how to monitor and maintain the health, safety and security of the work area
<b>Assessment criteria</b>
The learner can: 1.1 Evaluate your legal and organisational responsibility in relation to health, safety and security 1.2 Describe the difference between 'hazard' and 'risk' and how to assess risk 1.3 Assess the hierarchy of measures to control risks (including elimination, substitution, relevant engineering controls, safe systems of work, training/instruction and personal protective equipment) 1.4 Assess the risks which arise from routine work activities and the measures to control them 1.5 Evaluate the importance of assessing risks from new and non-routine work activities 1.6 Assess the need to communicate health and safety precautions to others entering the area 1.7 Assess safe methods of using and storing equipment and materials

1.8	Investigate how hazardous and non-hazardous waste should be managed
1.9	Assess security issues associated with the workplace and what actions to take
1.10	Research the relationship of extinguisher to fire type (electrical, chemical, combustible material)
1.11	Evaluate procedures for different types of emergencies relevant to the industry in which you are working
1.12	Evaluate any specific risks relevant to child safety from your work
1.13	Assess your responsibility for maintaining health and safety records
1.14	Research the ways in which environmental damage must be minimised during work activities

<b>Learning outcome</b>
The learner will:
2. Understand how to promote good standards of health and safety
<b>Assessment criteria</b>
The learner can:
2.1 Justify the contribution that good standards of health and safety make to the management and efficiency of the business or organisation
2.2 Assess the effect that your actions have on the attitudes of other workers towards health and safety
2.3 Propose the importance of discussing and agreeing how individuals are to work for safe co-ordination of their activities
2.4 Evaluate safe lifting and handling techniques
2.5 Assess safe methods of working with potentially hazardous equipment and the relevant legislation and guidelines related to this
2.6 Assess safe methods and systems of working with hazardous materials and the relevant legislation related to this
2.7 Assess methods for minimising environmental damage during work
2.8 Propose effective methods of promoting good health and safety practice to others
2.9 Investigate the types of accidents or injury which may occur and the correct actions to take
2.10 Propose the reasons for providing information on whereabouts
2.11 Assess the records which it is necessary to keep under relevant legislation and your personal responsibility for maintaining these

<b>Learning outcome</b>
The learner will:
3. Understand how to respond to health emergencies within the workplace
<b>Assessment criteria</b>
The learner can:

3.1	Assess the required action to take for the health emergency concerned
3.2	Assess your own competence in dealing with the health emergency
3.3	Evaluate the reasons for calling for assistance immediately
3.4	Describe the importance of not carrying out actions beyond your own capabilities
3.5	Assess the reasons why actions beyond your level of competence may further endanger life
3.6	Investigate effective ways of providing support to those suffering a health emergency and of keeping them in the best possible condition
3.7	Analyse the effects of shock on individual's with a health emergency and ways of dealing with this effectively
3.8	Assess the type of verbal support which can be provided to the individual suffering the health emergency
3.9	Assess potential health risks to others from an emergency
3.10	Assess reasons for offering support and help to others involved in the incident and how this should be achieved
3.11	Investigate relevant legislative requirements for completing records of accidents and emergencies
3.12	Assess location and use of accident book and first aid equipment

<b>Learning outcome</b>
The learner will:
4. Monitor and maintain the health, safety and security of the workplace
<b>Assessment criteria</b>
The learner can:
4.1 Maintain the safety and security of the working environment in accordance with relevant legal and organisational requirements
4.2 Assess existing risk assessments for routine work activities
4.3 assess the risks involved prior to undertaking new or non-routine work activities, recommend control measures and ensure agreed measures are applied
4.4 select and apply the correct measures to control risk from routine work activities
4.5 communicate any health and safety precautions that are being applied in the workplace to others entering the area
4.6 use equipment and materials correctly according to relevant legislation and organisational requirements
4.7 manage waste correctly in accordance with relevant legal and organisational requirements
4.8 follow standard procedures for personal hygiene at all times
4.9 implement safety procedures safely, correctly and without delay in an emergency situation
4.10 keep health, safety and security records which are accurate, legible and complete
4.11 perform work activities in a manner which minimises environmental damage

<b>Learning outcome</b>
The learner will:
5. Promote good standards of health and safety
<b>Assessment criteria</b>
The learner can:
5.1 assess the risk to yourself and others when carrying out work and take the necessary actions to minimise any potential dangers
5.2 wear clothing which is consistent with recognised good health and safety practice
5.3 use approved safe methods and systems when carrying out work
5.4 encourage and support others with whom you are working to maintain their own health and safety during work
5.5 perform your work in a manner which minimises environmental damage
5.6 stop work immediately if there is a danger of accidents or injury, and take the correct action
5.7 maintain accurate information regarding your whereabouts so that contact can be made should this be necessary
5.8 keep health and safety records which are accurate, legible and complete

<b>Learning outcome</b>
The learner will:
6. Respond to health emergencies within the workplace
<b>Assessment criteria</b>
The learner can:
6.1 summon assistance immediately for any health emergency and initiate action appropriate to the condition and situation
6.2 give assistance with ongoing care as required
6.3 provide the individual with the health emergency with suitable verbal support
6.4 make the immediate vicinity as private and safe as possible once the intervention has been taken over by an appropriate person
6.5 offer support to any others involved in the incident once any initial danger is passed
6.6 keep records which are accurate, legible and complete



<b>UAN:</b>	<b>J/502/4724</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the Animal Care NOS
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The candidate will be able to understand and demonstrate the principles of hand stripping a dog to meet the requirements of Industry. It provides good knowledge and practical skills for candidates wishing to set up their own business or work as a partnership or for those unable to access a suitable work-based diploma.

<b>Learning outcome</b>
The learner will: 1. assess a dog for hand stripping
<b>Assessment criteria</b>
The learner can: 1.1 confirm that the environment and the equipment to be used is clean, ready for use and is secure and safe for both groomer and the dog 1.2 identify the visual signs of stress and how they can be minimised 1.3 carry out a visual health check on the dog 1.4 explain the method of 'hand stripping' and its purpose 1.5 identify common breeds and coat types that can be hand stripped 1.6 identify factors that would contraindicate the use of hand stripping 1.7 indicate the frequency and areas for hand stripping of various breeds 1.8 describe the suitable tools, equipment and methods used.

<b>Learning outcome</b>
<p>The learner will:</p> <p>2. hand strip a dog using suitable tools and equipment</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 confirm that the environment and the equipment to be used is clean, ready for use and is secure and safe for both you and the dog</p> <p>2.2 identify and select appropriate handling techniques, restraining equipment and Personal Protective Equipment (PPE)</p> <p>2.3 state how correct handling techniques can promote a dog's confidence and co-operation</p> <p>2.4 hand strip a suitable dog using correct technique</p> <p>2.5 identify areas of the dog which may require special attention</p> <p>2.6 identify how tools and equipment used should be maintained, cleaned and stored.</p>

## **Unit 018                      Hand stripping a dog**

### Supporting information

#### **Range**

The breeds of dog that would be suitable for this unit include:

- Border Terrier
- Patterdale Terrier
- Wire Hair Dach
- Cross Breeds

<b>UAN:</b>	<b>H/502/4729</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the Animal Care NOS
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC
<b>Aim:</b>	The candidate will be able to understand and demonstrate the principles of styling and trimming a spaniel's coat to meet the requirements of Industry. It provides good knowledge and practical skills for candidates wishing to set up their own business or work as a partnership or for those unable to access a suitable work-based diploma.

<b>Learning outcome</b>
The learner will:
1. choose a suitable dog and prepare for styling
<b>Assessment criteria</b>
The learner can:
1.1 evaluate whether the dog is suitable in terms of temperament and coat
1.2 prepare work area for handling and styling the dog.

<b>Learning outcome</b>
The learner will:
2. present and handle the dog correctly
<b>Assessment criteria</b>
The learner can:
2.1 present the dog in a suitable condition, ready for styling
2.2 handle the dog using appropriate handling techniques, restraining equipment and personal protective equipment (PPE)
2.3 approach the task professionally.

<b>Learning outcome</b>
<p>The learner will:</p> <p>3. carry out styling of the spaniel</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 demonstrate efficient and safe use of equipment</p> <p>3.2 carry out fine and medium clipper work and hand strip, if appropriate</p> <p>3.3 identify areas of the dog which may require special attention</p> <p>3.4 produce a suitable style and shape for the spaniel to include:</p> <ul style="list-style-type: none"> <li>a. head</li> <li>b. back</li> <li>c. tail</li> <li>d. legs</li> <li>e. feet.</li> </ul>

## Unit 019                      **Style and trim a spaniel's coat**

### Supporting information

#### **Range**

**Suitable** – temperament, length of coat, quality of coat

**Present** – clean, dry and knot free, ears clean, nails

**Professionally** – technique, method, finish

**Fine clipper work** - groin clean, under pads clear, correct clean line, no tufts

**Medium clipper work** – correct lines, suitable blade, correct use of clipper, even finish

**Efficiently** – technique, blended result

**Style and shape** –correctly balanced

- **head** – ears, clipping lines, neat and tidy
- **back** – as appropriate for the breed
- **clipped/ hand stripped** – top line, chest, hand quarters, fore quarters, finish
- **tail** – neat and tidy anal area, appropriate for the breed
- **legs** – fore leg shape, hind leg shape
- **feet** – neat and tidy, appropriate for the breed.

## Unit 020

## Style and trim a short-legged terrier's coat

<b>UAN:</b>	<b>Y/502/4730</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the Animal Care NOS
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The candidate will be able to understand and demonstrate the principles of styling and trimming a short-legged terrier's coat to meet the requirements of Industry. There is a choice of Scottish Terrier, West Highland White Terrier, Cairn Terrier or Sealyham Terrier. It provides good knowledge and practical skills for candidates wishing to set up their own business or work as a partnership or for those unable to access a suitable work-based diploma.

<b>Learning outcome</b>
The learner will: 1. choose a suitable dog and prepare for styling
<b>Assessment criteria</b>
The learner can: 1.1 evaluate whether the dog is suitable in terms of temperament and coat 1.2 prepare work area for handling and styling the dog.

<b>Learning outcome</b>
The learner will: 2. present and handle the dog correctly
<b>Assessment criteria</b>
The learner can: 2.1 present the dog in a suitable condition, ready for styling 2.2 handle the dog using appropriate handling techniques, restraining equipment and personal protective equipment (PPE) 2.3 approach the task professionally.

<b>Learning outcome</b>
<p>The learner will:</p> <p>3. carry out styling of the terrier</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 demonstrate efficient and safe use of equipment</p> <p>3.2 carry out fine and medium clipper work</p> <p>3.3 identify areas of the dog which may require special attention</p> <p>3.4 produce a suitable style and shape for the short-legged terrier to include:</p> <ul style="list-style-type: none"> <li>a. head</li> <li>b. back</li> <li>c. tail</li> <li>d. legs</li> <li>e. feet.</li> </ul>



## Unit 020                      **Style and trim a short-legged terrier's coat**

### Supporting information

#### **Range**

**Suitable** – temperament, length of coat, quality of coat

**Present** - clean and knot free, ears clean, nails

**Professionally** – technique, method, finish

**Fine clipper work** - groin clean, under pads clear, correct clean line, no tufts

**Medium clipper work** – correct lines, suitable blade, correct use of clipper, even finish

**Efficiently** – technique, blended result

**Style and shape** –correctly balanced

- **head** – ears, eyebrows, clipping lines, neat and tidy
- **back** – as appropriate for the breed
- **clipped/scissored** – top line, chest, hind quarters, fore quarters, finish
- **tail** – neat and tidy anal area, appropriate for the breed
- **legs** – fore leg shape, hind leg shape
- **feet** – neat and tidy, appropriate for the breed.

<b>UAN:</b>	<b>Y/502/4730</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the Animal Care NOS
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC
<b>Aim:</b>	The candidate will be able to understand and demonstrate the principles of styling and trimming a Toy or Miniature Poodle's coat to meet the requirements of Industry. It provides good knowledge and practical skills for candidates wishing to set up their own business or work as a partnership or for those unable to access a suitable work-based diploma.

<b>Learning outcome</b>
The learner will:
1. choose a suitable dog and prepare for styling
<b>Assessment criteria</b>
The learner can:
1.1 evaluate whether the dog is suitable in terms of temperament and coat
1.2 prepare work area for handling and styling the dog.

<b>Learning outcome</b>
The learner will:
2. present and handle the dog correctly
<b>Assessment criteria</b>
The learner can:
2.1 present the dog in a suitable condition, ready for styling
2.2 handle the dog using appropriate handling techniques, restraining equipment and personal protective equipment (PPE)
2.3 approach the task professionally.

<b>Learning outcome</b>
-------------------------

<p>The learner will:</p> <p>3. carry out styling of the poodle</p>
<p><b>Assessment criteria</b></p>
<p>The learner can:</p> <p>3.1 demonstrate efficient and safe use of equipment</p> <p>3.2 carry out fine and medium clipper work</p> <p>3.3 identify areas of the dog which may require special attention</p> <p>3.4 produce a suitable style and shape for a poodle to include:</p> <ul style="list-style-type: none"> <li>a. head</li> <li>b. back</li> <li>c. tail</li> <li>d. legs</li> <li>e. feet.</li> </ul>

## Unit 021                      **Style and trim a poodle's coat**

### Supporting information

#### **Range**

**Suitable** – temperament, length of coat, quality of coat

**Present** - clean and knot free, ears clean, nails

**Professionally** – technique, method, finish

**Fine clipper work** - groin clean, under pads clear, correct clean line, no tufts

**Medium clipper work** – correct lines, suitable blade, correct use of clipper, even finish

**Efficiently** – technique, blended result

**Style and shape** – correctly balanced

- **head** – ears, top-knot, clipping lines, neat and tidy
- **back** – as appropriate for the breed
- **clipped**– top line, chest, hind quarters, fore quarters, finish
- **tail** – neat and tidy anal area, appropriate for the breed
- **legs** – fore leg shape, hind leg shape
- **feet** – neat and tidy, appropriate for the breed.

## Unit 022

## Style and trim a long-legged Terrier or Schnauzer's coat

<b>UAN:</b>	<b>H/502/4732</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the Animal Care NOS
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra SSC.
<b>Aim:</b>	The candidate will be able to understand and demonstrate the principles of presenting, handling and styling a long-legged Terrier or miniature Schnauzer to meet the requirements of the industry. There is a choice of either a Wire Fox Terrier, Lakeland Terrier, Welsh Terrier, Bedlington Terrier or Miniature Schnauzer. It provides good knowledge and practical skills for candidates wishing to set up their own business or work as a partnership or for those unable to access a suitable work-based diploma.

<b>Learning outcome</b>
The learner will: 1. choose a suitable dog and prepare for styling
<b>Assessment criteria</b>
The learner can: 1.1 evaluate whether the dog is suitable in terms of temperament and coat 1.2 prepare work area for handling and styling the dog.

<b>Learning outcome</b>
The learner will: 2. present and handle the dog correctly
<b>Assessment criteria</b>
The learner can: 2.1 present the dog in a suitable condition, ready for styling 2.2 handle the dog using appropriate handling techniques, restraining equipment and personal protective equipment (PPE) 2.3 approach the task professionally.

<b>Learning outcome</b>
The learner will: 3. carry out styling of the terrier or schnauzer
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 demonstrate efficient and safe use of equipment</p> <p>3.2 carry out fine and medium clipper work</p> <p>3.3 identify areas of the dog which may require special attention</p> <p>3.4 produce a suitable style and shape for a long-legged terrier or a miniature schnauzer to include:</p> <ul style="list-style-type: none"> <li>a. head</li> <li>b. back</li> <li>c. tail</li> <li>d. legs</li> <li>e. feet.</li> </ul>

## Unit 022                      **Style and trim a long-legged Terrier or Schnauzer's coat**

### Supporting information

#### **Range**

**Suitable** – temperament, length of coat, quality of coat

**Prepare** - clean and knot free, ears clean, nails

**Professionally** – technique, method, finish

**Fine clipper work** - groin clean, under pads clear, correct clean line, no tufts

**Medium clipper work** – correct lines, suitable blade, correct use of clipper, even finish

**Efficiently** – technique, blended result

**Style and shape** –correctly balanced

- **head** – ears, eyebrows, clipping lines, neat and tidy
- **back** – as appropriate for the breed
- **clipped** – top line, chest, hind quarters, fore quarters, finish
- **tail** – neat and tidy anal area, appropriate for the breed
- **legs** – fore leg shape, hind leg shape
- **feet** – neat and tidy, appropriate for the breed

# Appendix 1      Dog Grooming Guidelines

## Introduction

These standards will be used by examiners when marking practical examinations. Candidates are therefore advised to familiarise themselves with the details of the trims. It is also advisable, in order to gain a complete picture, for candidates to familiarise themselves with the Kennel Club breeds standard.

The following descriptions and diagrams show the completed trims for the twelve breeds listed below:

- Poodle
- West Highland White terrier
- Sealyham
- Scottish terrier
- Bedlington
- Lakeland terrier
- Welsh terrier
- Miniature Schnauzer
- Cocker Spaniel
- Springer Spaniel
- Cairn terrier
- Fox terrier

List of Approved Equipment for the Practical 7750-03 Level 3 Advanced Certificate in Dog Grooming Examination

- All grooming tools appropriate to the dog(s) being trimmed are acceptable for use during the examination however no photographs, literature or training guidelines are allowed.

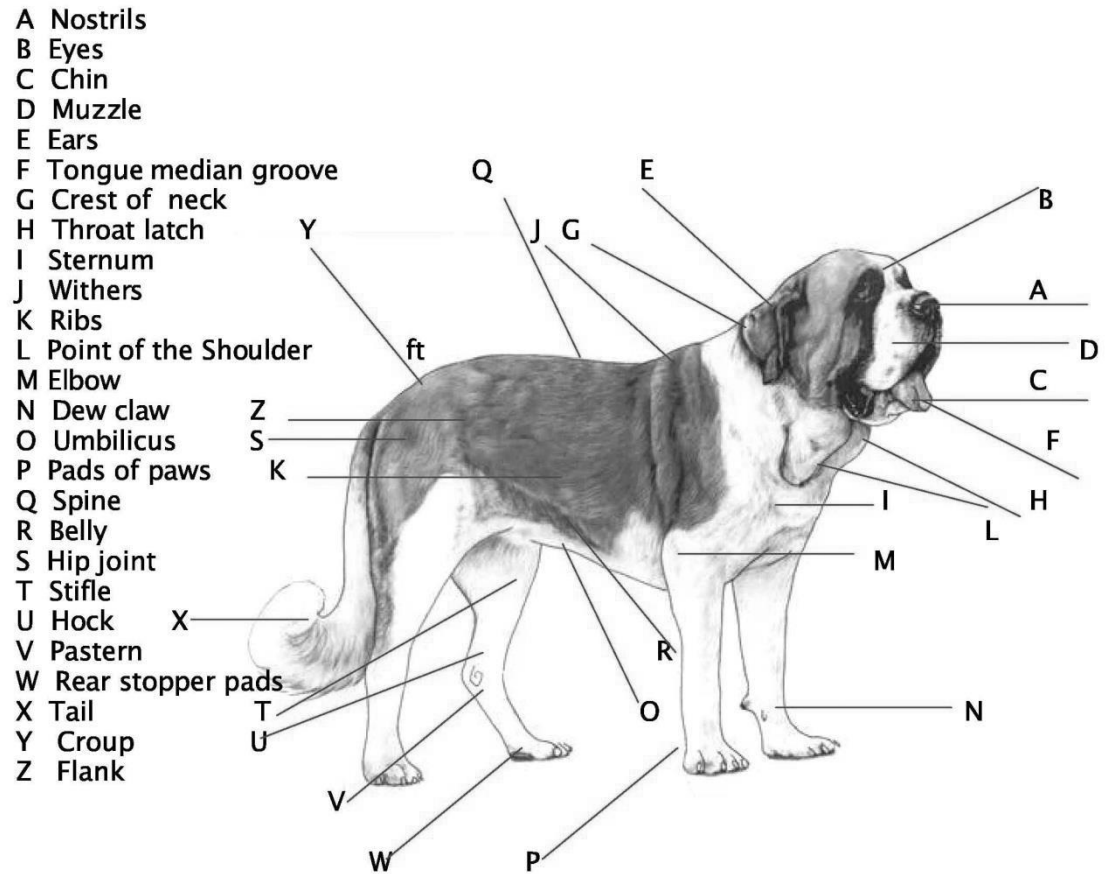
All candidates are responsible for the safety of their own equipment.



## Glossary of Terms

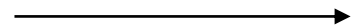
Angulation	Using the coat to show a natural or simulated Angulation within a breed. Angulation means the angles formed at a joint by the meeting of bones
Balance	Each part of the trim is in proportion ensuring all the elements work together to create a harmonious overall shape
Blending/ Natural flow	Blending so that there is no clear visual line between one length of coat and the next
Breed profile	The Kennel Club English breed standard
Carrot shaped	Broader at the base than the top
Clean	No tufts or clipping lines
Clear	A defined line
Compact	Toes are close together, not spread apart
Feathering	Longer fringe of hair on ears, legs, tail or body
Fine blade	Clips close to the skin
Flag	Feathering on tail (e.g. English Setter, Gordon Setter)
Furnishings	Longer hair on head, legs and tail of certain breeds
Inverted V (/\)	The rear furnishings flow into an inverted V shape - /\
Medium blade	Leaves a layer of coat
Neat	e.g. feet - close removal of excess protruding coat, a defined line and no tufts
Padding/ padded	The coat is scissored or thinned to create a visual depth to that part of the body
Skirt	Longer hair under chest and stomach between front and back legs
Smooth	Close removal of excess protruding coat
Tuck up	Upward curve of underline of body (e.g. Hungarian Vizsla)

## Parts of the dog



## Key to diagrams

Direction of cut



Blending

X X X

Scissoring



# Grade Definitions for the Practical Exam

## **Distinction**

A distinction candidate excels in all areas including:

- Choice of excellent example of breed
- Exemplary advanced preparation
- Trimmed to perfection following City & Guilds guidelines
- Professional handling

## **Credit**

A credit candidate is proficient in most or all areas including:

- Confident handling
- Attention to detail
- Clean lines
- Confident use of equipment

## **Pass**

A pass candidate has competently covered the City & Guilds guidelines including:

- A neat and tidy finish
- An industry standard (value for money)
- Insignificant faults

## **Fail**

A failed examination shows a candidate that is not yet competent in one or more areas who may be advised to undergo further training or support.

Particular problems may include:

- Inappropriate quality or choice of dog
- Poor preparation
- Trim that is inappropriate to breed guidelines
- Knott or matts that cannot be lightly combed through by the examiner

# **Poodle – Toy or Miniature in a Blended Lamb Trim**

## **1. Head**

The face is clean of any excess coat. There is a clear line from the far corner of the ear to the corner of the eye (clearing the front of the ear canal). All hair from the front of the eyes including the muzzle and the bottom of the jaw to the Adam's apple is clear. If the dog has a beard and moustache, both sides are in balance and even. The top knot is in balance with the tail-pom and the whole dog.

## **2. Feet**

The feet are clipped to the wrist removing all excess hair from the top, pads and between the toes, showing the foot clearly below the furnishings.

## **3. Tail**

The tail-pom is in balance with all the body furnishings and the top knot. If the tail is undocked, it is in balance with the rest of the dog.

## **4. Back**

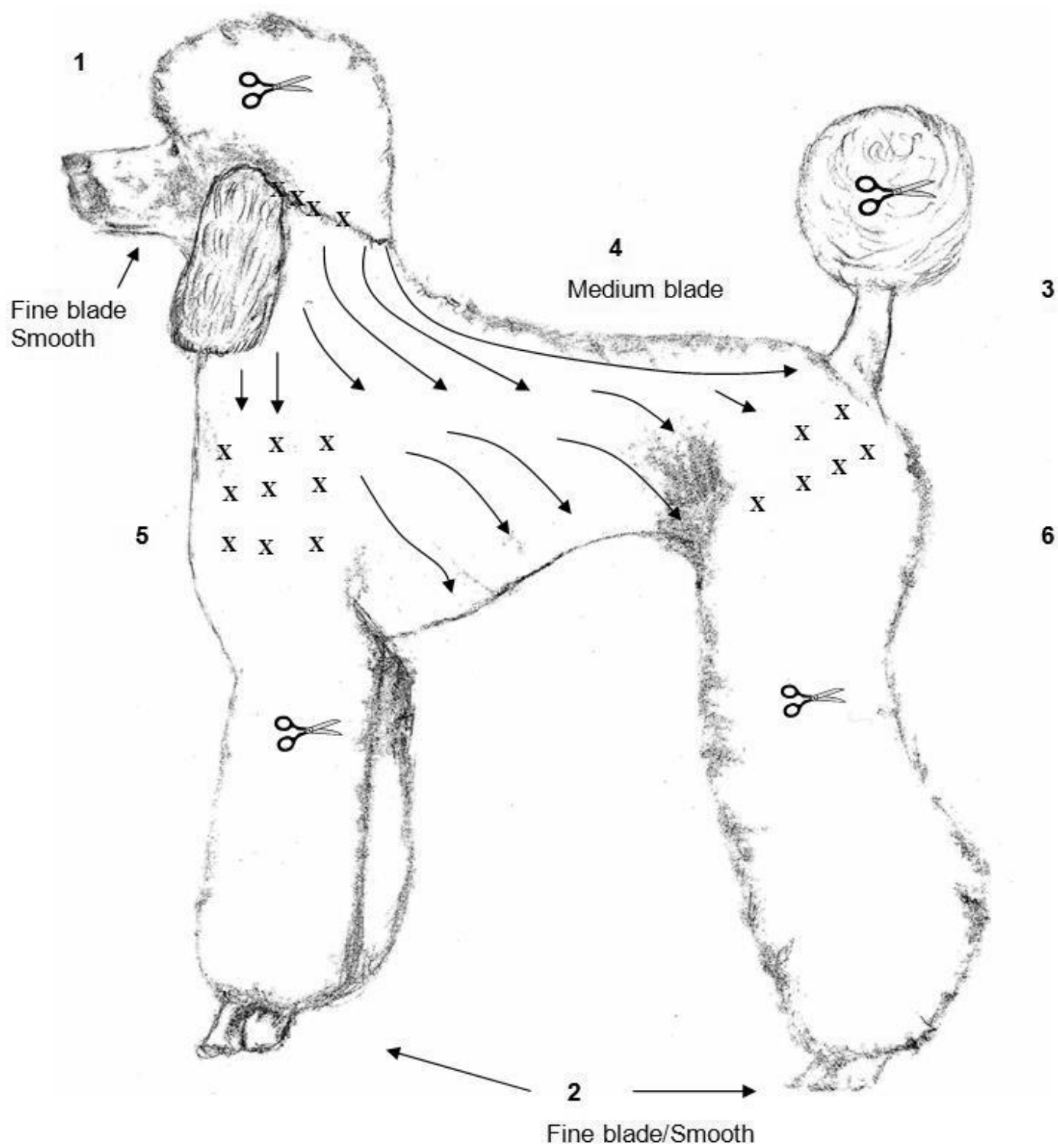
The back is clipped and the dog does not have shoulder pads.

## **5. Front Legs**

The legs are scissored in a tubular shape and blended into the body so as not to give shoulder pads.

## **6. Hind Legs**

The hind legs are scissored to give an angulated shape following the body and are blended into the body coat so as not to give hip pads.



# West Highland White Terrier

## 1. **Head and ears**

The tips of the ears are just visible above the head. The hair on the head is the same length all over to give a round appearance and the corner of the eyes are clear of excess hair.

## 2. **Back**

The hair on the shoulders blends with the hair on the top of the legs and the excess coat is removed. The sides blend into the skirt. The skirt line is graded slightly towards the groin. The chest is clear with furnishings from the chest bone cut in a v-shape between the front legs. The coat on the hips blends to the hind leg.

## 3. **Fore Legs**

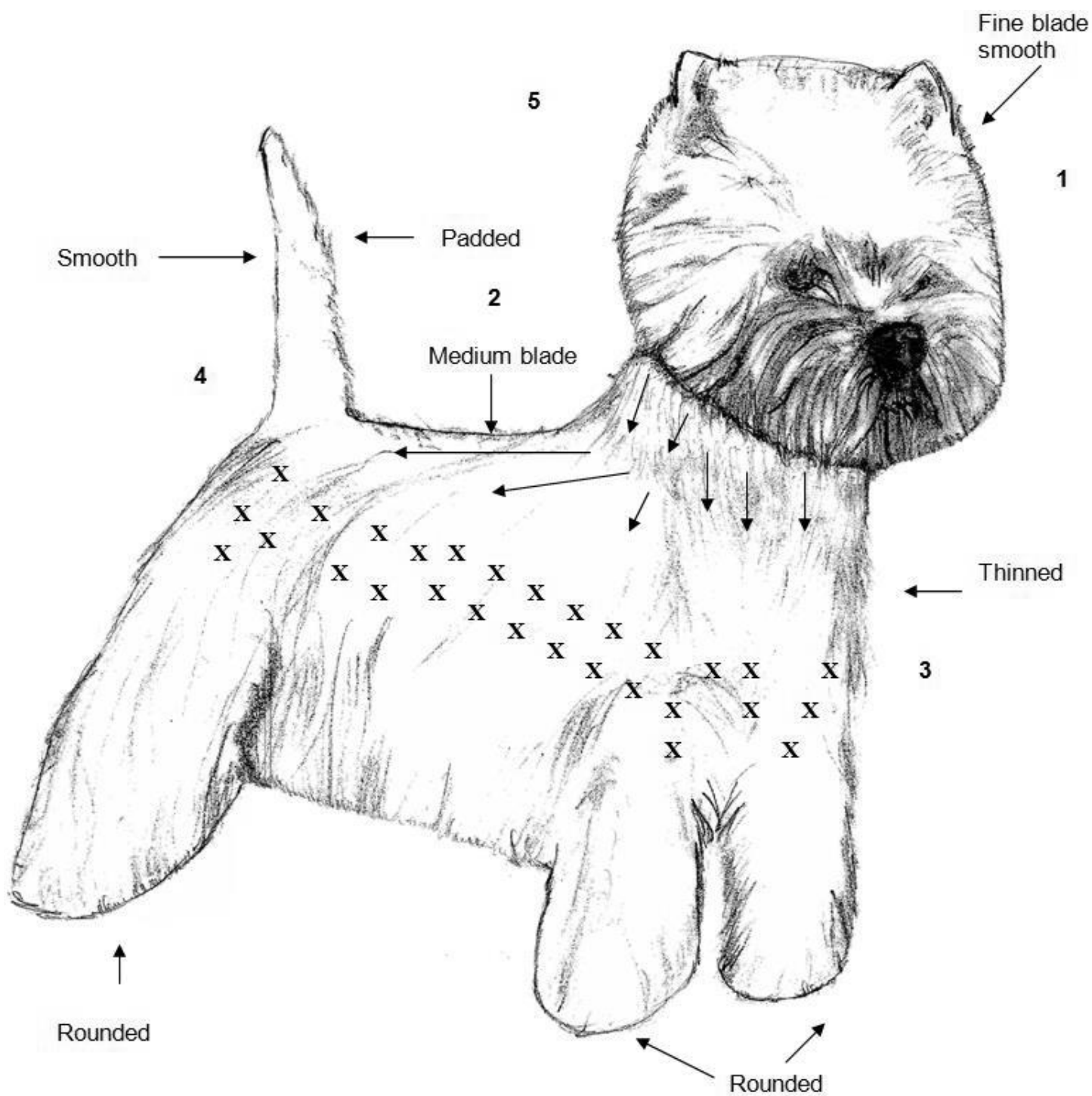
The coat on the top of the shoulders is blended into the leg coat. The fore legs are straight and the coat is trimmed to give a rounded tube like leg.

## 4. **Hind Legs**

The coat on the hind leg blends with the body coat. The front of the furnishings are shaped to follow the curve of the body shape. The foot and the hock are rounded and shaped to follow the shape of the leg. The rear furnishings are shaped to theatre curtains from hock to under the tail.

## 5. **Tail**

The tail is carrot shaped (broader at the bottom than the top). The underside of the tail is shorter than the top.



# Sealyham

1. **Head**

The head is the main feature of this breed as the eye brows are not separated but fall as one centre furnishing. The top of the head is clipped clear and the ears are well trimmed.

2. **Throat and Chest**

The throat and chest are clear of excess hair and the tops of the legs are blended into the top of the shoulder.

3. **Skirt**

The skirt is long and trimmed straight.

4. **Back**

The back is clipped to a medium to short finish and blended into the flowing furnishings all round.

5. **Front legs**

The furnishings are of a good length to show the breed profile, have a tubular shape and are blended into the shoulders. The feet are neat.

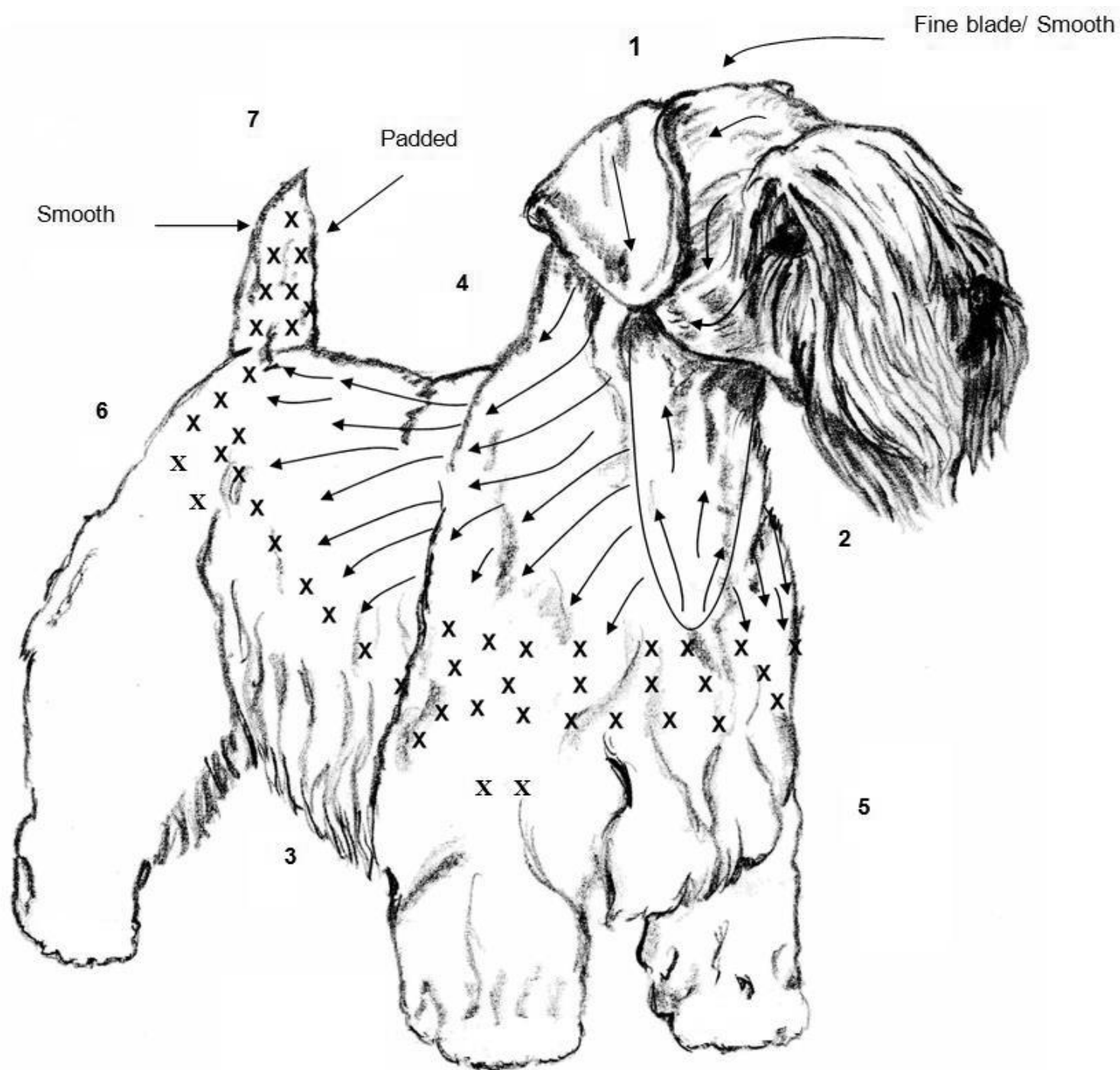
6. **Rear Legs**

The furnishings are of a good length to show the breed profile. The legs are shaped to follow the natural shape of the dog and blended into the hips and body. The feet are neat.

7. **Tail**

The underside of the tail is trimmed short and clear of excess hair. The body side of the tail is short and padded giving the whole tail a tapered shape from base to tip.





# Scottish Terrier

## 1. **Head**

The head is clipped at the top of the head, cheeks and under the jaw to the corner of the mouth. The eyebrows are long and split. The beard is trimmed to flow forward to enhance the breed profile.

## 2. **Ears**

The ears have short tufts in the corners of the front of the ear. The ears are clipped and trimmed to have a clear outline.

## 3. **Back**

The back coat is clipped to medium to short length and blended from the fine clipping on the head to the furnishings around the body.

## 4. **Hind Quarters**

The hind quarters are blended flat and clean of excess hair under the tail. The hindquarters are flat when viewed from behind with no protrusions from the side.

## 5. **Chest and Throat**

The chest is clean and clear of excess hair from the throat to the breast bone. The front of the chest is blended into the leg furnishings.

## 6. **Front Legs**

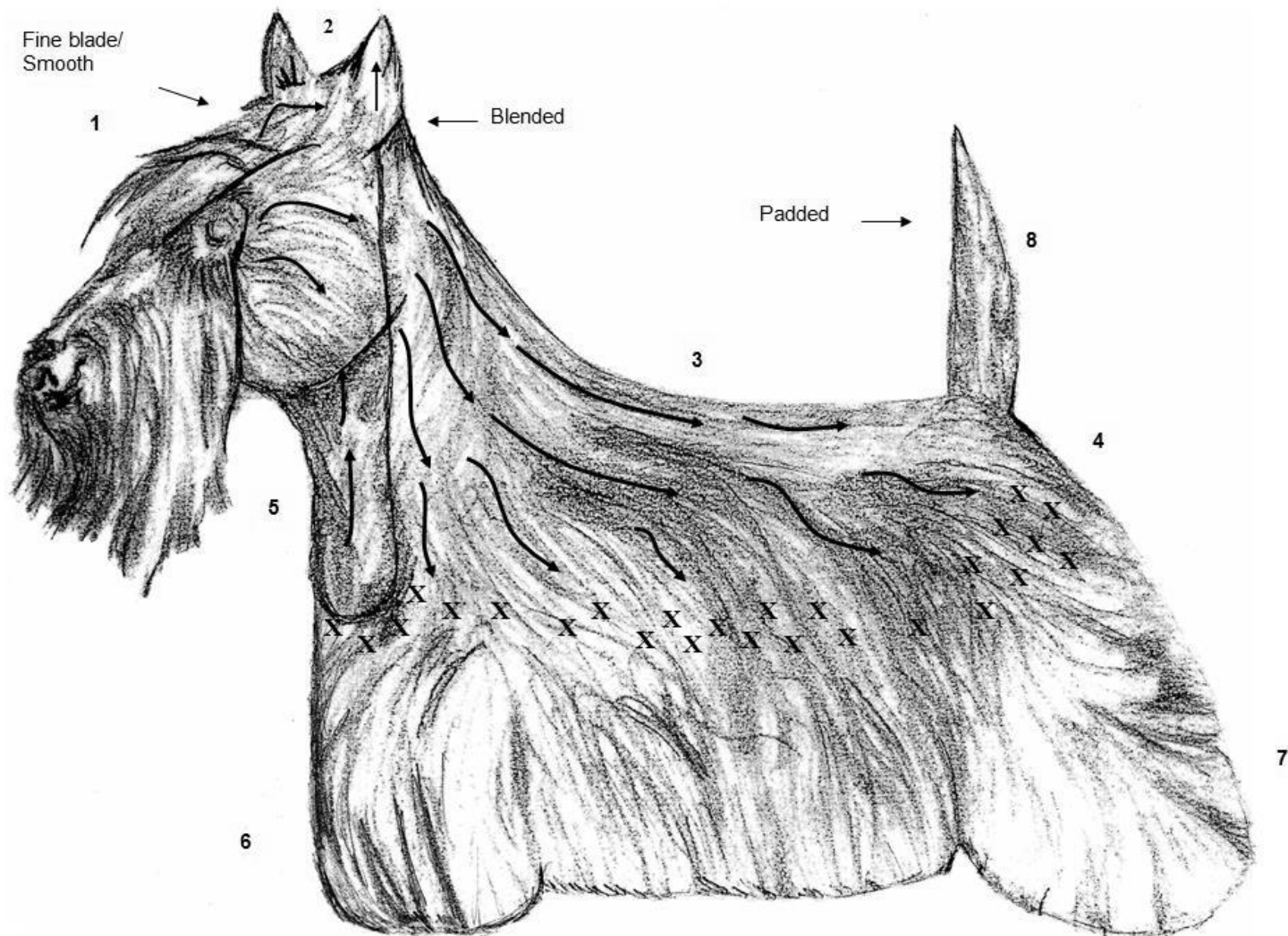
The furnishings are of good length to show the breed profile, tubular shaped and blended into the shoulders. The feet are neat.

## 7. **Hind Legs**

The furnishings are of good length to show the breed profile. The legs are shaped to follow the natural shape of the dog and blended into the hips and body with neat feet.

## 8. **Tail**

The underside of the tail is trimmed short clearing it of excess hair. The body side of the tail is short and padded giving the whole tail a tapered shape from base to tip.



# Bedlington Terrier

1. **Head**

The head is clipped with a fine blade on the cheeks and the entire bottom jaw to the Adam's apple. The head is scissored into shape, domed from Occiput to nose. The sides of the head are no wider than the cheeks.

2. **Ears**

The ear hair is cleared with a fine blade leaving a tassel on the ends.

3. **Chest**

The neck and chest are cleared of hair with no chest furnishings.

4. **Back**

The back is either clipped or scissored to a medium length giving a neat finish. The dog should appear narrow and have slightly more coat scissored into a curved shape over the spine.

5. **Legs**

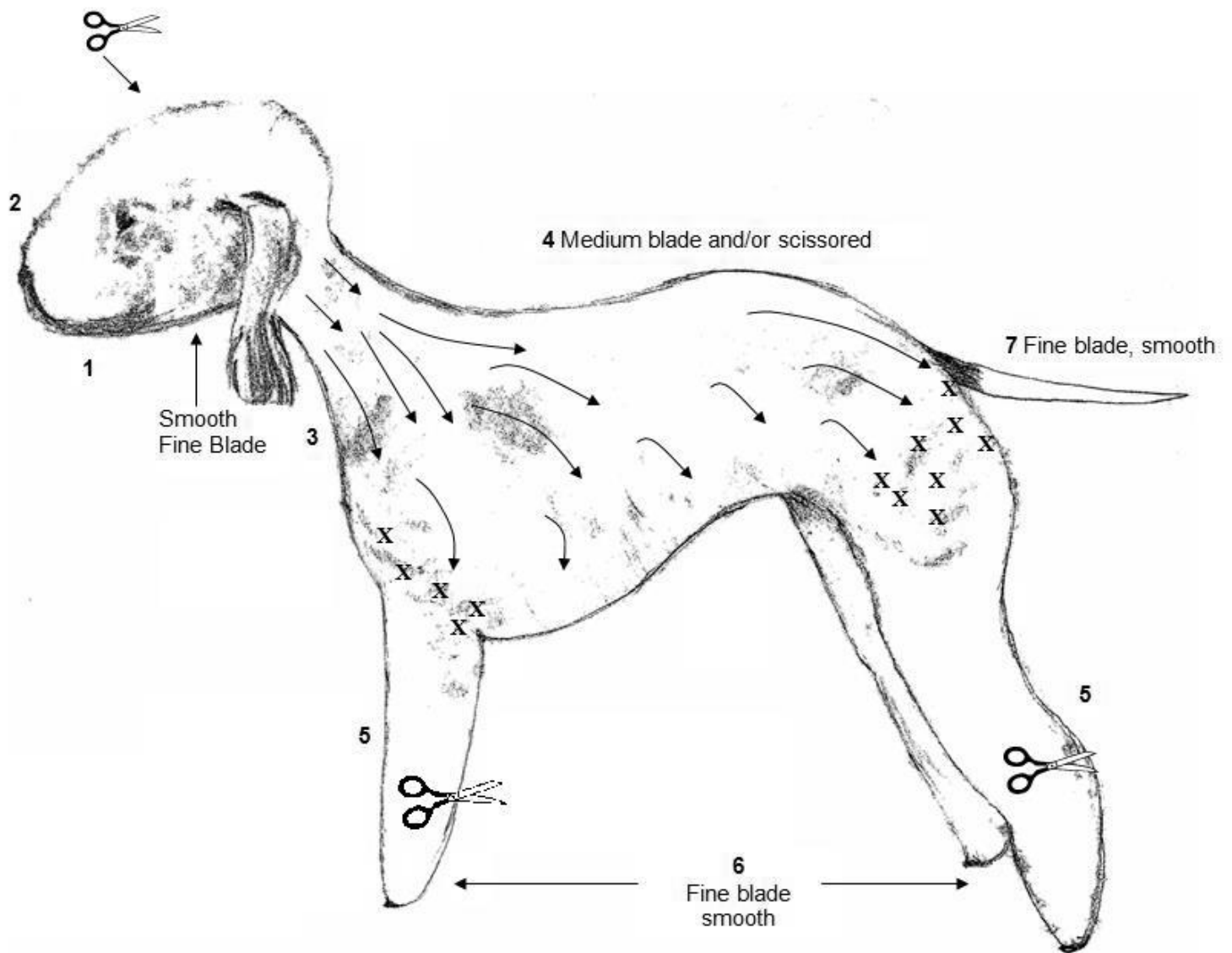
The legs are scissored to cylindrical shapes tapering to the foot. The back legs show natural Angulation following the body shape and tapering to the foot.

6. **Feet**

All of the toes are clipped to the first knuckle to show a hare-like foot shape (not a poodle foot shape). The coat is blended into the legs.

7. **Tail**

The tail is cleared of excess hair all over to about three inches from the body. This is blended into the body.



# Lakeland Terrier

1. **Head**

The head has a neat centre fall eyebrow and beard. The ears, top of the head, cheeks and under the jaw to beard are clear of excess coat.

2. **Chest**

The chest is clean and clear to the breastbone. The front of the legs furnishings are blended at the top with no excess coat protruding.

3. **Back**

The back is blended into the sides with a neat tuck up.

4. **Fore Leg**

The fore leg furnishings are straight. There is no excess hair at the top of the leg and the coat is blended and flush with the body.

5. **Hind Legs**

The hind leg coat is blended into the body and trimmed to show natural angulations.

6. **Feet**

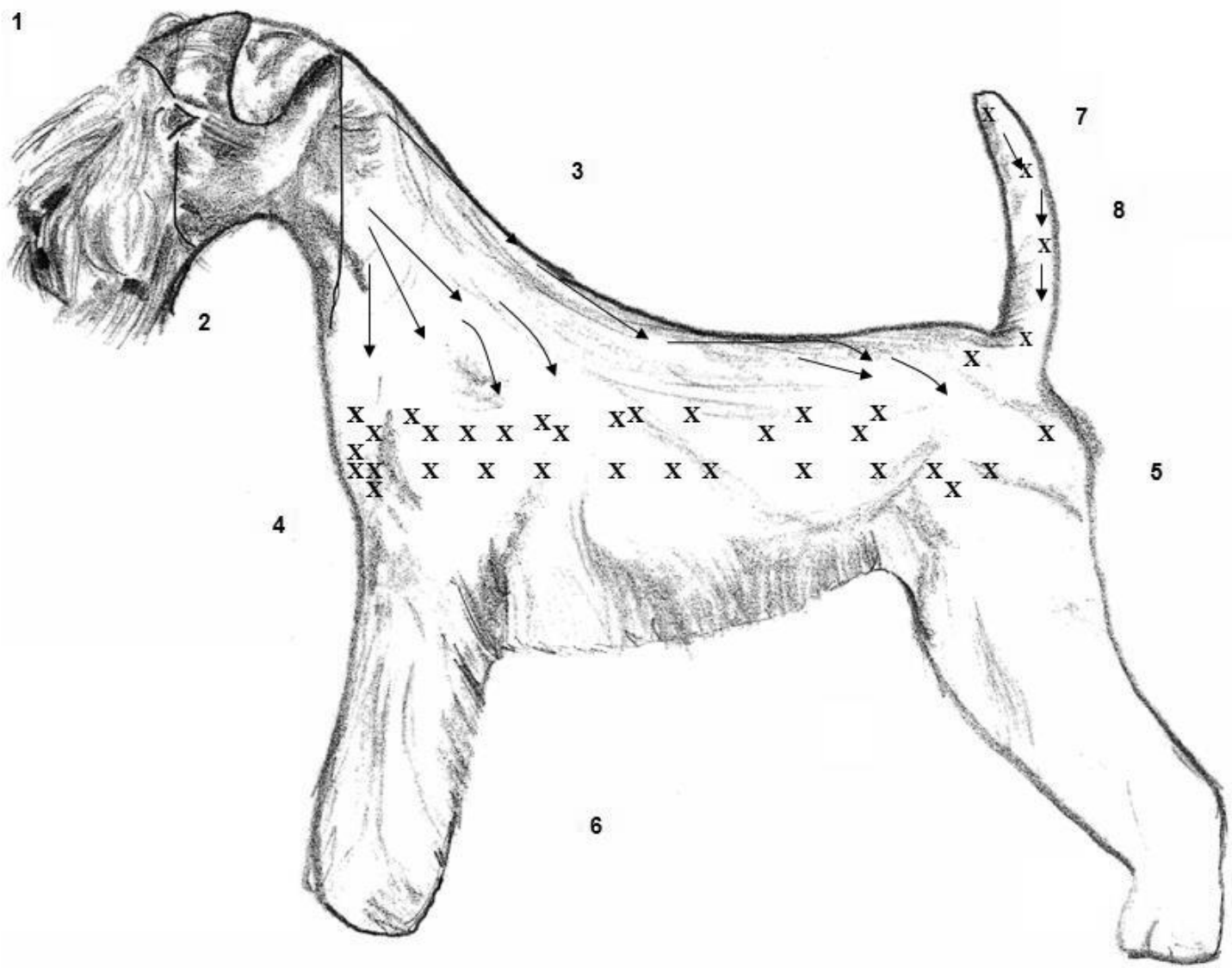
The feet are trimmed round and neat and angled to give a tiptoe appearance.

7. **Tail**

The tail is short but padded close to the body.

8. **Anal area**

The anal area is clear of any excess hair.



# Welsh Terrier

1. **Head**

The top of the head and cheeks are clean and blended into the beard.  
The ears are clean on both sides. The eyebrows are short and split.  
The beard is blended well and shaped forward.

2. **Chest**

The chest is clear and clean to the breastbone. The front leg furnishings are blended at the top with no excess coat protruding.

3. **Fore Legs**

The fore legs are straight and blended into the chest.

4. **Back**

The back is blended into the sides with a neat tuck up.

5. **Hind Legs**

The hind legs are blended into the body and the furnishings are trimmed to show natural angulations.

6. **Feet**

The feet are trimmed round and neat and angled to give a tiptoe appearance.

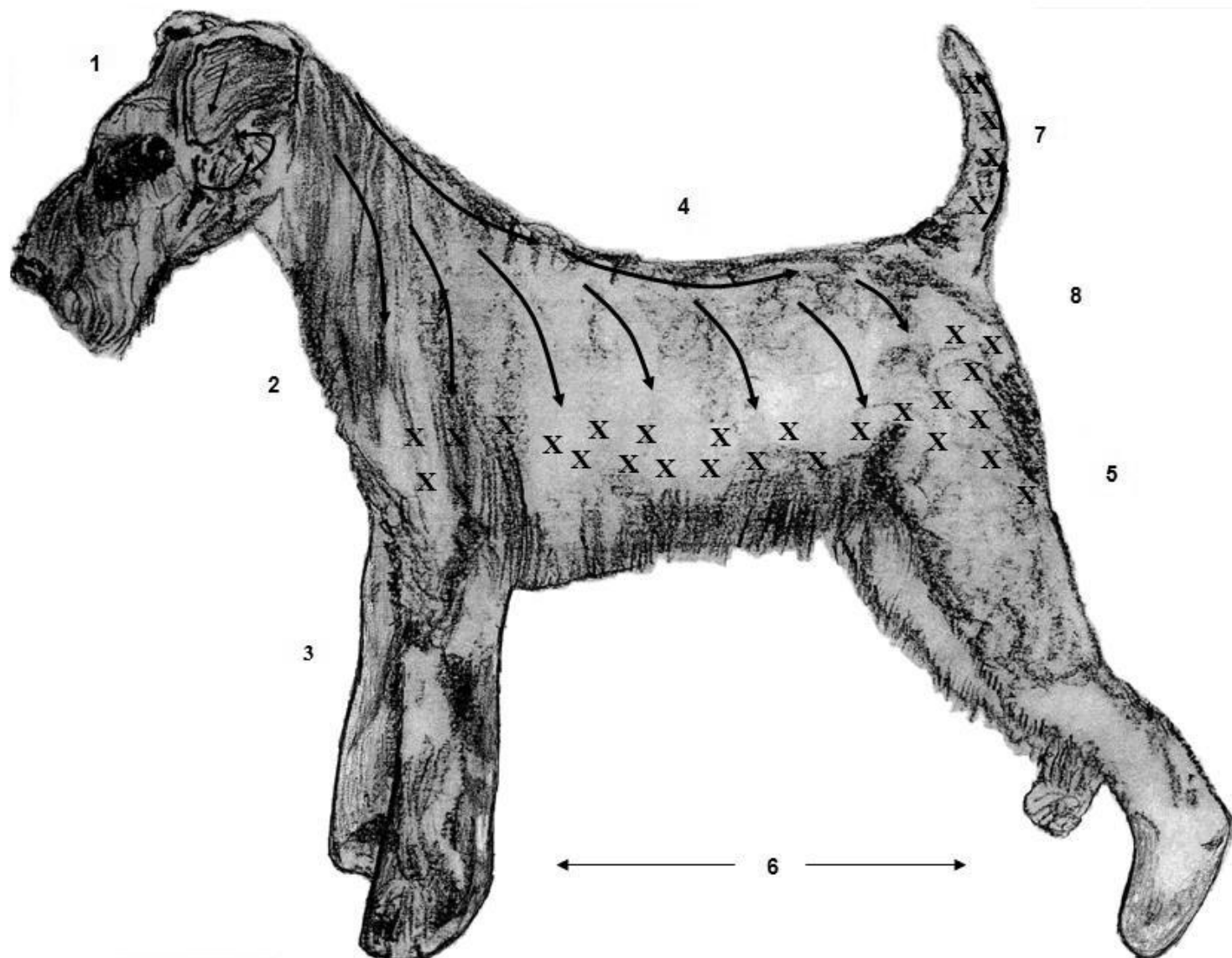
7. **Tail**

The body side is short but padded.

8. **Anal area**

The anal area is clear of any excess hair.





# Miniature Schnauzer

1. **Head**

The top of the head and cheeks are cleared of hair and both sides of the ears are clipped clear.

The throat area down to the chest bone is clear of excess hair.

2. **Eyebrows**

The eyebrows are centre parted in balance with the natural head furnishings and breed profile.

3. **Back**

The back coat is of medium to short length. The chest area has an inverted V-shape between the fore legs. The anal area and under the tail area are clean of any excess hair.

4. **Fore Legs**

The coat on the fore legs is trimmed to a tubular shape from the elbow to the foot.

5. **Feet**

The feet are trimmed round and blended with the leg furnishings. The underside of the pads is clear of excess hair.

6. **Back Legs**

The furnishings on the front of the back legs are trimmed in a gentle curve following the body shape and the hock is trimmed in an upright shape to follow the shape of the hock.

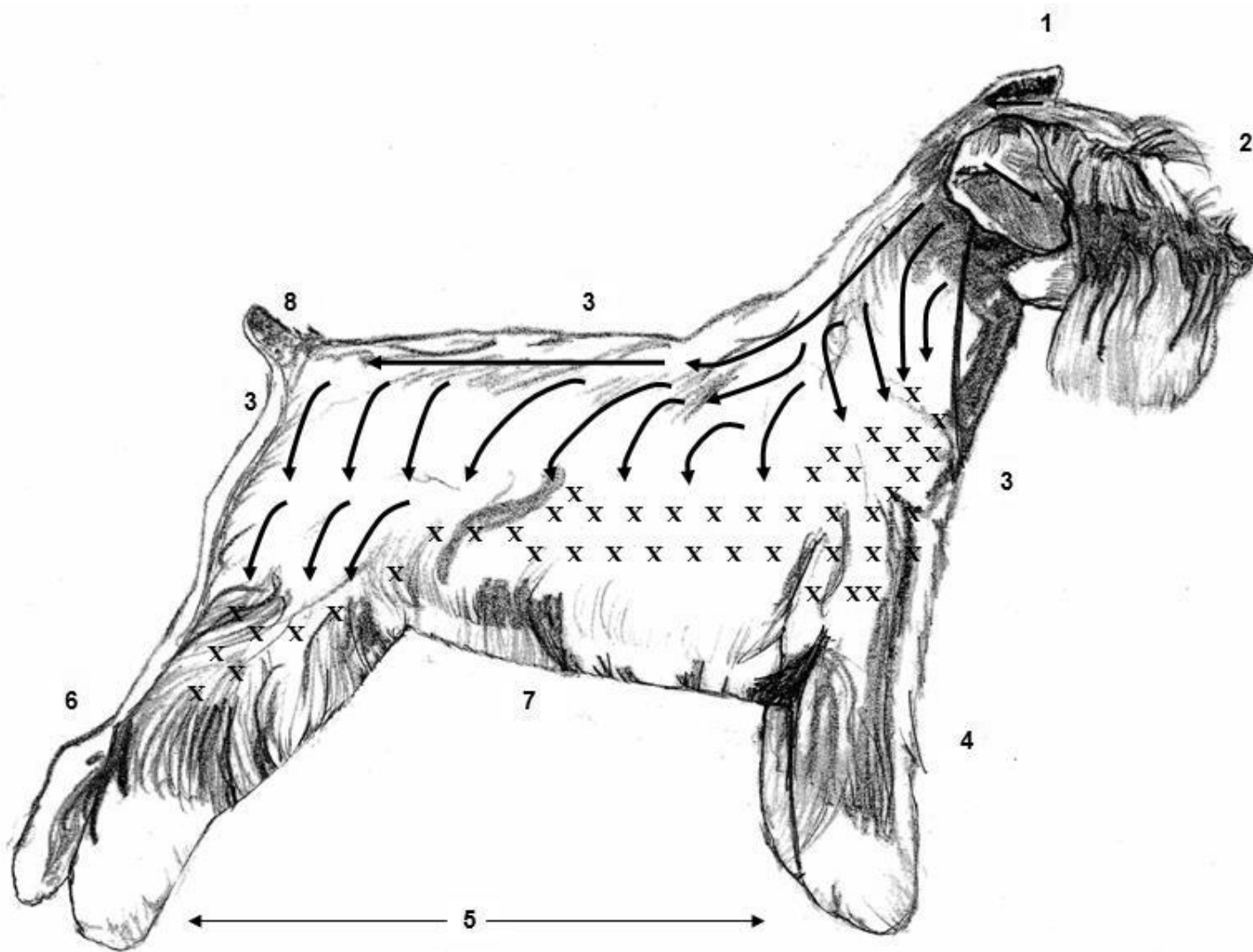
7. **Skirt**

The skirt is trimmed at an angle so that it slants up to the tuck up.

8. **Tail**

The underside of a docked tail is clear of any hair and the top is clipped to the same length as the body.

The underside of an undocked tail is clear of hair near the body and the top and furnishings of the tail are either blended to a flag shape or removed completely to balance the overall shape of the trim.



# Cocker Spaniel

## 1. **Head and Cheeks**

The head and cheeks are clear of all excess coat.

## 2. **Throat**

The throat is smooth and clear of excess coat with furnishings extending from the breastbone.

## 3. **Ears**

The inside of the ears are clear of all excess hair around the ear canal. The base of the ear is clipped clear of hair and furnishings are tidied to a natural rounded shape.

## 4. **Back**

The back coat has a smooth finish. The sides are blended into the skirt to give a natural flow to the coat.

## 5. **Chest Furnishings**

The chest furnishings drop from the breastbone and follow the line of the skirt. The skirt line is almost straight with no sign of an exaggerated tuck up.

## 6. **Feet**

The feet are round to give a cat-like appearance. The under pads are clear of excess hair.

## 7. **Fore Legs**

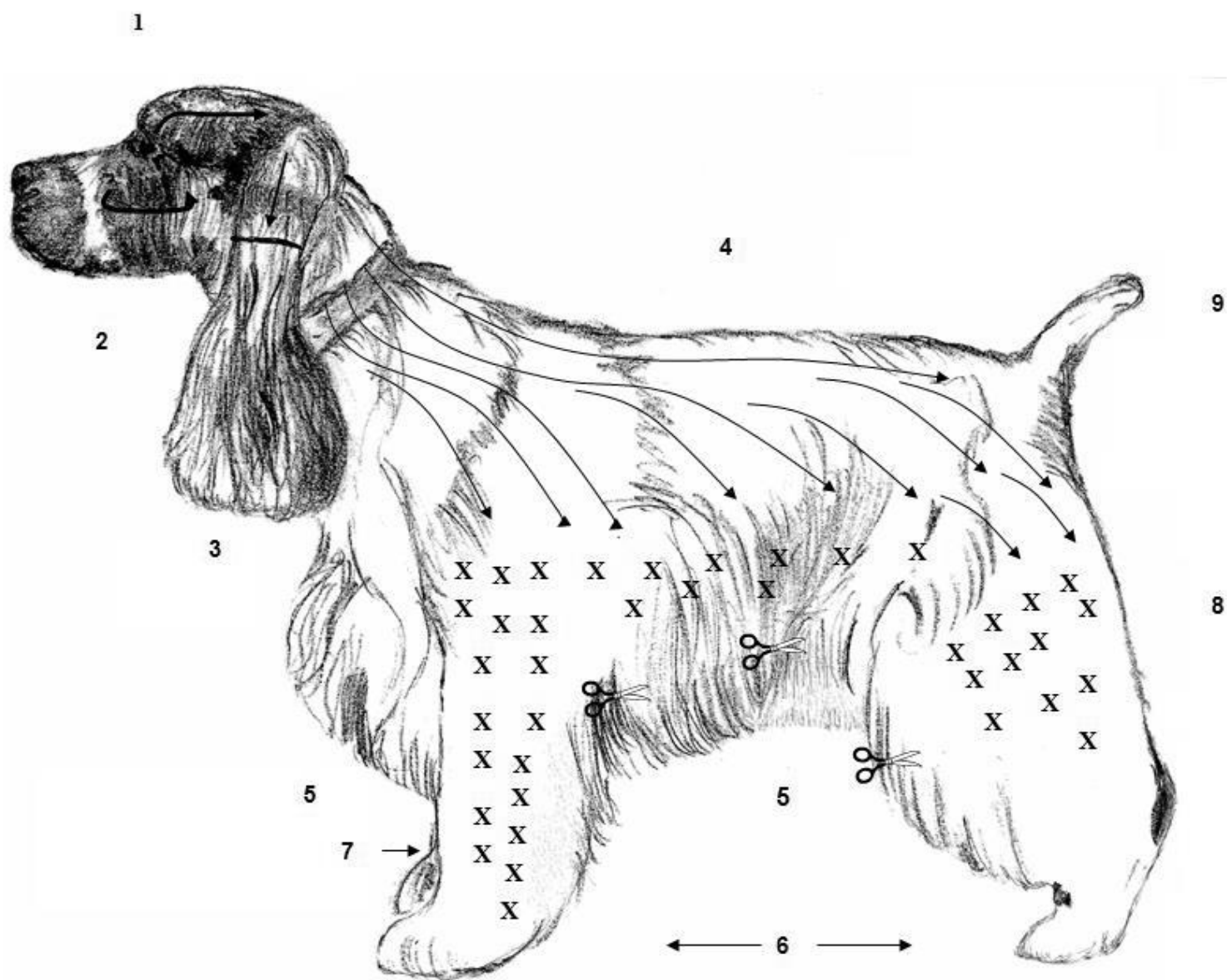
The fronts of the legs are clear of excess coat. The sides are thinned to give a natural flow.

## 8. **Hind Legs**

The hock to the heel is clear of excess coat but left with a padded finish. The area under the tail is clear of excess coat and flowing into the back leg furnishings. The rear furnishings are trimmed in an inverted V-shape ending at the hocks. There is no excess coat protruding from the outer view of the back legs.

## 9. **Tail**

The tail is clean and tidy with all excess hair removed. This will be the same length as the body. If the tail is undocked, it is in balance with the rest of the dog and not left over long or scalped.



# Springer Spaniel

## 1. **Head and Cheeks**

The head and cheeks are clear of hair leaving a smooth clean finish with no tufts.

## 2. **Throat**

The throat is clear of excess hair to the chest bone and the furnishings flow from the chest bone.

## 3. **Ears**

The tops of the ears are clear of excess hair, allowing the hair on the ears to flow into the furnishings. The ear furnishings are left natural or are given a rounded shape.

## 4. **Back**

The back coat has a smooth finish. The sides are blended into the skirt to give a natural flow to the coat.

## 5. **Chest Furnishings**

The chest furnishings drop from the breastbone and follow the line of the skirt. The skirt line is almost straight with no sign of an exaggerated tuck up.

## 6. **Skirt Furnishings**

The skirt falls straight from the chest furnishings to the tuck up. The length is dependent on the balance of the dog.

## 7. **Feet**

The feet are round to give a cat-like appearance. The under pads are clear of excess hair.

## 8. **Fore Legs**

The front and sides of the foreleg are clear of excess coat. The furnishings flow from the side of the leg in a gentle curve from pad to elbow. The length of the coat depends on the balance of the dog.

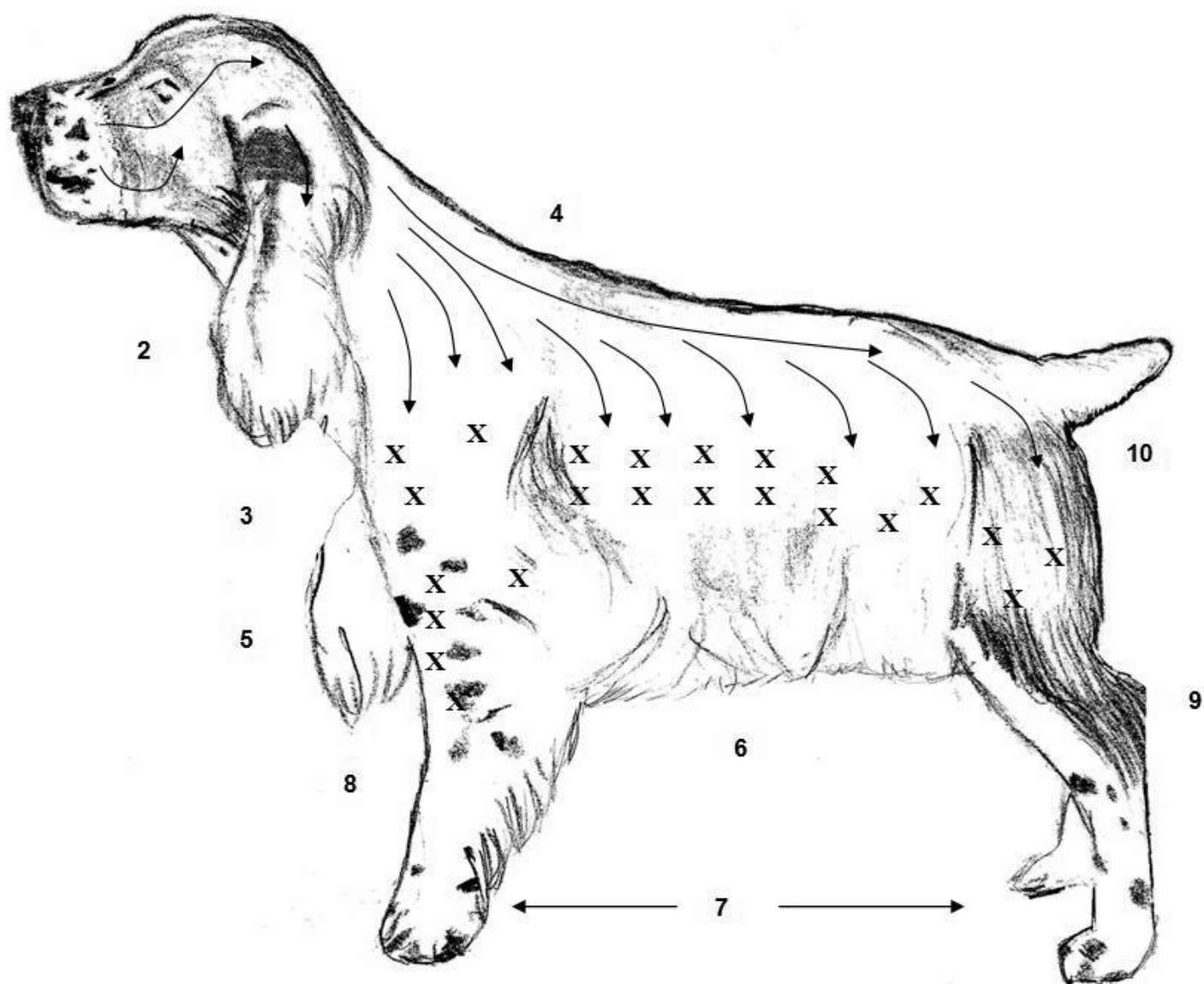
## 9. **Hind Legs**

The middle of the hind legs is clear of excess hair, leaving furnishings flowing from the front and back. The furnishings on the front of the leg follow the shape of the leg and the rear furnishings are shaped like a theatre curtain from hock to under tail.

## 10. **Tail**

A docked tail is clean and clear of excess hair. An undocked tail is trimmed to balance the overall appearance of the dog.

1



# Cairn Terrier

1. **Head**

The ears are cleared of hair fully at the back but are partly hidden in the furnishings of the head. The head is well coated and finished with a natural appearance with the ears peeking out.

2. **Back**

The hair on the shoulders blends with the hair on the top of the legs and the excess coat is removed. The sides blend into the skirt. The skirt line is graded slightly towards the groin. The chest is clear with furnishings from the chest bone cut in a v-shape between the front legs. The coat on the hips blends to the hind leg.

3. **Fore Legs**

The coat on the top of the shoulders is blended into the back coat. The fore legs are straight and the coat is trimmed to give a rounded tube like leg.

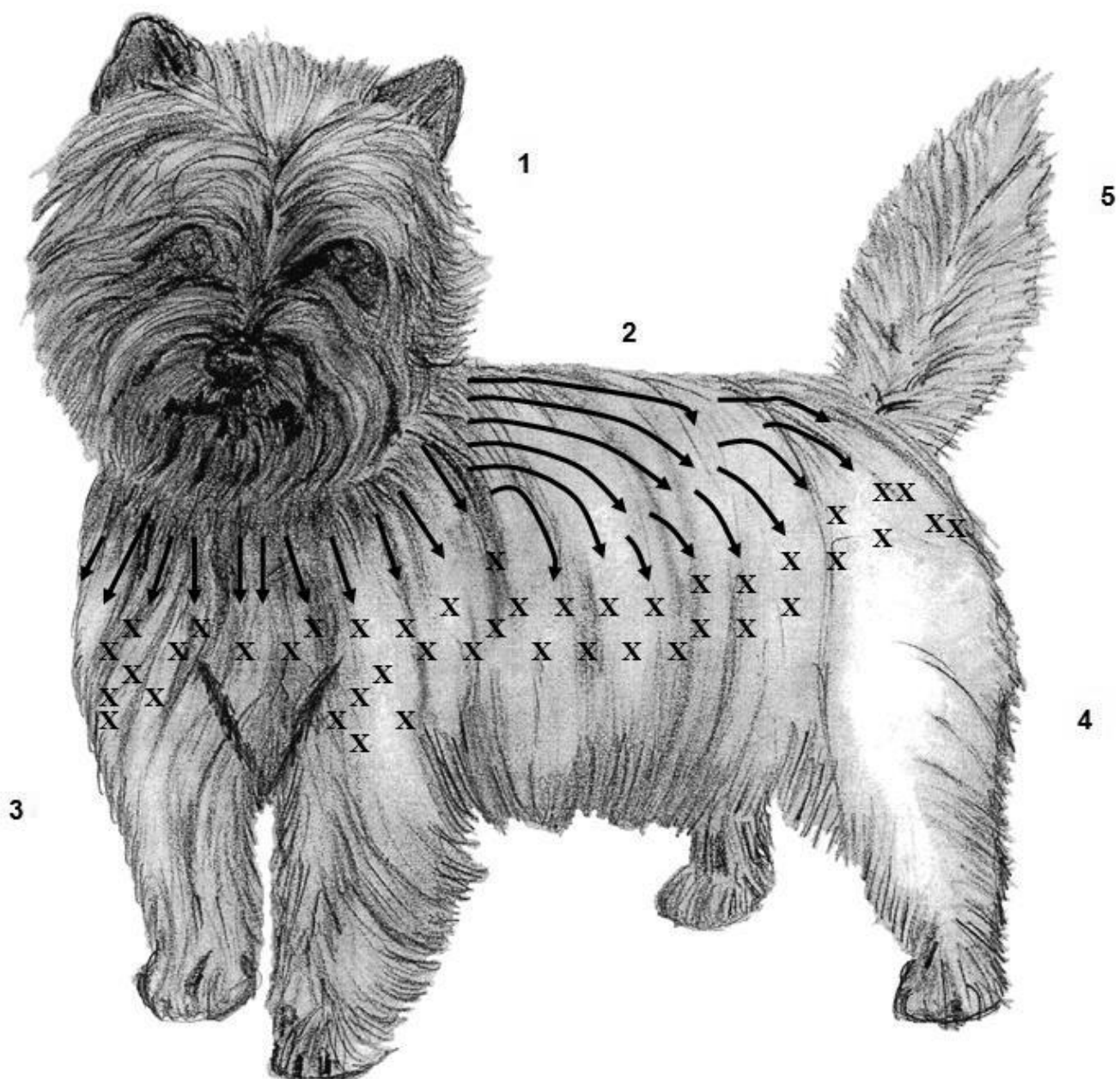
4. **Hind Legs**

The coat on the hind leg blends with the body coat. The front of the furnishings is shaped to follow the curve of the body shape. The foot and the hock are rounded and shaped to follow the shape of the leg. The rear furnishings are shaped to theatre curtains from hock to under the tail.

5. **Tail**

The tail is carrot shaped (broader at the bottom than the top). The underside of the tail is shorter than the top.





# Wire Haired Fox Terrier

1. **Head**

The top of the head and cheeks are clipped smooth and blended into the beard. The ears are clipped smooth on both sides. The eyebrows are small and split, neat and forward facing. The beard is trimmed into a forward facing point.

2. **Chest**

The chest is clipped clean to the breast bone. The shoulders are clipped smooth.

3. **Back**

The back is clipped to a short to medium length and blended into the sides.

4. **Fore legs**

The forelegs are trimmed straight and blended into the chest.

5. **Hind legs**

The tops of the hind legs are blended into the body to show rear muscle.

The featherings on the front of the back legs are trimmed to show natural angulations. The hocks are upright.

6. **Feet**

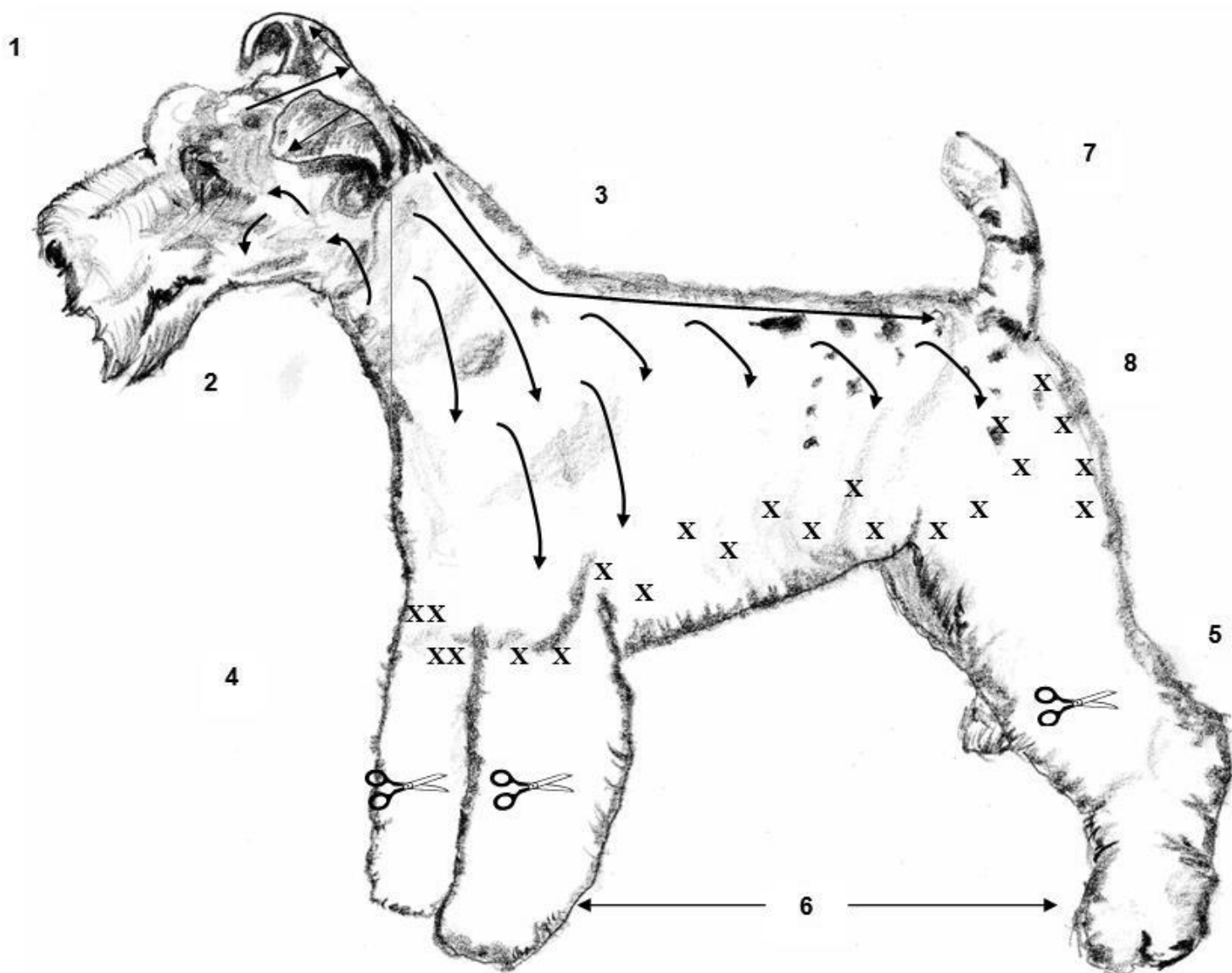
The feet are trimmed round and neat and angled to give a tiptoe appearance.

7. **Tail**

The tail underside is short and the top of the tail is scissored to the same length as the body.

8. **Anal area**

The anal area is clear of any excess hair.





## Appendix 2 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 (QCF):** general guidance about the QCF 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.

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[www.cityandguilds.com](http://www.cityandguilds.com)

## Useful contacts

<b>UK learners</b> <b>General qualification information</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 E: <b><a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	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 date and time change	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 materials, Nominal roll reports	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, User/menu option, Problems	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, Consultancy	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, Forms, Free literature	T: +44 (0)844 543 0000 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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