

# Level 2 Certificate for Dog Grooming Assistants (QCF) (7763 02)



[www.nptc.org.uk](http://www.nptc.org.uk)

## Qualification Handbook

Version 1



## Publications and enquiries

Publications are available as hard copy from Publications sales, City & Guilds,  
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or

download from [www.nptc.org.uk](http://www.nptc.org.uk) under the 'Qualifications' tab.

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We believe that it is in NPTC's interests and the interests of those who work for or in association with NPTC, to ensure that the human resources, talents and skills available throughout the community are considered when employment or work opportunities arise. To this end, within the framework of the law, we are committed, wherever practicable, to achieving and maintaining a workforce which broadly reflects the local community in which we operate. Every step will be taken to ensure that individuals are treated equally and fairly and that decisions on recruitment, selection, training, promotion and career management are based solely on objective and job related criteria.

Similarly, we will strive to ensure that all candidates have equal access to assessment and that they are protected against unfair or unlawful discrimination, unnecessary barriers to assessment or harassment during assessment.

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## **Level 2 Certificate for Dog Grooming Assistants (7763-02)**

### **Introduction**

This qualification is designed for candidates who

- wish for career progression into or within the sector
- do not have access to an N/SVQ or work-based qualifications (QCF)
- wish to develop the skills learnt from other qualifications
- require evidence towards the underpinning knowledge of the N/SVQ or work-based qualification (QCF)
- are looking for progression towards higher education
- are entering the industry
- are not yet sufficiently advanced to study for the 7763 Level 3 Certificate in Introductory Dog Grooming (QCF) or the Level 3 Diploma for Professional Dog Stylists (QCF).

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 Qualifications 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 qualifications.

For information about all land-based qualifications offered by NPTC, please refer to the website [www.nptc.org.uk](http://www.nptc.org.uk) or contact [information@nptc.org.uk](mailto:information@nptc.org.uk)

Other Vocationally Related Qualifications are available in a range of vocational areas, please contact Customer Services Enquiry unit at City & Guilds for further information.

## General information

These qualifications have been designed by NPTC to support government initiatives towards the Qualifications and Credit Framework (QCF). They can contribute towards the knowledge and understanding required for the related work-based qualification while not requiring or proving evidence of occupational competence.

### General structure

The qualifications are made up of units expressed in a standard format. Each unit is preceded by:

- the level, GLH and credit value of the unit
- the rationale for the unit
- the outcomes
- the assessment methods
- the relationship of the unit to the appropriate National Occupational Standards.

### Level 2 Certificate for Dog Grooming Assistants (QCF)

Qualification title	Credits	Guided Learning Hours (GLH)
Level 2 Certificate for Dog Grooming Assistants	23	183

To gain the Level 2 Certificate for Dog Grooming Assistants, candidates must undertake assessments for all mandatory units 1-6 (total of 18 credits) plus a minimum of 5 credits from the optional units. Total credit value of 23 credits.

### Mandatory Units

Unit	Title	QCA ref	Credits
001	Prepare and groom dogs prior to bathing	A/502/1691	4
002	Bathe and clean dogs	D/502/1697	3
003	Clean and maintain equipment used for grooming or removing hair from animals	L/502/1730	1
004	Control and restrain animals	Y/502/1536	2
005	Dry dogs and prepare their coats for styling	K/502/1704	3
006	Basic trimming of a dog's coat	J/600/6296	5

### Optional Units

Unit	Title	QCA ref	Credits
007	Carry out reception duties	M/502/1610	2
008	Handle payments from clients	Y/502/1018	2
009	Welcome, receive and care for visitors to sites	A/502/1609	3
010	Move animals between locations	K/502/1539	2
011	Maintain the cleanliness and bio security of the animal care working environment	T/502/1561	5

## Assessment

Unit 001 will be assessed by a GOLA test and a centre assessed assignment, and the other units will be assessed by centre based assignments. For the mandatory units 002-006 assignments and marking checklists are set in the assignment guide by the awarding body. For the optional units 007-011, these will be assessed by centre devised assignments and can be achieved by pass only.

## Assessment and quality assurance

National standards and rigorous quality assurance are maintained by the use of

- NPTC set and marked multiple choice tests (GOLA on-line)
- NPTC assignments, marked by the centre according to externally set marking criteria, with quality assurance provided by the centre and monitored by NPTC's external verification system, to ensure that national standards are maintained.

Quality assurance includes initial centre approval, qualification approval, the centre's own procedures for monitoring quality and NPTC's ongoing monitoring by an External Verifier. Details of NPTC's criteria and procedures, including roles of centre staff and External Verifiers can be found in *Providing NPTC Qualifications - a guide to centre and qualification approval*. See [www.nptc.org.uk](http://www.nptc.org.uk).

The multiple choice test assesses knowledge and understanding of Unit 1.

Assignments assess the practical activities and the underpinning knowledge of units. NPTC provides an Assignment Guide, which is available to candidates.

It is essential that centres ensure that candidates cover the content of the whole unit for the centre devised assignments. The Assignment Guide is available from [information@nptc.org.uk](mailto:information@nptc.org.uk) or the NPTC website [www.nptc.org.uk](http://www.nptc.org.uk)

Assessment components are graded (Pass, Merit, Distinction).

### Pass level

In order to gain a Pass grade, candidates must show they can carry out activities to a satisfactory standard in the practical and underpinning knowledge tests.

### Merit level

In order to gain a Merit grade, candidates must show additional qualities, such as an ability to work with greater efficiency than pass level candidates, and a capacity to monitor information and solve everyday operational problems with a certain amount of confidence.

### Distinction level

In order to gain a Distinction grade, candidates must be able to show evidence of a greater level of understanding than those at merit level. In addition to the ability to monitor information and solve problems, they must be able to analyse and evaluate information and generalise from basic principles, make judgements and simple recommendations concerning methods of improving existing practice.

## **Assessment strategy**

The roles of assessors and internal verifiers/qualification co-ordinators are specified in *Providing NPTC Qualifications - a guide to centre and qualification approval*. Specific competencies required for this qualification are set out below.

Assessors should be occupationally competent, either qualified to level 3 or above in dog grooming or have significant and current experience of working in the industry at this level. They should have had formal training in assessment, which may be A1, D32/33 or other training that allows the assessor to demonstrate competence in the practice of assessment. This training may be carried out in house or with an external agency. It would be envisaged that the training would encompass, but not be limited to

- Assessment planning
- Methods of assessment
- Feedback
- Recording of evidence.

Internal verifiers/qualification coordinators must be occupationally competent, either qualified to at least level 3 or have significant and current experience of working in the industry at this level. They should have had formal training in assessment, as above and have experience of internal verification of NVQs, or training in the quality assurance systems required by the awarding body.

The external verifier will judge that assessors and verifiers meet the above criteria during the qualification approval process or subsequent update.

## **Appeals and equal opportunities**

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

Should occasions arise when centres are not satisfied with any aspect of the external verification process, they should contact Verification Services at NPTC.

Access to the qualification is open to all, irrespective of gender, race, creed, age or special needs. The Centre Manager should ensure that no candidate is subjected to unfair discrimination on any grounds in relation to access to assessment and to the fairness of the assessment. The regulators require NPTC to monitor centres to check whether equal opportunities policies are being adhered to.

## **Reasonable Adjustments and Special Considerations**

For candidates with particular requirements, centres should refer to NPTC's policy document *The application of reasonable adjustments and special consideration in vocational qualifications*, which is available from [www.nptc.org.uk](http://www.nptc.org.uk).



## Course Design

Tutors/assessors should familiarise themselves with the structure and content of the qualification before designing an appropriate course. In particular, they are advised to consider the knowledge and understanding requirements and the resources necessary for the practical activities, including qualified staff.

NPTC does not itself provide courses of instruction or specify entry requirements. As long as the requirements for the qualification are met, tutors/assessors may design courses of study in any way that they feel best meets the needs and capabilities of the candidates. The qualification has been designed to allow full certification or unit accreditation. Centres may deliver the units in any order they wish or introduce other topics as part of the programme that will not be assessed through the qualification, e.g. to meet local needs or allow access onto the programme for learners with a wider spread of prior knowledge.

It is recommended that centres cover the following in the delivery of the course, where appropriate:

- Health and safety considerations
- Key skills (such as Communication, Application of Number, Information technology, Working with others. Improving own learning and performance, Problem solving).
- Environmental education and related European issues
- Moral, ethical, social, spiritual and cultural issues

## Required resources

- 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 animal care, dog grooming or veterinary nursing or have significant and current experience of managing a dog grooming enterprise.
- 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.
- Sufficient supply of dogs (small, medium large, juvenile, geriatric) in need of grooming and with a variety of coat types (wool, silk, smooth, wire, double).

## Entry Requirements

No specific prior qualifications, learning or experience are required for candidates undertaking the qualification. However, the nature of both the learning and assessment required for the qualification is such that, at National and Advanced National Certificate Levels, candidates will need good literacy and numeracy skills, i.e. the ability to read and interpret written tasks, to write answers and complete documents in a legible and understandable form and to make calculations. Candidates will also need to be able to organise written information clearly and coherently, although they will not be assessed for spelling or grammatical accuracy unless these are part of the assessment criteria.

Centres will need to make an initial assessment of each candidate and decide on the most appropriate level of qualification. For example, candidates with suitable dog grooming experience/skills may go directly onto an Advanced National programme at Level 3.

Candidates without such prior experience/skills should complete the National Certificate programme first.

## **Centre and qualification approval**

Centres wishing to offer NPTC qualifications must gain approval.

New centres must apply for centre and qualification approval.

Existing NPTC/City & Guilds centres will need to get specific qualification approval to run this qualification.

Full details of the process for both centre and qualification approval are given in *Providing NPTC qualifications – a guide to centre and qualification approval* which is available from [www.nptc.org.uk](http://www.nptc.org.uk)

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

### **Operating procedures – general requirements**

All Centres offering the qualification will have to meet the full requirements for the assessment procedures as detailed in this Handbook.

This includes the provision of:

- a appropriately qualified staff to invigilate the examination and carry out assessments
- b facilities for practical assessments and examinations to be undertaken at appropriate times under conditions required by NPTC.

### **Invigilation**

Centres will be expected to provide invigilators for the examination procedures. The invigilator will be responsible for the conduct and integrity of the examination. The person(s) undertaking this role will need to:

- a be familiar with the content of the NPTC/City & Guilds Conduct of examinations document
- b accurately observe the time allotted for the examination
- c read out the 'rules to candidates' prior to commencement of the examination
- d ensure compliance with all other regulations relating to the examination.

Invigilators ideally will not be involved in training the candidates. However, where this is unavoidable, the trainer will not be allowed to be the only invigilator involved for that examination.

## Registration and certification

For the award of a certificate, candidates must successfully complete the assessments for the 5 core units and 5 credits from the optional units, plus the grading module Level 2 Certificate for Dog Grooming Assistants (901).

Core units		Assessment components required	
Unit 1	Prepare and groom animals prior to bathing	7763-02-001 7763-02-023	GOLA- online multiple choice assessment NPTC Assignment set out in assignment guide
Unit 2	Bathe and clean dogs	7763-02-002	NPTC Assignment set out in assignment guide
Unit 3	Clean and maintain equipment used for grooming or removing hair from animals	7763-02-003	NPTC Assignment set out in assignment guide
Unit 4	Control and restrain animals	7763-02-004	NPTC Assignment set out in assignment guide
Unit 5	Dry dogs and prepare their coats for styling	7763-02-005	NPTC Assignment set out in assignment guide
Unit 6	Basic trimming of a dog's coat	7763-02-006	NPTC Assignment set out in assignment guide
<b>Optional units</b>			
Unit 7	Carry out reception duties	7763-02-007	Centre devised assignment
Unit 8	Handle payments for clients	7763-02-008	Centre devised assignment
Unit 9	Welcome, receive and care for visitors to sites	7763-02-009	Centre devised assignment
Unit 10	Move animals between locations	7763-02-010	Centre devised assignment
Unit 11	Maintain the cleanliness and bio security of the animal care working environment	7763-02-011	Centre devised assignment

Grading Module			
901	Level 2 Certificate for Dog Grooming Assistants	7763-02-901	Grading module- not assessed

- Candidates must be registered at the beginning of their course. Centres should submit registrations using Walled Garden or Form S (Registration), under scheme/complex no 7763-02.
- When assignments have been successfully completed, candidate results should be submitted on Walled Garden or Form S (Results submission). Centres should note that results will **NOT** be processed by City & Guilds until verification records are complete.
- Candidates achieving one or more assessment components will receive a Certificate of Unit Credit listing the assessment components achieved. Candidates achieving the number and combination of assessment components required for the Certificate will, in addition, be issued a Certificate.
- On-line GOLA tests are available on demand following registration. Candidates must be date scheduled for the on-line tests via the GOLA system. This must be done at least 48 hours before candidates can take the test.

### On-line assessment requirements

The 7763-02-001 assessment is available only on-line through the City & Guilds GOLA system.

The test will comprise of multiple choice items in accordance with the test specifications provided. The entire test will be conducted via the candidate's computer. All data relating to the assessment will be held by City & Guilds with results and performance feedback being delivered back to the approved centre.

NPTC will continue to apply its rigorous quality control procedures to the production, editing, marking, moderating and revision of all questions whilst at the same time applying a robust security system to prevent assessments being accessed or drawn down by unauthorised persons or for purposes beyond those authorised.

### GOLA registration

Centres are required to register as a GOLA centre before any tests can be scheduled. The form for this is available from the website [www.cityandguilds.com/gola](http://www.cityandguilds.com/gola)

### A centre only needs to register once for GOLA

#### Further information

There is a GOLA helpline number - centre enquiries and technical enquiries about GOLA can be directed to this number **0845 241 0070**. Centres can also e-mail: **gola@cityandguilds.com**

The following leaflets are available:

A centre's guide to global on-line assessment

A centre's guide to technical requirements for global on-line assessment

A centre's guide to administering global on-line assessment

A learner's guide to global on-line assessment.

Centres looking for general information about GOLLA or copies of the GOLLA leaflets are advised to use the website [www.cityandguilds.com/gola](http://www.cityandguilds.com/gola)

Full details on the procedures for all NPTC qualifications registered and certificated through City & Guilds, together with dates and times of written tests will be found in the City & Guilds On-line Catalogue

## Test Specification

The knowledge requirements for units 001 will be assessed by an on-line multiple choice test as set out in the Test Specification below. The knowledge requirements of the other units will be assessed within the assessments.

<b>Paper title: Level 2 Certificate for Dog Grooming Assistants- multiple choice 7763-02-001</b>			
<b>Test duration 30 minutes</b>			
Unit	Unit title	No of questions (1 mark each)	%
1	Prepare and groom dogs prior to bathing	10	100
Totals		10	100

The pass mark for this test is 50%

## Health and safety, spiritual etc, environmental and European issues

The units provide opportunities to address the following issues as indicated:

Units	Spiritual, Moral, Ethical, Social and Cultural	Environmental	Health and Safety	European Development
1			X	X
2	X			X
3	X		X	
4	X	X	X	
5	X	X	X	
6	X	X	X	
7	X		X	
8	X	X	X	
9			X	X
10	X	X	X	X
11		X	X	X

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## Unit 1 Prepare and groom dogs prior to bathing

<b>Level 2</b>	<b>30 GLH</b>	<b>4 credits</b>
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### Rationale

This unit covers the knowledge and skills required to prepare and groom dogs prior to bathing. They will learn skills relating to removing hair with various tools and equipment. Candidates will learn how to identify signs of good and poor health and the appropriate action to take.

### Outcomes

There are six outcomes to this unit. The learner will be able to:

1. assess the dog prior to grooming out and bathing
2. remove excess hair, knots and tangles prior to bathing
3. work safely and minimise environmental damage
4. know how to remove excess hair, knots and tangles prior to bathing
5. know how to assess the dog prior to bathing
6. know relevant health and safety legislation and environmental good practice

### Assessment

The outcomes for this unit will be assessed on evidence resulting from:

1. multiple choice examination (GOLA)
2. NPTC set, centre assessed and NPTC verified assignment.

### Signposting to National Occupational Standards

Level 2		Lantra SSC National Occupational Standards			
Unit	Title	Unit No.	Element No.	Performance Criteria	Knowledge and understanding
8.1	Prepare and groom dogs prior to bathing	AC8	AC8.1	1, 5	1.2,1.3,2.1, 2.2,4.2,4.3,4.6,4.7,4.9 5.1, 5.3



## *Outcome 1: Assess the dog prior to grooming out and bathing*

### **Practical activities**

The learner will be able to:

1. confirm that the environmental and the equipment to be used is clean, ready for use and is secure for both themselves and the dog
2. handle dogs in a manner that promotes their confidence and co-operation and the health and safety of all throughout
3. report promptly to the appropriate person when examination of the coat reveals an abnormal condition.

### **Range**

#### **Temperament**

Nervous, aggressive

#### **Common breeds**

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

#### **Coat types**

Wool, wire, silk, double, smooth, mixed

*Outcome 2: Remove excess hair, knots and tangles prior to bathing using tools and equipment correctly*

**Practical activities**

The learner will be able to:

1. select and use techniques and equipment appropriate to the dog's coat type and condition and for the style that is to be achieved, to include the following coat types:
  - a) wool
  - b) wire
  - c) silk
  - d) double
  - e) smooth
2. select and use three of the following techniques and equipment in a manner that minimises discomfort and stress for the dog:
  - a) comb and brush
  - b) scissors or thinning scissors
  - c) clippers
  - d) hand or stripping tools
  - e) de-matting tools
3. trim excess hair to avoid the occurrence of friction burns and knots to maximise the dog's comfort and hygiene
4. keep accurate records on the techniques and equipment used, and the dog's condition
5. communicate with clients and colleagues on the animal's care requirements.

### *Outcome 3: Work safely and minimise environmental damage*

#### **Practical activities**

The learner will be able to:

1. work in a way which maintains health, safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements
2. carry out work in a manner which minimises environmental damage
3. dispose of waste safely and correctly.

*Outcome 4: Know how to remove excess hair, knots and tangles prior to bathing*

**Underpinning knowledge**

The learner will be able to:

1. describe how the coat type and style to be achieved affects the methods of preparing coats and equipment that should be used to include:
  - a) wool
  - b) wire
  - c) silk
  - d) double
  - e) smooth
2. describe all the equipment used for removing knots, tangles and dead hair and explain the correct selection and techniques for use to include:
  - a) comb and brush
  - b) scissors or thinning scissors
  - c) clippers
  - d) by hand or stripping tools
  - e) de-matting tools
3. describe the techniques used to groom out a coat, removing knots, tangles and dead hair without injuring or causing distress to the dog
4. state why clipping off and rough trimming are sometimes necessary and why the age of the dog may influence the decision
5. describe how to judge the correct amount of hair to be clipped/ scissored off and why it is important not to remove too much
6. explain why particular care is required when removing excess hair from around eyes and ears
7. list the steps that should be taken in the event of accidentally cutting the dog or self
8. describe how friction burns occur during grooming and how they can be avoided
9. outline the importance of removing excess hair for the dog's hygiene
10. explain why is important to keep records of the techniques and equipment used
11. explain the importance of communication with colleagues and clients.

*Outcome 5: Know how to assess the dog prior to bathing*

**Underpinning knowledge**

The learner will be able to:

1. state why it is important to approach and handle dogs in a manner that promotes their confidence and co-operation and the health and safety of all
2. describe the normal signs of health and the signs that indicate that the dog should be referred to a veterinary surgeon
3. describe the signs of abnormal conditions such as parasites and lesions.

*Outcome 6: Know relevant health and safety legislation and environmental good practice*

**Underpinning knowledge**

The learner will be able to:

1. outline the current health and safety, animal welfare legislation, codes of practice and any additional requirements
2. describe how environmental damage can be minimised
3. describe the correct methods for disposing of waste.

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## Unit 2 Bathe and clean dogs

<b>Level 2</b>	<b>23 GLH</b>	<b>3 credits</b>
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### Rationale

This unit covers the knowledge and skills required for bathing and cleaning dog's coats and skin by selecting the correct products to use. Safe handling techniques, preparation of the bathing area and basic dog anatomy and physiology are covered.

### Outcomes

There are six outcomes to this unit. The learner will be able:

1. bathe and clean a dog's coat and skin
2. select, use and maintain relevant equipment
3. work safely and minimise environmental damage
4. know how to remove excess hair, knots and tangles prior to bathing and grooming
5. know the types of equipment required and how to maintain them
6. know relevant health and safety legislation and environmental good practice.

### Assessment

The outcomes for this unit will be assessed on evidence resulting from:

- 1 NPTC set, centre assessed and NPTC verified assignment.

### Signposting to National Occupational Standards

Level 2		Lantra SSC National Occupational Standards			
Unit	Title	Unit No.	Element No.	Performance Criteria	Knowledge and understanding
8.2	Bathe and clean dogs	AC8	AC8.2	1, 5	1.1,1.2,1.3,1.4,1.5,1.6,1.8,1.10,1.12, 2.1,2.3,4.2,4.4,4.5,4.7,4.8,4.11,4.14,6.5, 6.5



## *Outcome 1: Bathe and clean a dog's coat and skin*

### **Practical activities**

The learner will be able to:

1. identify any factors in the environment that pose threats to health, safety and security and report to the appropriate person, taking remedial action where possible
2. select cleansing products appropriate to the dog's coat types, condition and client preferences to include:
  - a) normal shampoos
  - b) anti-parasitic shampoos
  - c) conditioners
3. handle dogs in a manner that promotes that their confidence and co-operation and the health and safety of all throughout
4. examine the coat and where an abnormal condition appears seek advice from the appropriate person
5. dilute cleansing products according to the manufacturers' instructions and use them with water at the correct temperature
6. externally check anal sacs and report any physical abnormalities to the appropriate person
7. remove dirt and debris from between the toes and pads
8. clean the coat and skin thoroughly in a manner that minimises distress to the dog and promotes the health and safety of all throughout to include:
  - a) wool
  - b) wire
  - c) silk
  - d) double
  - e) smooth
9. take the appropriate corrective action immediately should cleansing products enter the eyes, mouth or ears of the dog
10. rinse all residues from the coat and skin where appropriate and remove excess water from the coat prior to drying
11. complete accurate records on the techniques and materials used
12. communicate with clients and colleagues on the dog's care requirements.

## *Outcome 2: Select, use and maintain relevant equipment*

### **Practical activities**

The learner will be able to:

1. confirm that the environment and the equipment to be used is clean, ready for use and is secure and safe for both themselves and the dog
2. select and use equipment according to relevant legislation and instructions
3. use the correct personal protective equipment
4. prepare, maintain and store equipment in a safe and effective working condition.

## *Outcome 3: Work safely and minimise environmental damage*

### **Practical activities**

The learner will be able to:

1. work in a way which maintains health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements
2. carry out work in a manner which minimises environmental damage
3. dispose of waste safely and correctly.

*Outcome 4: Know how to remove excess hair, knots and tangles prior to bathing and grooming*

**Underpinning knowledge**

The learner will be able to:

1. state why it is important to approach and handle dogs in a manner that promotes their confidence and co-operation and the health and safety of all throughout
2. describe the different types of cleansing products available, their purposes and the types of coat and conditions for which they are suitable to include:
  - a) normal shampoos
  - b) anti-parasitic shampoos
  - c) conditioners
3. describe how coat type and the condition of the coat and skin affect the cleansing products that should be used to include:
  - a) wool
  - b) wire
  - c) silk
  - d) double
  - e) smooth
4. state the importance in following manufacturers' instructions regarding dilution of cleansing products, how to correctly interpret these instructions, and the possible consequences of not doing so
5. state why it is important to obtain authorisation from the client or a senior colleague before using anti-parasitic products
6. describe how to carry out an external examination of anal sacs, identify what is normal, when expression may be necessary and explain why it is done and the possible consequences of doing it or ignoring their poor condition
7. state the importance and methods of preventing solutions entering the dog's eyes, mouth and ears and explain why it is important to tell the client if this happens
8. describe how to check that all residues have been rinsed from the coat and skin unless contraindicated by manufacturers' instructions
9. describe the methods to remove excess water from the dog prior to drying and why it is important to do this
10. describe basic dog anatomy and physiology sufficient to be able identify

11. describe the signs and symptoms of basic skin problems and infestations
12. state why it is necessary to check the anal glands, eyes, ears, skin teeth and gums
13. state the limits of the groomers' role when informing clients of possible abnormalities and conditions (i.e. not diagnosing) and the importance of referring clients to a veterinary surgeon
14. describe the records that should be kept and the reasons for doing so.

*Outcome 5: Know the types of equipment required and how to maintain them*

**Underpinning knowledge**

The learner will be able to:

1. describe the equipment which will be required for the activity
2. describe the methods of maintaining the range of equipment.

*Outcome 6: Know relevant health and safety legislation and environmental good practice*

**Underpinning knowledge**

The learner will be able to:

1. outline the current health and safety, animal welfare legislation, codes of practice and any additional requirements
2. describe how environmental damage can be minimised
3. describe the correct methods for disposing of waste
4. explain the records required for management and legislative purposes and the importance of maintaining them
5. state the protective equipment and clothing required when bathing a dog, and explain its purpose and correct use
6. describe the potential threats to health, safety and security in a bathing area and steps that should be taken to minimise the threats.

### Unit 3      **Clean and maintain equipment used for grooming or removing hair from animals**

<b>Level 2</b>	<b>10 GLH</b>	<b>1 credit</b>
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#### **Rationale**

This unit covers the general cleaning and the day to day maintenance of equipment used for grooming. Candidates will gain an insight into the importance of maintaining equipment. They will demonstrate how to remove hair, dirt and debris, clean, wash, sterilise and oil equipment safely. They will be able to demonstrate safe working practices and ensure their own health and safety at all times

#### **Outcomes**

There are four outcomes to this unit. The learner will be able to:

1. clean and maintain clippers and grooming equipment
2. work safely and minimise environmental damage
3. know how to clean and maintain equipment used for grooming or removing hair from animals
4. know relevant health and safety legislation and environmental good practice.

#### **Assessment**

The outcomes for this unit will be assessed on evidence resulting from:

1. NPTC set, centre assessed and NPTC verified assignment.

#### **Signposting to National Occupational Standards**

<b>Level 2</b>		<b>Lantra SSC National Occupational Standards</b>			
<b>Unit</b>	<b>Title</b>	<b>Unit No.</b>	<b>Element No.</b>	<b>Performance Criteria</b>	<b>Knowledge and understanding</b>
8.1	Clean and maintain equipment used for grooming or removing hair from animals			1,2, 3,4, 5	1.1-1.7 2.1-2.3 3.1-3.13 4.1



## *Outcome 1: Clean and maintain clippers and grooming equipment*

### **Practical activities**

The learner will be able to:

1. clean all equipment, storage containers or trolleys ready for refilling
2. clean, wash and sterilize at least two of the following brush types to include:
  - a) bristle brushes
  - b) nylon brushes
  - c) metal pinned brushes
  - d) rubber mitts/hound gloves
3. clean, wash, oil and maintain scissors and store correctly
4. clean, wash, oil and check de-matting equipment and store correctly
5. clean and maintain clipper blades to include:
  - a) remove hair from between blades
  - b) brush to remove grease from clipper teeth
  - a) sterilize or treat for fungicide
  - b) wash and oil ready for use
  - e) store correctly
6. clean and maintain clippers to include:
  - a) remove hair
  - b) check cable attachment
  - c) check plug attachment
  - d) check on/ off function switch
  - e) store cable and clipper in a manner that will preserve the cable fittings
7. clean and maintain hand dryers to include:
  - a) check and clean air filter
  - b) check cable and plug fittings
  - c) check on/off function switch
  - d) check heat setting switch(es)
  - e) store hand dryer and cable in a manner that will preserve the cable fittings
8. describe the methods to clean and maintain stand dryers and blasters to include:
  - a) check and clean air filter
  - b) check cable and plug fittings
  - c) check on/ off function switch
  - d) check heat setting switch(es)
  - e) remove hair from wheels
  - f) store dryer in a manner that will preserve cable fittings
9. identify when equipment is broken or damaged and should be reported.

## *Outcome 2: Work safely and minimise environmental damage*

### **Practical activities**

The learner will be able to

1. work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements
2. dispose of waste safely and correctly
3. wear appropriate protective clothing according to manufacturer's instructions.

*Outcome 3: Know how to clean and maintain equipment used for grooming or removing hair from animals*

**Practical activities**

The learner will be able to:

1. clean and maintain grooming equipment

**Underpinning knowledge**

The learner will be able to:

1. state the reasons for keeping storage containers clean and free from hair and oil
2. describe the methods for cleaning, washing and sterilizing brushes and explain the importance of doing this covering all the following:
  - a) bristle brushes
  - b) nylon brushes
  - c) metal pinned brushes
  - d) rubber mitts/ hound gloves
3. describe the care that must be taken when cleaning and storing cutting and de-matting equipment
4. describe the method for cleaning and maintaining clipper blades and explain the reasons for washing and oiling the equipment and the products that you will use to do this to include:
  - a) remove hair from between blades
  - b) brush to remove grease from clipper teeth
  - c) sterilise or treat for fungicide
  - d) wash and oil ready for use
  - e) store correctly
5. explain the dangers involved with using broken or damaged cutting tools
6. describe the checks that must be made to electrical equipment and explain the health and safety risks involved with this process.
7. state why it is important to store cable and plugs in a manner that will preserve their fittings
8. describe the correct way to replace a fuse into a plug and the checks that should be made to the wire fittings when performing this task
9. describe the requirements for PAT testing
10. describe the significance that the cleaning and maintenance of equipment will have on controlling the spread of disease
11. explain the effect that cleaning and maintaining equipment will have on the life span of the equipment

10. explain the extent of your responsibilities when you are maintaining equipment
11. explain why you must record an accurate account of damaged or broken equipment.

*Outcome 4: Know relevant health and safety legislation and environmental good practice*

**Underpinning knowledge**

The learner will be able to:

1. outline the current health and safety legislation, codes of practice and any additional requirements
2. describe the correct methods for disposing of waste.

## Unit 4 Control and restrain animals

<b>Level 2</b>	<b>15 GLH</b>	<b>2 credits</b>
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### Rationale

This unit covers the general principles of how to handle, restrain and move dogs using appropriate methods and equipment. The candidates will gain an insight into the importance of being aware of the body language of dogs and how to promote their health and wellbeing when being handled, restrained or moved. They will be able to demonstrate safe working practices and ensure their own and the dog's health and safety at all times.

### Outcomes

There are six outcomes to this unit. The learner will be able to:

1. restrain animals
2. select, use and maintain relevant equipment
3. work safely
4. know how to restrain animals
5. know relevant health and safety legislation
6. know the types of equipment required and how to maintain them.

### Assessment

The outcomes for this unit will be assessed on evidence resulting from:

1. NPTC set, centre assessed and NPTC verified assignment.

### Signposting to National Occupational Standards

Level 2		Lantra SSC National Occupational Standards			
Unit	Title	Unit No.	Element No.	Performance Criteria	Knowledge and understanding
45	Control and restrain animals	45	45.1	1,2, 3,4, 5,6	1.1-1.4 2.1-2.2 3.1,4.1,4.4, 4.5, 4.7,5.2,6.2

## *Outcome 1: Restrain animals*

### **Practical activities**

The learner will be able to:

1. select and use a suitable method of restraint which minimises distress and injury to the animal, taking into account the following factors:
  - a) the behaviour and temperament of the animal
  - b) the health and well-being of the animal
2. approach the animal in a manner which is likely to minimise stress
3. maintain the restraint of the animal securely and safely in a manner which minimises stress
4. modify methods of restraint in response to the reactions of the animal, as necessary.

### **Range**

#### **Temperament**

nervous, aggressive

#### **Methods and equipment**

muzzles, collars and leads, restrain straps, halti, belly strap, slip lead, including equipment for brachycephalic (short-nosed) and chondrodysplastic (long back, short legs)

#### **Dogs**

small, medium, large, geriatric, juvenile.

## *Outcome 2: Select, use and maintain relevant equipment*

### **Practical activities**

The learner will be able to:

1. select appropriate equipment for this area of work
2. use equipment according to relevant legislation and manufacturer's instructions
3. prepare, maintain and store equipment in a safe and effective working condition.

### **Range**

#### **Methods and equipment**

muzzles, collars and leads, restrain straps, halti, belly strap, slip lead, including equipment for bracycephalic (short-nosed) and chondrodysplatic (long back, short legs)



## *Outcome 3: Work safely*

### **Practical activities**

The learner will be able to:

1. work in a way which maintains animal welfare, health and safety and is consistent with current legislation, codes of practice and any additional requirements
2. wear appropriate protective clothing.

## *Outcome 4: Know how to restrain animals*

### **Underpinning knowledge**

The learner will be able to:

1. state the risks to self, others and animal in restraining animals
2. list and describe the different methods for restraining animals
3. describe the possible indicators of stress and alarm in the animals when being restrained and the ways this can be minimised
4. describe how to approach animals to minimise stress and when assistance may be required to approach and/ or restrain the animal and the consequences of not doing so
5. describe the limits of responsibility in restraining animals and how to gain assistance and to whom these should be reported
6. describe when it may be necessary to modify the methods of restraint for the animal
7. describe the animal behaviour that will indicate the animals state of temperament.

## *Outcome 5: Know relevant health and safety legislation*

### **Underpinning knowledge**

The learner will be able to:

1. outline the current health and safety legislation, animal health and welfare, codes of practice and any additional requirements
2. describe the Personal Protective Equipment that should be used when controlling and restraining animals.

*Outcome 6: Know the types of equipment required and how to maintain them*

**Underpinning knowledge**

The learner will be able to:

1. describe the equipment which will be required for the activity
2. describe the methods of maintaining the range of equipment.

**Range**

**Methods and equipment**

Muzzles, collars and leads, restrain straps, halti, belly strap, slip lead, including equipment for brachycephalic (short-nosed) and chondrodysplastic (long back, short legs)

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## Unit 5 Dry dogs and prepare their coats for styling

<b>Level 2</b>	<b>19 GLH</b>	<b>3 credits</b>
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### Rationale

This unit provides the learner with the knowledge, understanding and skills required to dry and prepare a range of dogs' coats ready for styling, using the appropriate techniques, equipment and products, whilst ensuring the health and well-being of the dog at all times.

### Outcomes

There are nine outcomes to this unit. The learner will be able to:

1. dry dogs and prepare their coats for styling
2. clip nails
3. return dogs to the waiting area
4. communicate with clients and colleagues
5. maintain and use relevant equipment
6. promote health and safety and environmental good practice
7. understand how to dry dogs and prepare their coats for styling
8. understand the reasons for maintaining equipment
9. understand relevant health and safety legislation and environmental good practice.

### Assessment

The outcomes for this unit will be assessed on evidence resulting from:

- 1 NPTC set, centre assessed and NPTC verified assignment.

### Signposting to National Occupational Standards

Level 2		Lantra SSC National Occupational Standards			
Unit	Title	Unit No.	Element No.	Performance Criteria	Knowledge and understanding
AC28.1	Dry dogs and prepare their coats for styling	AC28	28.1	1, 4, 5, 6, 7, 8, 9	1.1-1.10 4.1, 5.1 6.1-6.9 7.1-7.9, 8.1,9.1-9.5

## *Outcome 1: Dry dogs and prepare their coats for styling*

### **Practical activities**

The learner will be able to:

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
2. use correct techniques to prepare the dogs for the following styles for drying, to include:
  - a) clipped
  - b) scissored
  - c) parted
  - d) natural
3. use at least two types of drying equipment and techniques that are suitable for the dog, its coat type, condition and the style that is to be achieved, to include:
  - a) cabinet
  - b) blaster
  - c) blow dryer
4. handle dogs in a manner that promotes their confidence and co-operation and the health and safety of all throughout
5. identify any abnormal conditions during drying and seek advice from the appropriate person
6. establish the correct drying temperature and velocity and monitor these regularly during the drying process
7. recognise when the temperature, velocity or drying technique appears to be causing distress or harm to the dog and implement the appropriate action
8. brush the coat during drying to achieve the correct finish appropriate to the style that is to be achieved
9. check the coat to confirm that it is completely dry and free from tangles and knots
10. remove debris and excess hair from the ear canal, where appropriate, in a manner that minimises distress to the dog.

**Range****Drying equipment**

Absorbent cloths, towels, cabinets, blasters, blow dryers

**Coat type and finish**

Wool, wire, silk, double, smooth, fluff dry, parted

**Distress**

Overheating, brush burns

**Suitable for styling**

Clipping, scissoring, parted, natural



## *Outcome 2: Clip nails*

### **Practical activities**

The learner will be able to:

1. cut nails accurately at the correct point using the correct equipment, where appropriate.

### *Outcome 3: Return dogs to the waiting area*

#### **Practical activities**

The learner will be able to:

1. return the dog to the correct location to await collection or further grooming.

## *Outcome 4: Communicate with clients and colleagues*

### **Practical activities**

The learner will be able to:

1. communicate with clients and colleagues to discuss the animal's care requirements.

## *Outcome 5: Maintain and use relevant equipment*

### **Practical activities**

The learner will be able to

1. ensure equipment is prepared, used and maintained in a safe and effective condition throughout.

### **Range**

#### **Drying equipment**

Absorbent cloths, towels, cabinets, blasters, blow dryers

## *Outcome 6: Promote health and safety and environmental good practice*

### **Practical activities**

The learner will be able to:

1. work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
2. ensure work is carried out in a manner which minimises environmental damage
3. manage and dispose of waste in accordance with legislative requirements and codes of practice
4. provide clear and accurate information for recording purposes
5. conduct a risk assessment to identify any risks to themselves or the animal
6. use the correct protective equipment and clothing in accordance with the manufacturer's guidelines and organisational policy.

## *Outcome 7: Understand how to dry dogs and prepare their coats for styling*

### **Underpinning knowledge**

The learner will be able to

1. explain why it is important to approach and handle dogs in a manner that promotes confidence and co-operation
2. explain how coat type and the condition of the coat and skin affect the drying techniques and equipment that can be used to include:
  - a) wool
  - b) wire
  - c) silk
  - d) double
  - e) smooth
3. explain how the style that is to be achieved affects the selection of drying techniques and equipment to include:
  - a) clipped
  - b) scissored
  - c) parted
  - d) natural
4. describe the different types of drying equipment available, their purposes and to which dog and coat types they are most suited to include:
  - a) cabinet
  - b) blaster
  - c) blow dryer
5. explain how drying technique, equipment and brushing during drying affect the finish
6. state the correct temperature and velocity of drying equipment, how to adjust them and the potential dangers of incorrect setting
7. describe the signs of distress in dogs and the action that should be taken when these are observed
8. explain how to identify when coats are completely dry and the potential consequence of not drying a dog properly
9. explain what heat stress and brush burn are, their signs, causes and how to prevent them happening
10. explain how to identify abnormal conditions of the coat and skin and why it is important to do so.

*Outcome 8: Understand the reasons for maintaining equipment*

**Underpinning knowledge**

The learner will be able to:

1. explain the importance and methods of maintaining equipment for use.

*Outcome 9: Understand relevant health and safety legislation and environmental good practice*

**Underpinning knowledge**

The learner will be able to:

1. summarise current health and safety, animal welfare legislation, codes of practice and any additional requirements
2. describe the possible environmental damage that could occur and how to respond appropriately
3. explain the correct and appropriate methods for disposing of waste
4. explain the records required for management and legislative purposes and the importance of maintaining them
5. describe the potential threats to health, safety and security in a bathing area, such as slippery floors/surfaces, electricity and steps that should be taken to minimise the threats.



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## **Unit 6     Basic trimming of a dog's coat**

<b>Level 2</b>	<b>35 GLH</b>	<b>5 credits</b>
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### **Rationale**

This unit provides the learner with the knowledge, understanding and skills required to perform a basic trim and 'tidy' of a dog's coat.

### **Outcomes**

There are three outcomes to this unit. The learner will be able to:

1. remove excess hair prior to bathing
2. remove matts, tangles and knots and dead coat
3. carry out a basic trim.

### **Assessment**

The outcomes for this unit will be assessed on evidence resulting from:

1. NPTC set, centre assessed and NPTC verified assignment.

## *Outcome 1: Remove excess hair prior to bathing*

### **Practical activities**

The learner will be able to:

1. remove excess, matted hair prior to bathing using suitable grooming equipment and techniques.

### **Grooming equipment**

Brushes, combs, dematters, scissors, or thinning scissors, clippers

### **Underpinning knowledge**

The learner will be able to:

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
2. select appropriate handling techniques, restraining equipment and Personal Protective Equipment (PPE)
3. identify visual signs of stress and how these can be minimised
4. identify the coat type and breed of the dog
5. explain why excess coat hair should be removed prior to bathing and confirm with supervisor
6. state the checks that you would make on the coat prior to starting
7. identify appropriate method to remove hair
8. explain how the coat is prepared for removal of excess hair
9. identify how tools and equipment used should be cleaned and stored.

## *Outcome 2: Remove matts, tangles, knots and dead coat*

### **Practical activities**

The learner will be able to:

1. remove matts, tangles, knots and dead coat.

### **Grooming out technique**

Grooming out knots

### **Grooming equipment**

Brushes, combs, de-matters, scissors or thinning scissors, clippers

### **Underpinning knowledge**

The learner will be able to:

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
2. identify breeds of dog and coat type
3. identify what is meant by 'dead coat'
4. identify areas that require clipping
5. explain how to remove mats, tangles and knots without injuring the dog and using correct equipment and techniques
6. state what to do if you accidentally cut the dog
7. identify the procedure to follow with regards health or abnormal conditions found.

### *Outcome 3: Carry out a basic trim*

#### **Practical activities**

The learner will be able to:

1. remove excess coat ready for styling and finishing
2. clip the coat in accordance with requirements of owner and coat type.

#### **Grooming equipment**

Brushes, combs, de-matters, scissors, or thinning scissors, clippers

#### **Areas covered**

Pads/paws, feathering tidying – shape to body and owners requirements, tail trimmed appropriately

#### **Underpinning knowledge**

The learner will be able to:

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
2. state how incorrect drying can effect clipping of dogs coats
3. state what is meant by rough clipping
4. state what is meant by 'clipping with the coat' and 'clipping lines'
5. select correct clipper blades to be used
6. identify areas of the dog and coat to be clipped
7. explain how to hold and use the clippers correctly
8. identify areas that particular care is required
9. state how friction burns occur and how they can be avoided
10. state how correct handling techniques can promote a dog's confidence and co-operation
11. identify how to clean, maintain and store all equipment used
12. identify the procedure to follow if you find damaged or faulty equipment.

## Unit 7 Carry out reception duties

<b>Level 2</b>	<b>15 GLH</b>	<b>2 credits</b>
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### Rationale

This unit provides the learner with the knowledge, understanding and skills required to carry out reception duties such as booking in clients and making appointments for grooming as well as find out the grooming requirements of clients. Candidates will deal with clients both face to face and on the phone.

### Outcomes

There are two outcomes to this unit. The learner will be able to:

1. attend to clients' enquires and appointments
2. know how to attend to clients and their enquiries.

### Assessment

The outcomes for this unit will be assessed on evidence resulting from:

1. practical assessment.

### Signposting to National Occupational Standards

Level 2		Lantra SSC National Occupational Standards			
Unit	Title	Unit No.	Element No.	Performance Criteria	Knowledge and understanding
AC7	Carry out reception duties	AC7	AC7.1	1,2	1.1-1.9 2.1-2.8

## *Outcome 1: Attend to clients' enquires and appointments*

### **Practical activities**

The learner will be able to:

1. deal with all enquiries politely and appropriately
2. identify the purposes of the enquiry accurately
3. refer enquires, which cannot be dealt with promptly, to the relevant person for action
4. record messages and appointment details accurately and pass them to the relevant person at the right time
5. give clear and accurate information to clients and colleagues
6. schedule appointments, taking into account the needs of the client and the organisation
7. confirm the availability of services, where necessary with relevant colleagues
8. maintain confidentiality of the organisation and clients
9. work in a way which promotes health and safety, is consistent with relevant legislation and codes of practice.

## *Outcome 2: Know how to attend to clients and their enquires*

### **Underpinning knowledge**

The learner will be able to:

1. state the importance of communicating effectively
2. explain the importance of taking messages, making appointments and passing them on to the right person
3. outline the importance of confidentiality and procedures for handling and what may happen if it is broken
4. state how to ask relevant questions and identify when to refer to senior colleagues
5. describe the services available, their duration and cost
6. describe the appropriate use of written, verbal (face to face, telephone), non-verbal and electronic methods of communication
7. identify the limits of authority when attending to people and enquiries
8. describe how to recognise and respond to distressed and agitated clients.



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## Unit 8 Handle payments from clients

<b>Level 2</b>	<b>15 GLH</b>	<b>2 credits</b>
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### Rationale

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.

### Outcomes

There are two outcomes to this unit. The learner will be able to:

1. handle payments from clients
2. know how to handle payments from clients correctly.

### Assessment

The outcomes for this unit will be assessed on evidence resulting from:

1. practical assessment.

### Signposting to National Occupational Standards

Level 2		Lantra SSC National Occupational Standards			
Unit	Title	Unit No.	Element No.	Performance Criteria	Knowledge and understanding
AC7	Handle payments from clients	AC7	AC7.3	1,2	1.1-1.6 2.1-2.6

## *Outcome 1: Handle payments from clients*

### **Practical activities**

The learner will be able to:

1. communicate with the client in a courteous manner
2. give details of the appropriate costs to the client, differentiating between actual and estimated costs
3. establish the client's method of payment and check payments are correct
4. complete relevant documents appropriately, give the correct change and issue receipts as required
5. identify and report discrepancies, which cannot be resolved promptly, to the relevant person
6. manage cash point appropriately and maintain security procedures at all times.

## *Outcome 2: Know how to handle payments from clients correctly*

### **Underpinning knowledge**

The learner will be able to:

1. state what may happen if they fail to follow payment procedures
2. outline why it is important to communicate effectively with clients
3. describe possible methods of payment and identify which are acceptable within the organisation, covering all of the following:
  - a) cash and cash equivalents
  - b) cheque
  - c) payment cards
4. describe the procedures for processing payments and state what constitutes an invalid payment, covering all the following:
  - a) invalid currency
  - b) invalid card
  - c) suspected fraudulent use of payment card
  - d) payment disputes
5. state the procedures to be followed when fraudulent payment is suspected
6. identify the limits of authority for dealing with discrepancies.

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## Unit 9 Welcome, receive and care for visitors

<b>Level 2</b>	<b>23 GLH</b>	<b>3 credits</b>
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### Rationale

The aim of this unit is to provide the learner with the knowledge and skills required to deal with visitors to site. 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.

### Outcomes

There are five outcomes to this unit. The learner will be able to:

1. welcome and receive visitors
2. care for visitors
3. know how to welcome and receive visitors
4. know how to care for visitors
5. know the relevant health and safety procedures.

### Assessment

The outcomes for this unit will be assessed on evidence resulting from:

1. practical assessment.

### Signposting to National Occupational Standards

<b>Level 1 Land Based Studies</b>		<b>Lantra SSC National Occupational Standards</b>			
<b>Unit</b>	<b>Title</b>	<b>Unit No.</b>	<b>Element No.</b>	<b>Performance Criteria</b>	<b>Knowledge and understanding</b>
AC6	Welcome, receive and care for visitors to sites	AC6	AC6.1	1,2,3,4	1.1-1.4 2.1-2.3 3.1-3.5 4.1-4.2 5.1-5.2

## *Outcome 1: Welcome and receive visitors*

### **Practical activities**

The learner will be able to:

1. keep the area in a state of readiness to receive visitors safely
2. greet and communicate with visitors in an appropriate manner
3. identify and report inappropriate visitors
4. work in a way which promotes health and safety, is consistent with relevant legislation and codes of practice.

## *Outcome 2: Care for visitors*

### **Practical activities**

The learner will be able to:

1. care for visitors in accordance with their needs and relevant policies
2. refer visitors to the appropriate source of information
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.



### *Outcome 3: Know how to welcome and receive visitors*

#### **Underpinning knowledge**

The learner will be able to:

1. state the preparations required for the arrival of visitors covering groups and individuals
2. outline the importance of creating a positive first impression and how this is achieved
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
4. list potential sources of information for visitors covering groups and individuals
5. describe effective methods of communicating to groups and individuals.

## *Outcome 4: Know how to care for visitors*

### **Underpinning knowledge**

The learner will be able to:

1. outline how to monitor visitors' needs and when to intercept to offer help
2. describe how the purpose of the site can be maintained whilst accommodating the needs and security of visitors covering all of the following:
  - a) supporting visitors in terms of their safety and welfare
  - b) providing information to visitors
  - c) caring for the environment (e.g. by restricting access)
  - d) maintaining the bio-security of the site
  - e) maintaining the welfare of the animals.

## *Outcome 5: Know the relevant health and safety procedures*

### **Underpinning knowledge**

The learner will be able to:

1. describe how bio-security and welfare can be maintained on sites open to visitors
2. outline organisational policy on health and safety and confidentiality and how this can be maintained.

## Unit 10 Move animals between locations

<b>Level 2</b>	<b>15 GLH</b>	<b>2 credits</b>
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### Rationale

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.

### Outcomes

There are five outcomes to this unit. The learner will be able to:

1. move animals between locations
2. work safely and minimise environmental damage
3. move animals between locations
4. know the relevant health and safety legislation and environmental good practice
5. know how to maintain accurate records.

### Assessment

The outcomes for this unit will be assessed on evidence resulting from:

1. practical assessment.

### Signposting to National Occupational Standards

Level 2		Lantra SSC National Occupational Standards			
Unit	Title	Unit No.	Element No.	Performance Criteria	Knowledge and understanding
CU45	Move animals between locations	CU45	CU45.2	1,2,3,4,5	1.1-1.6 2.1-2.2 3.1-3.9 4.1, 5.1

## *Outcome 1: Move animals between locations*

### **Practical activities**

The learner will be able to:

1. select the animal to be moved and approach it in a manner which is likely to minimise stress
2. prepare the route for the movement of animals
3. check that the new location is safe, secure and suitable for the animal's requirements
4. move the animal to its new location in an appropriate way and place whilst maintaining the well-being of the animal or other animals in the vicinity
5. establish the animal in the new location, consistent with instructions
6. provide clear and accurate information for recording purposes.

## *Outcome 2: Work safely and minimise environmental damage*

### **Practical activities**

The learner will be able to:

1. work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements
2. wear appropriate protective clothing.

### *Outcome 3: Know how to move animals between locations*

#### **Underpinning knowledge**

The learner will be able to:

1. describe the reasons for moving animals
2. describe how to identify the animals to be moved
3. describe how the animal's health status and behaviour may affect the movement process
4. describe the importance of approaching animals in a manner which minimises stress
5. describe the risks inherent in moving animals and how they can be minimised
6. describe how to assess the safety, security and suitability of the new location
7. describe how to select appropriate methods for moving animals based on the following:
  - (a) their health
  - (b) environmental conditions.
8. describe how to establish animals once they have been moved
9. describe how to identify problems and to whom they should be reported.

*Outcome 4: Know the relevant health and safety legislation and environmental good practice*

**Underpinning knowledge**

The learner will be able to:

1. outline the current health and safety legislation, animal health and welfare, codes of practice and any additional requirements relating to animal welfare legislation.



## *Outcome 5: Know how to maintain accurate records*

### **Underpinning knowledge**

The learner will be able to:

1. identify the types of records required and state the importance of accurate record keeping.

## Unit 11 Maintain the cleanliness and bio security of the animal care working environment

<b>Level 2</b>	<b>38 GLH</b>	<b>5 credits</b>
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### Rationale

The aim of this unit is to provide the learner with the ability to demonstrate the knowledge and skills required to undertake routine cleaning within the workplace and equipment and materials that are used within the course of normal work.

Cleaning is a key factor in ensuring health and safety of the people and animals within the workplace and promoting the organisation's image to customers.

This unit does not refer to the maintenance of equipment or machinery undertaken by specialist contractors.

### Outcomes

There are five outcomes to this unit. The learner will be able to:

1. clean and maintain the work environment
2. work safely and minimise environmental damage
3. know how to clean the work environment
4. know how to clean and maintain equipment in the work environment
5. know relevant health and safety legislation and environmental good practice.

### Assessment

The outcomes for this unit will be assessed on evidence resulting from:

1. practical assessment.

### Signposting to National Occupational Standards

Level 2		Lantra SSC National Occupational Standards			
Unit	Title	Unit No.	Element No.	Performance Criteria	Knowledge and understanding
AC3	Maintain the cleanliness and bio security of the animal care working environment	AC3	AC3.1	1,2,3,4,5	1.1-1.8 2.1-2.3 3.1-3.5 4.1-4.8 5.1-5.4

## *Outcome 1: Clean and maintain the work environment*

### **Practical activities**

The learner will be able to:

1. carry out the cleaning of equipment in accordance with manufacturer's instructions
2. select and use protective clothing, tools, equipment and cleaning materials in accordance with manufacturer's/ employers instructions
3. clean at least five of the following areas in the working environment:
  - a) floors and walls
  - b) work tables/ benches
  - c) washing and drying areas
  - d) public areas
  - e) animal accommodation
  - f) staff facilities
4. complete appropriate maintenance checks to identify wear and tear and accurately report to the appropriate person as soon as possible
5. leave working areas in an appropriate state for the work to be undertaken
6. store materials and equipment safely and correctly after use
7. ensure that animal welfare, safety and security is maintained at all times during and after cleaning of the work environment
8. provide clear and accurate information for recording purposes.

### **Range**

#### **Work environment**

Work stations, floors, walls, reception, dog housing, staff facilities

#### **Personal protective equipment**

Waterproof aprons, gloves, tabards, masks

#### **Cleaning equipment**

Vacuum cleaner, brooms, hand brush and pan, mops and buckets, washing machine, dryer.

## *Outcome 2: Work safely and minimise environmental damage*

### **Practical activities**

The learner will be able to:

1. work in a way which maintains health and safety, animal welfare, is consistent with current legislation, codes of practices and any additional requirements
2. carry out work in a manner which minimises environmental damage
3. dispose of waste safely and correctly.

### **Range**

#### **Personal Protective Equipment (PPE)**

Waterproof aprons, gloves, tabards, masks

#### **Lifting techniques**

Heavy items

#### **Waste**

Recyclable, non-recyclable, hazardous, commercial

### **Underpinning knowledge**

The learner will be able to:

1. carry out work in a manner which minimises environmental damage
2. dispose of waste safely and correctly.

### *Outcome 3: Know how to clean the work environment*

#### **Underpinning knowledge**

The learner will be able to:

1. state what the potential hazards are when cleaning each area of the following work environments:
  - (a) floors and walls
  - (b) work tables/benches
  - (c) washing and drying areas
  - (d) public areas
  - (e) animal accommodation
  - (f) staff facilities
  
2. assess the risks and state how they can be minimised with respect to the following:
  - (a) animal(s)
  - (b) work environment
  - (c) equipment
  - (d) cleaning materials
  - (e) others
  
3. describe the selection and use of cleaning materials in different areas of the work environment and explain the need to ensure their correct dilution and the possible effects of not doing so to include:
  - (a) particular fabrics
  - (b) surfaces
  - (c) equipment
  
4. describe why cleaning should minimise disruption to other staff and to animals
  
5. explain the contribution that good cleaning practices have on customer relations, the image of the organisation and health and bio-security.

#### **Range**

#### **Materials**

Dilutions, disinfectants, detergents, shampoo.

## *Outcome 4: Know how to clean and maintain equipment in the work environment*

### **Underpinning knowledge**

The learner will be able to:

1. describe which materials, equipment and cleaning methods should be used for cleaning manual and electrical equipment and what protective clothing should be worn
2. state why cleaning agents should be correctly diluted and the possible effects of not doing this
3. explain when sterilisation can be used, the reasons for doing it and the potential risks if this is not done correctly
4. state the frequency with which different items of equipment should be cleaned and maintained
5. describe how to recognise potentially hazardous equipment and the potential effects of not reporting it
6. explain the reasons of maintaining and storing cleaning materials and equipment safely and correctly
7. state why it is important to keep accurate records
8. describe how cleaning, maintenance and storage of work equipment contributes to bio-security measures.

### **Range**

#### **Cleaning equipment**

Vacuum cleaner, brooms, hand brush and pan, mops and buckets, washing machine, dryer.

#### **Materials**

Dilutions, disinfectants, detergents, shampoo

## *Outcome 5: Know relevant health and safety legislation and environmental good practice*

### **Underpinning knowledge**

The learner will be able to:

1. outline the current health and safety and animal welfare legislation, codes of practices and any additional requirements
2. describe how environmental damage can be minimised
3. describe the correct methods for disposing of waste
4. describe the selection and use of Personal Protective equipment for cleaning the work environment.

### **Range**

#### **Waste**

Recyclable, non-recyclable, hazardous, commercial

#### **Lifting techniques**

Heavy items

## Further information

Further information regarding centre/qualification approval or any aspect of assessment of our qualifications should be referred to NPTC, with the exception of registration and certification which is via the walled garden or the relevant City & Guilds regional office:

	Telephone	Facsimile	Email
NPTC Customer support desk	024 7685 7346	024 7669 6128	information@nptc.org.uk
NPTC switchboard	024 7685 7300	024 7669 6128	

City & Guilds Region	Telephone	Facsimile	Email
Customer relations unit	020 7294 2800	020 7294 2413	enquiry@cityandguilds.com
Scotland	0141 341 5700	0141 341 5725	scotland@cityandguilds.com
North East	0191 402 5100	0191 402 5101	newcastle@cityandguilds.com
North West	01925 897900	01925 897925	salesnw@cityandguilds.com
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East	01480 308300	01480 308325	eastern@cityandguilds.com
Northern Ireland/ Ireland	028 9032 5689	028 9031 2917	belfast@cityandguilds.com

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