

# Level 3 Diploma for Professional Dog Stylists (QCF) (7763-03)



[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,  
1 Giltspur Street, London EC1A 9DD.

or

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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.

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## **Level 3 Diploma for Professional Dog Stylists (7763-03)**

### **Introduction**

This qualification is designed for candidates who

- wish for career progression into or within the sector
- do not have access to a work based diploma
- wish to develop the skills learnt from other qualifications
- require evidence towards the underpinning knowledge of the work based diploma
- are looking for progression towards higher education.

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.

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 3 Diploma for Professional Dog Stylists

To gain the Level 3 Diploma for Professional Dog Stylists, candidates will need to complete all seven mandatory units (36 credits), plus a minimum of 2 credits from the optional group 1 units plus one unit from Optional group 2 (6 credits). A total of 44 credits is required for the qualification.

NB: Level 3 Certificate in Introductory Dog Grooming is a pre-requisite for the Level 3 Diploma (hence why the same units are in the diploma).

#### Mandatory:

Unit	Title	QCA ref	Credits
1	Carry out styling and finishing of dogs	T/502/1706	6
2	Assessment and planning of dog grooming work	K/502/1699	4
3	Promote and maintain the health and wellbeing of animals	H/502/1507	4
4	Health checking a dog by a dog groomer	T/502/4721	4
10	Hand stripping a dog's coat	J/502/4724	6
11	Style and trim a spaniel's coat	H/502/4729	6
12	Style and trim a short-legged terrier's coat	Y/502/4730	6

#### Optional group 1

Unit	Unit Title	QCF Number	Credit Value
5	Welcome, receive and care for visitors	A/502/1609	3
6	Promote monitor and maintain health, safety and security	T/501/2987	6
7	Moving animals between locations	K/502/1539	2
8	Handle payments from clients	Y/502/1018	2
9	Keep stock on sale at required levels in a retail environment	K/500/5700	3

## Optional group 2

Unit	Title	QCA ref	Credits
13	Style and trim a poodle's coat	D/502/4731	6
14	Style and trim a long-legged terrier or Schnauzer's coat.	H/502/4732	6

## Assessment and quality assurance

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

- 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 centres 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).

Assignments assess the practical activities and the underpinning knowledge of all units. NPTC provides an Assignment Guide for the assignments for the mandatory units, which is available to candidates. As assignments are designed to assess all of the practical activities and underpinning knowledge, it is essential that centres ensure that candidates cover the content of the whole unit. The Assignment Guide is available from [information@nptc.org.uk](mailto:information@nptc.org.uk) or from 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 animal care 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 work-based diplomas, 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 award before designing an appropriate course. In particular, they are advised to consider the requirements for the knowledge and understanding and the choice of dogs, both in temperament and breed.

NPTC does not itself provide courses of instruction or specify entry requirements. As long as the requirements for the award 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 dog grooming, i.e. 7750 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.
- Sufficient supply of dogs of the required breeds in need of styling and with the required coat length

## Validation of Equipment

Any item(s) of equipment used for the assessment must comply with current legal, safety and welfare requirements.

## Entry Requirements

Level 3 Certificate in Introductory Dog Grooming is a pre-requisite for the Level 3 Diploma (hence why the same units are in the diploma). Therefore, candidates who have already achieved the Level 3 Certificate in Introductory Dog Grooming will not have to be re-assessed in the units that appear in both qualifications.

Candidates can also register straight onto to the Level 3 Diploma for Professional Dog Stylists, but they have to achieve all of the units in the qualification structure.

## 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 the Level 3 Diploma, candidates must successfully complete the assessments for the 7 core units, 2 credits from optional group 1 and one unit from optional group 2 plus unit 903 grading module.

Core units		Assessment components required	
Unit 1	Carry out styling and finishing of dogs	7763-03-012	NPTC Assignment
Unit 2	Assessment and planning of dog grooming work	7763-03-013	Short answer exam
Unit 3	Promote and maintain the health and wellbeing of animals (dogs)	7763-03-014	Short answer exam
Unit 4	Health checking a dog by a dog groomer	7763-03-015	NPTC assignment
<b>Optional Group 1</b>			
Unit 5	Welcome receive and care for visitors	7763-03-009	Centre devised assignment
Unit 6	Promote, monitor and maintain health, safety and security	7763-03-016	Centre devised assignment
Unit 7	Moving animals between locations	7763-04-010	Centre devised assignment
Unit 8	Handle payments from clients	7763-04-008	Centre devised assignment
Unit 9	Keep stock on sale at required levels in a retail environment	7763-04-019	Centre devised assignment
<b>Core units</b>			
Unit 10	Hand stripping a dog's coat	7763-04-020	Centre assessed assignment
Unit 11	Style and trim a spaniel's coat	7763-04-021	External practical exam
Unit 12	Style and trim a short-legged terrier's coat	7763-04-022	External practical exam
<b>Optional group 2</b>			
Unit 13	Style and trim a poodle's coat	7763-04-023	External practical exam
Unit 14	Style and trim a long-legged terrier or schnauzer's coat	7763-04-024	External practical exam
<b>Grading Module</b>			
7763-03-903	Level 3 Diploma for Professional Dog Stylists	Grading Module – no assessment	

- 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 7763-04.
- 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.

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 2 and 3 will be assessed by a short answer dated entry written exam. The knowledge requirements of the other units will be assessed within the assignments.

<b>Paper title: Level 3 Diploma for Professional Dog Stylists 7763-03-013</b>			
<b>Test duration 1 hour</b>			
<b>Unit</b>	<b>Unit title</b>	<b>No of questions (1 mark each)</b>	<b>%</b>
2	Assessment and planning of dog grooming work	10	100
Totals			100

The pass mark for this test is 60%

<b>Paper title: Level 3 Diploma for Professional Dog Stylists 7763-03-014</b>			
<b>Test duration 1 hour</b>			
<b>Unit</b>	<b>Unit title</b>	<b>No of questions (1 mark each)</b>	<b>%</b>
3	Promote and maintain the health and wellbeing of animals	10	100
Totals			100

The pass mark for this test is 60%

## 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 Carry out styling and finishing of dogs

<b>Level 3</b>	<b>39 GLH</b>	<b>6 credits</b>
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### Rationale

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.

### Outcomes

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

1. carry out styling and finishing of a dog
2. maintain and use relevant equipment
3. promote health and safety and environmental good practice
4. understand how to carry out styling and finishing on a dog
5. understand the reasons for maintaining equipment
6. understand relevant health and safety legislation and environmental good practice.

### Assessment

This unit will be assessed by a centre based assignment.

### Signposting to National Occupational Standards

Level 3		Lantra SSC National Occupational Standards			
Unit	Title	Unit No.	Element No.	Performance Criteria	Knowledge and understanding
29	Carry out styling and finishing of dogs	AC29	AC29.1	1 – 6	1.1-1.4 2.1-2.2 3.1-3.3 4.1-4.6 5.1-5.2 6.1-6.5

## *Outcome 1: Carry out styling and finishing of a dog*

### **Practical activities**

The learner will be able to:

1. use the correct trimming methods for the work to include:
  - (a) scissored coat
  - (b) hand-stripped coat
  - (c) clipped coat
  
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
  
3. carry out the work with due attention to the welfare of the dog
  
4. complete the work in the required timescale.

## *Outcome 2: 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
2. Accurately record the equipment and styling and finishing methods used.

### *Outcome 3: 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, animal welfare, 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.

## *Outcome 4: Understand how to carry out the styling and finishing on a dog*

### **Underpinning knowledge**

The learner will be able to:

1. Explain the techniques for styling and finishing
2. Explain all the different trimming methods to include:
  - (a) scissored coat
  - (b) hand-stripped coat
  - (c) clipped coat
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:
  - (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. Explain why it is important to discuss and follow the client's requests for styling
5. Identify different types of breeds and explain how styling is achieved for each
6. Describe how to maintain the welfare of the dog during the work.

## *Outcome 5: 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
2. Describe the type of equipment used for styling and finishing and how to use the equipment correctly:
  - (a) clippers and blades
  - (b) scissors
  - (c) thinning scissors
  - (d) stripping tools.

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

**Underpinning knowledge**

The learner will be able to:

1. Summarise current health and safety legislation, animal welfare, 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 how to maintain health and safety for themselves, colleagues and others
5. Explain the records required for management and legislative purposes and the importance of maintaining them.

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## Unit 2 Assessment and planning of dog grooming work

<b>Level 3</b>	<b>26 GLH</b>	<b>4 credits</b>
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### Rationale

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.

### Outcomes

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

1. assess and plan the work to be done
2. maintain and use relevant equipment
3. promote health and safety and environmental good practice
4. understand how to assess and plan the work to be done
5. understand the reasons for maintaining equipment
6. understand relevant health and safety legislation and environmental good practice.

### Assessment

Assessment will be through a short answer exam.

### Signposting to National Occupational Standards

Level 3		Lantra SSC National Occupational Standards			
Unit	Title	Unit No.	Element No.	Performance Criteria	Knowledge and understanding
16	Assess and plan dog grooming work	AC16	AC16.1	1 – 6	1.1,1.2,1.3,1.6, 1.7,2.1,3.1 4.4,5.1 6.1-6.4

## *Outcome 1: Assess and plan the work to be done*

### **Practical activities**

The learner will be able to:

1. Accurately assess the appearance of the dog
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
3. Plan two required trimming methods for the work:
  - a) scissored coat
  - b) hand-stripped coat
  - c) clipped coat
4. Discuss any problems with planned work with the client and suggest suitable ways forward
5. Prepare the work area to meet the needs of the planned activity
6. Keep accurate records of the client's request and the assessed work plan.

## *Outcome 2: 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
2. Select the appropriate tools and equipment for the work to include:
  - a) clippers and blades
  - b) scissors
  - c) thinning scissors
  - d) stripping tools.

### *Outcome 3: 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, animals welfare, is consistent with relevant legislation, codes of practice and any additional requirements.

## *Outcome 4: Understand how to assess and plan the work to be done*

### **Underpinning knowledge**

The learner will be able to:

1. Explain how to plan the work according to the client's request, the breed of dog and its appearance to include:
  - a) around 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
2. Explain the necessary appearance and condition of the dog
3. Explain the types of problems which may occur and how these should be dealt with
4. Explain the importance of maintaining the condition of the work area for the work
5. Explain how to plan the required trimming methods for the work to include:
  - a) scissored coat
  - b) hand-stripped coat
  - c) clipped coat.

## *Outcome 5: Understand the reasons for maintaining equipment*

### **Underpinning knowledge**

The learner will be able to:

1. Explain the importance of maintaining the equipment for use
2. Describe the types of tools and equipment for the work to include;
  - a) clippers and blades
  - b) scissors
  - c) thinning scissors
  - d) stripping tools.

*Outcome 6: 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 safe 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 of disposing of waste
4. Explain the records required for management and legislative purposes and the importance of maintaining them.

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## Unit 3 Promote and maintain the health and wellbeing of animals

<b>Level 3</b>	<b>30 GLH</b>	<b>4 credits</b>
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### Rationale

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.

### Outcomes

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

1. be able to promote and maintain the health and welfare of animals
2. be able to work safely
3. be able to maintain accurate records
4. know how to promote and maintain health and welfare of animals
5. know relevant health and safety legislation and environmental good practice
6. know how to maintain accurate records.

### Assessment

Assessment will be through a short answer exam.

### Signposting to National Occupational Standards

Level 3		Lantra SSC National Occupational Standards			
Unit	Title	Unit No.	Element No.	Performance Criteria	Knowledge and understanding
45	Control and restrain animals	CU45	C4.51	1,4,5,6	1.1,1.2,1.3, 4.1,4.5, 4.6,4.7, 5.2,6.1
34	Promote the health and wellbeing of animals	CU34	CU34.1	1, 2,3,5,6	1.1, 2.1, 2.2, 3.1, 5.3, 6.1

## *Outcome 1: Be able to promote and maintain the health and welfare of animals*

### **Practical activities**

The learner will be able to:

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
2. Provide animals with sufficient and effective opportunities to move, and maintain physical functioning
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
4. Identify, record and report five abnormal signs that might indicate the following:
  - a) disease
  - b) disability
  - c) disorders
  - d) pest infestation
  - e) trauma
  - f) stress
5. Carry out two of the following procedures to promote animals' health and welfare correctly and at a suitable time for the animals concerned:
  - a) preventative care
  - b) environmental adjustment
  - c) changing feed or water provision
6. Record and report the animal's reaction to specific procedures
7. Seek assistance immediately for any animal's health or welfare emergency and initial action as appropriate to the situation.

## *Outcome 2: Be able to work safely*

### **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.

*Outcome 3: Be able to maintain accurate records*

**Practical activities**

The learner will be able to:

1. Provide clear and accurate information for recording purposes.

## *Outcome 4: Know how to promote and maintain the health and welfare of animals*

### **Underpinning knowledge**

The learner will be able to:

1. Identify the purpose for which the animals are being kept
2. Describe how to promote the health and general welfare of animals and minimise any stress or injury for at least two species of animals
3. Describe why animals need exercise and how the type and amount varies at different stages in an animal's life
4. Provide examples of how two different species of animals maintain their own physical condition and appearance
5. Describe all the visual signs which indicate the following potential problems with an animal's health and welfare:
  - a) disease
  - b) disability
  - c) disorders
  - d) pest infestation
  - e) trauma
  - f) stress
6. Describe two types of preventative care used to maintain the health and welfare of animals
7. State how the environment may be adjusted to maintain two species of animals' health and welfare
8. State the importance of providing an adequate supply of feed and water.

*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, 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.

## *Outcome 6: Know how to maintain accurate records*

### **Underpinning knowledge**

The learner will be able to:

1. Identify the types of records required and explain the importance of accurate record keeping.

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## Unit 4 Health checking a dog by a dog groomer

<b>Level 3</b>	<b>20 GLH</b>	<b>4 credits</b>
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### Rationale

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.

### Outcomes

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

1. monitor and report the health status of dogs
2. recognise and promote the wellbeing of dogs.

### Assessment

This unit will be assessed by a centre based assignment.

### Signposting to National Occupational Standards

Level 3		Lantra SSC National Occupational Standards			
Unit	Title	Unit No.	Element No.	Performance Criteria	Knowledge and understanding
34	Promote and monitor the health and wellbeing of animals	CU34	CU34.1	1, 2, 3, 4, 5,6	1.1,1.2,1.3, 2.1,3.1, 4.55.1,5.3,6.1
32	Maintain the health and welfare of animals	CU32	CU32.1		

## *Outcome 1: Monitor and report the health status of dogs*

### **Practical activities**

The learner will be able to:

1. Monitor and report the health status of dogs.

### **Underpinning knowledge**

The learner will be able to:

1. Identify what information/records are needed
2. Explain the importance of good communication skills between the groomer and the customer
3. State relevant health and safety and animal welfare legislation and organisational policies
4. Select the appropriate Personal Protective Equipment (PPE)
5. Identify visual signs of stress and how these can be minimised
6. Explain the importance of handling and restraint equipment and methods
7. Describe the normal appearance of gums, teeth, nose, eyes, ears, skin/coat, limbs and genital area
8. Identify visual signs of good health in relation to appearance, posture and movement, behaviour, bodily function and social interaction
9. Identify visual signs of poor health in relation to appearance, posture and movement, behaviour, bodily function and social interaction
10. Identify and recognise signs of ecto-parasites and treatments
11. Explain the problems and risks relating to bitches 'in season' being in the grooming room
12. Identify potential problems on medium to long coated dogs
13. Monitor and report accurately the appearance of the dog and its importance.

## *Outcome 2: Recognise and promote the wellbeing of dogs*

### **Practical activities**

The learner will be able to:

1. Recognise and promote the well-being of dogs.

### **Underpinning knowledge**

The learner will be able to:

1. Explain the welfare requirements of dogs at a grooming salon
2. Describe how dog grooming can promote the health and wellbeing of a dog
3. Explain the types of 'preventative care' used for dogs
4. Explain the legislative restrictions on administering preventative care
5. Identify possible emergency first aid situations and the correct procedures
6. Maintain health and safety in accordance with organisational policies and current welfare legislation.

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## Unit 5 Welcome, receive and care for visitors

<b>Level 3</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 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.

### Outcomes

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

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

This unit will be assessed by a centre devised assignment.

### Signposting to National Occupational Standards

Level 3		Lantra SSC National Occupational Standards			
Unit	Title	Unit No.	Element No.	Performance Criteria	Knowledge and understanding
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 practices.

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

<b>Level 3</b>	<b>45 GLH</b>	<b>7 credits</b>
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### Rationale

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.

### Outcomes

There are seven outcomes to this unit. The learner will:

1. understand how to monitor and maintain the health, safety and security of the work area
2. understand how to promote good standards of health and safety
3. understand how to deal with health emergency situations
4. understand the records required and their importance
5. monitor and maintain the health, safety and security of the work area
6. promote good standards of health and safety
7. respond to health emergencies within the work area.

### Assessment

This unit will be assessed by a centre devised assignment.

### Signposting to National Occupational Standards

Level 3		Lantra SSC National Occupational Standards			
Unit	Title	Unit No.	Element No.	Performance Criteria	Knowledge and understanding
CU3	Promote, monitor and maintain health, safety and security	CU3	CU3.1	1, 2,3, 4,5,6,7	1.1-1.8 2.1-2.2 3.1-3.4 5.1-5.2 6.1-6.6 7.1-7.4

*Outcome 1: Understand how to monitor and maintain the health, safety and security of the work area*

**Practical activities**

The learner will be able to:

1. Identify roles and responsibilities in relation to health, safety and security.

**Underpinning knowledge**

The learner will be able to:

1. Explain the legal and organisational responsibilities in relation to health, safety and security covering:
  - (a) people
  - (b) equipment and materials
  - (c) the work area
2. Explain the importance of carrying out risk assessments for all work activities including assessing risks from new and non-routine activities
3. Explain the importance of assessing security issues associated with the work area covering:
  - (a) bio security
  - (b) building security
  - (c) data security
  - (d) personal security
4. Describe how to carry out and evaluate a risk assessment
5. Explain the hierarchy of measures to control risks (including elimination, substitution, relevant engineering controls, safe systems of work, training/instruction and personal protective equipment)
6. Outline safe systems of work when people are working alone or at risk of abuse
7. Explain safe methods and systems of working with hazardous materials and equipment in line with relevant legislation
8. Explain how hazardous and non-hazardous waste should be managed in line with legislation.

## *Outcome 2: Understand how to promote good standards of health and safety*

### **Practical activities**

The learner will be able to:

1. Communicate to colleagues health and safety risks.

### **Underpinning knowledge**

The learner will be able to:

1. Explain the methods of communicating health and safety precautions to others entering the work area
2. Explain how good standards of health and safety contribute to the management and efficiency of businesses or organisations.

### *Outcome 3: Understand how to deal with health emergency situations*

#### **Practical activities**

The learner will be able to:

1. Describe common emergency procedures.

#### **Underpinning knowledge**

The learner will be able to:

1. Describe the types of accidents or incidents which may occur and the correct actions to take
2. Explain the importance of not carrying out actions beyond own capabilities
3. Explain the potential risks to others from an emergency situation
4. Explain the reasons for offering support and help to others involved in the accident or incident and how this should be achieved.

## *Outcome 4: Understand the records required and their importance*

### **Practical activities**

The learner will be able to:

1. Complete an accident report.

### **Underpinning knowledge**

The learner will be able to:

1. Explain the responsibility for and types of records required and the importance of accurate record keeping
2. Explain the relevant legislative requirements for completing records of accidents and incidents.

*Outcome 5: Monitor and maintain the health, safety and security of the work area*

**Practical activities**

The learner will be able to:

1. Carry out a risk assessment.

**Underpinning knowledge**

The learner will be able to:

1. Carry out risk assessments in accordance with relevant legal and organisational requirements
2. Evaluate the risks which have been identified and implement appropriate control measures.

## *Outcome 6: Promote good standards of health and safety*

### **Practical activities**

The learner will be able to:

1. Produce an Induction Pack for a new member of staff in relation to health and safety.

### **Underpinning knowledge**

The learner will be able to:

1. Ensure appropriate clothing and protective equipment is worn which is consistent with recognised health and safety practice and in line with risk assessment
2. Communicate any health and safety precautions that are being applied in the work area to others entering the area
3. Use approved safe methods of lifting and handling when carrying out work
4. Ensure standard procedures for personal hygiene are followed at all times
5. Adopt safe systems of work which are consistent with organisational procedures and the findings of the risk assessment
6. Take appropriate action if there is a danger of accidents or injury.

## Outcome 7: *Respond to health emergencies within the work area*

### **Practical activities**

The learner will be able to:

1. Carry out an emergency evacuation practice.

### **Underpinning knowledge**

The learner will be able to:

1. Implement procedures safely, correctly and without delay in an emergency situation
2. Summon assistance immediately for any health emergency and initiate action appropriate to the condition and situation
3. Give assistance as required within the limits of your capability, including suitable verbal support
4. Make the immediate vicinity as safe as possible.

## Unit 7 Moving animals between locations

<b>Level 3</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:

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

### Assessment

This unit will be assessed by a centre devised assignment.

### Signposting to National Occupational Standards

Level 3		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: Be able to 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 an animal
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 pace 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: Be able to 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 8 Handle payments from clients

<b>Level 3</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:

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

### Assessment

This unit will be assessed by a centre devised assignment.

### Signposting to National Occupational Standards

<b>Level 3</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>
AC7	Handle payments from clients	AC7	AC7.3	1,2	1.1-1.6 2.1-2.6

## *Outcome 1: Be able to 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      **Keep stock on sale at required levels in a retail environment**

<b>Level 3</b>	<b>20 GLH</b>	<b>3 credits</b>
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### Rationale

The unit is about two aspects of keeping the right levels of stock on sale. The first concerns using the stock control system to help anticipate how much stock will be needed, while there is still enough time to order it. The second is about ordering stock on time, and making sure it reaches the sales floor as needed.

### Outcomes

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

1. know how to check the level of stock on sale in a retail environment
2. know how to replenish stock on sale in a retail environment
3. check the level of stock on sale in a retail environment
4. replenish stock on sale in a retail environment.

### Assessment

This unit will be assessed by a centre devised assignment.

### Signposting to National Occupational Standards

Level 3		Lantra SSC National Occupational Standards			
Unit	Title	Unit No.	Element No.	Performance Criteria	Knowledge and understanding
29	Keep stock on sale at required levels in a retail environment	AC29	AC29.1	1 – 6	1.1-1.4 2.1-2.2 3.1-3.3 4.1-4.6 5.1-5.2 6.1-6.5

## *Outcome 1: Know how to check the level of stock on sale in a retail environment*

### **Practical activities**

The learner will be able to:

1. Identify processes and procedures to determine when stock needs ordering.

### **Underpinning knowledge**

The learner will be able to:

1. Explain why the store needs to carry the right levels of stock
2. Explain why the quality of stock needs checking regularly
3. State the maximum and minimum levels of stock that need to be on display
4. Explain the factors that can affect demand for stock, and how to work out how often to check stock levels
5. Explain how to plan and organise their time so that they check stock at suitable intervals
6. Explain how to use the stock control system to identify current stock levels, the stock levels needed and any shortfalls in stock
7. Explain how to identify stock with expired date codes
8. Explain how to deal with stock which has reached its expiry date
9. Explain how to update the stock control system to reflect changes in stock levels.

## *Outcome 2: Know how to replenish stock on sale in a retail environment*

### **Practical activities**

The learner will be able to:

1. Demonstrate knowledge of stock control systems to prepare an order.

### **Underpinning knowledge**

The learner will be able to:

1. Explain how to use the stock control system to identify the types and quantities of stock to order
2. Explain how to prepare and send orders for stock, and why they should do so accurately and at the right times
3. Explain how to prepare different types of stock for sale
4. Identify company procedures for disposing of packaging waste
5. Show that they know how to decide when to move stock to the sales floor and the arrangements to make for moving stock
6. Identify why stock needs rotating
7. Explain how to rotate stock correctly and without disturbing other people any more than needed
8. Show that they know why they should regularly check demand for stock
9. Explain the factors that can affect demand
10. Identify who to approach with suggestions for changes to the levels of stock carried
11. Explain how to present a clearly reasoned case for changing the levels of stock carried.

### *Outcome 3: Check the level of stock on sale in a retail environment*

#### **Practical activities**

The learner will be able to:

1. Use stock control systems
2. Check stock levels at suitable intervals and report when stock needs replacing.

#### **Underpinning knowledge**

The learner will be able to:

1. Explain how to use a stock control system to identify current stock levels, the stock levels needed and any shortfalls in stock
2. Identify how often to check stock to ensure that stock is replaced as required
3. Identify when stock has passed its expiry date, remove it from sale and update the stock control system.

## *Outcome 4: Replenish stock on sale in a retail environment*

### **Practical activities**

The learner will be able to:

1. Replenish stock and use stock control systems.

### **Underpinning knowledge**

The learner will be able to:

1. Describe how to order stock to maintain the correct levels
2. Prepare stock for sale
3. Arrange for stock to be moved to the sales floor when it is needed
4. Explain how to rotate stock correctly to include the following:
  - a) minimising the disturbance to other people
  - b) company procedures for disposal of waste packaging
5. Update the stock control system promptly, accurately and completely notice changes in demand for stock and decide what stock levels are suitable
6. Report on realistic stock changes that could be made.

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## Unit 10 Hand stripping a dog's coat

<b>Level 3</b>	<b>30 GLH</b>	<b>6 credits</b>
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### Rationale

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.

### Outcomes

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

1. assess a dog for hand stripping
2. hand strip a dog using suitable tools and equipment.

### Range

#### Breeds

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

Border Terrier  
 Patterdale Terrier  
 Wire Hair Dach  
 Cross Breeds

### Assessment

This unit will be assessed by a centre based assignment.

### Signposting to National Occupational Standards

Level 1 Land Based Studies		Lantra SSC National Occupational Standards			
Unit	Title	Unit No.	Element No.	Performance Criteria	Knowledge and understanding
CU32	Maintain the health and welfare of animals	CU 32	CU 32.1		
		CU32	CU32.2		
AC8	Prepare and groom dogs	AC8	AC8.1		
CU115	Control, handle and restrain animals	CU115	CU115.1		
AC16	Plan and carry out styling and finishing for dogs	AC16	AC16.1 AC16.2		

## *Outcome 1: Assess a dog for hand stripping*

### **Practical activities**

The learner will be able to:

1. Prepare and select suitable equipment for hand stripping a dog.

### **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 groomer and the dog
2. Identify the visual signs of stress and how they can be minimised
3. Carry out a visual health check on the dog
4. Explain the method of 'hand stripping' and its purpose
5. Identify common breeds and coat types that can be hand stripped
6. Identify factors that would contraindicate the use of hand stripping
7. Indicate the frequency and areas for hand stripping of various breeds
8. Describe the suitable tools, equipment and methods used.

## *Outcome 2: Hand strip a dog using suitable tools and equipment*

### **Practical activities**

The learner will be able to:

1. Hand-strip a suitable dog using the correct technique tools and equipment.

### **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 and select appropriate handling techniques, restraining equipment and Personal Protective Equipment (PPE)
3. State how correct handling techniques can promote a dogs confidence and co-operation
4. Identify areas of the dog which may require special attention when hand stripping
5. Identify how the hand stripping tools and equipment used should be maintained, cleaned and stored.

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## Unit 11 Style and trim a spaniel's coat

<b>Level 3</b>	<b>30 GLH</b>	<b>6 credits</b>
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### Rationale

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.

### Outcomes

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

1. choose a suitable dog and prepare for styling
2. present and handle the dog correctly
3. carry out styling of the Spaniel.

### Assessment

This unit will be assessed by a practical exam.

### Signposting to National Occupational Standards

Level 3		Lantra SSC National Occupational Standards			
Unit	Title	Unit No.	Element No.	Performance Criteria	Knowledge and understanding
CU32	Maintain the health and welfare of animals	CU 32	CU 32.1		
		CU32	CU32.2		
AC8	Prepare and groom dogs	AC8	AC8.1		
CU115	Control, handle and restrain animals	CU115	CU115.1		
AC16	Plan and carry out styling and finishing for dogs	AC16	AC16.1 AC16.2		

## *Outcome 1: Choose a suitable dog and prepare for styling*

### **Practical examination of styling**

All preparation (bathing, drying, nails and ears) must be done prior to the examination so that the dog is presented ready for styling. The examiners will assess the suitability of the condition of the dog at the start of the examination. The trimming time for the breed is 1 hour. Thinning scissors may be used for the Spaniel.

### **Notes**

- Any dog that does not have a suitable texture for these procedures should not be presented for examination. The recommended minimum coat growth for Spaniels is 8 to 10 weeks.
- The examiner has the right to refuse any dog with too short a coat, skin, medical, including parasites, or temperamental problems. The fee will not be refunded.
- Not finishing a dog in the allotted time will result in automatic failure.
- Mishandling a dog can result in the examination being terminated at any time.
- Candidates should familiarise themselves with The Kennel Club breeds standards (UK). The styling sheets in Appendix A may be used for guidance.

### **Critical Faults**

- Dog has a medical condition or is injured.
- Coat is too short to trim.
- Dog has unsuitable temperament.
- Dangerous use of equipment.
- Dangerous handling of dog.
- Trim not completed in time allowed.

*Outcome 1: Choose a suitable dog and prepare for styling*

**Practical activities**

The learner will be able to:

1. Evaluate whether the dog is suitable in terms of temperament and coat
2. Prepare work area for handling and styling the dog.

## *Outcome 2: Present and handle the dog correctly*

### **Practical activities**

The learner will be able to:

1. Present the dog in a suitable condition, ready for styling
2. Handle the dog using appropriate handling techniques, restraining equipment and personal protective equipment (PPE)
3. Approach the task professionally.

## *Outcome 3: Carry out styling of the Spaniel*

### **Practical activities**

The learner will be able to:

1. Demonstrate efficient and safe use of equipment
2. Carry out fine and medium clipper work and hand strip, if appropriate
3. Identify areas of the dog which may require special attention
4. Produce a suitable style and shape for the Spaniel to include:
  - a) head
  - b) back
  - c) tail
  - d) legs
  - e) feet.

### **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.

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## Unit 12 Style and trim a short-legged terrier's coat

<b>Level 3</b>	<b>30 GLH</b>	<b>6 credits</b>
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### Rationale

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.

### Outcomes

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

1. choose a suitable dog and prepare for styling
2. present and handle the dog correctly
3. carry out styling of the Terrier.

### Assessment

This unit will be assessed by a practical examination.

### Signposting to National Occupational Standards

Level 3		Lantra SSC National Occupational Standards			
Unit	Title	Unit No.	Element No.	Performance Criteria	Knowledge and understanding
CU32	Maintain the health and welfare of animals	CU 32	CU 32.1		
		CU32	CU32.2		
AC8	Prepare and groom dogs	AC8	AC8.1		
CU115	Control, handle and restrain animals	CU115	CU115.1		
AC16	Plan and carry out styling and finishing for dogs	AC16	AC16.1 AC16.2		

## *Outcome 1: Choose a suitable dog and prepare for styling*

### **Practical examination of styling**

All preparation (bathing, drying, nails and ears) must be done prior to the examination so that the dog is presented ready for styling. The examiners will assess the suitability of the condition of the dog at the start of the examination. The trimming time for Terriers is 1 hour. Terriers must all have clipped backs, except for the Cairn terrier where thinning scissors may be used.

### **Notes**

- Any dog that does not have a suitable texture for these procedures should not be presented for examination. The recommended minimum coat growth for Terriers is 8 to 10 weeks.
- The examiner has the right to refuse any dog with too short a coat, skin, medical, including parasites, or temperamental problems. The fee will not be refunded.
- Not finishing a dog in the allotted time will result in automatic failure.
- Mishandling a dog can result in the examination being terminated at any time.
- Candidates should familiarise themselves with The Kennel Club breeds standards (UK). The styling sheets in Appendix A may be used for guidance.

### **Critical Faults**

- Dog has a medical condition or is injured.
- Coat is too short to trim.
- Dog has unsuitable temperament.
- Dangerous use of equipment.
- Dangerous handling of dog.
- Trim not completed in time allowed.

*Outcome 1: Choose a suitable dog and prepare for styling*

**Practical activities**

The learner will be able to:

1. Evaluate whether the dog is suitable in terms of temperament and coat
2. Prepare work area for handling and styling the dog.

## *Outcome 2: Present and handle the dog correctly*

### **Practical activities**

The learner will be able to:

1. Present the dog in a suitable condition, ready for styling
2. Handle the dog using appropriate handling techniques, restraining equipment and personal protective equipment
3. Approach the task professionally.

## *Outcome 3: Carry out styling of the Terrier*

### **Practical activities**

The learner will be able to:

1. Demonstrate efficient and safe use of equipment
2. Carry out fine and medium clipper work
3. Identify areas of the dog which may require special attention
4. Produce a suitable style and shape for the short-legged terrier to include:
  - a) head
  - b) back
  - c) tail
  - d) legs
  - e) feet.

### **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

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## Unit 13 Style and trim a poodle's coat

<b>Level 3</b>	<b>30 GLH</b>	<b>6 credits</b>
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### Rationale

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.

### Outcomes

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

1. choose a suitable dog and prepare for styling
2. present and handle the dog correctly
3. carry out styling of the Poodle.

### Assessment

This unit will be assessed by a practical examination.

### Signposting to National Occupational Standards

Level 3		Lantra SSC National Occupational Standards			
Unit	Title	Unit No.	Element No.	Performance Criteria	Knowledge and understanding
CU32	Maintain the health and welfare of animals	CU 32	CU 32.1		
		CU32	CU32.2		
AC8	Prepare and groom dogs	AC8	AC8.1		
CU115	Control, handle and restrain animals	CU115	CU115.1		
AC16	Plan and carry out styling and finishing for dogs	AC16	AC16.1 AC16.2		

## *Outcome 1: Choose a suitable dog and prepare for styling*

### **Practical examination of styling**

All preparation (bathing, drying, nails and ears) must be done prior to the examination so that the dog is presented ready for styling. The examiners will assess the suitability of the condition of the dog at the start of the examination. The trimming time for poodles is 1 hour 15 minutes. Poodles must have clipped backs.

### **Notes**

- Any dog that does not have a suitable texture for these procedures should not be presented for examination. The recommended minimum coat growth for Poodles is 6 weeks.
- The examiner has the right to refuse any dog with too short a coat, skin, medical, including parasites or temperamental problems. The fee will not be refunded.
- Not finishing a dog in the allotted time will result in automatic failure.
- Mishandling a dog can result in the examination being terminated at any time.
- Candidates should familiarise themselves with The Kennel Club breeds standards (UK). The styling sheets in Appendix A may be used for guidance.

### **Critical Faults**

- Dog has a medical condition or is injured.
- Coat is too short to trim.
- Dog has unsuitable temperament.
- Dangerous use of equipment.
- Dangerous handling of dog.
- Trim not completed in time allowed.

*Outcome 1: Choose a suitable dog and prepare for styling*

**Practical activities**

The learner will be able to:

1. Evaluate whether the dog is suitable in terms of temperament and coat
2. Prepare work area for handling and styling the dog.

## *Outcome 2: Present and handle the dog correctly*

### **Practical activities**

The learner will be able to:

1. Present the dog in a suitable condition, ready for styling
2. Handle the dog using appropriate techniques, restraining equipment and personal protective equipment (PPE)
3. Approach the task professionally.

## *Outcome 3: Carry out styling of the Poodle*

### **Practical activities**

The learner will be able to:

1. Demonstrate efficient and safe use of equipment
2. Carry out fine and medium clipper work
3. Identify areas of the dog which may require special attention
4. Produce a suitable style and shape for a Poodle to include:
  - a) head
  - b) back
  - c) tail
  - d) legs
  - e) feet.

### **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.

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## Unit 14 Style and trim a long-legged Terrier or Schnauzer's coat

<b>Level 3</b>	<b>30 GLH</b>	<b>6 credits</b>
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### Rationale

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.

### Outcomes

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

1. Choose a suitable dog and prepare for styling
2. Present and handle the dog correctly
3. Carry out styling of the Terrier or Schnauzer.

### Assessment

This unit will be assessed by a practical exam.

### Signposting to National Occupational Standards

Level 3		Lantra SSC National Occupational Standards			
Unit	Title	Unit No.	Element No.	Performance Criteria	Knowledge and understanding
CU32	Maintain the health and welfare of animals	CU 32	CU 32.1		
		CU32	CU32.2		
AC8	Prepare and groom dogs	AC8	AC8.1		
CU115	Control, handle and restrain animals	CU115	CU115.1		
AC16	Plan and carry out styling and finishing for dogs	AC16	AC16.1 AC16.2		

## *Outcome 1: Choose a suitable dog and prepare for styling*

### **Practical examination of styling**

All preparation (bathing, drying, nails and ears) must be done prior to the examination so that the dog is presented ready for styling. The examiners will assess the suitability of the condition of the dog at the start of the examination. The trimming time for the breed is 1 hour. Dogs in this group should have clipped backs.

### **Notes**

- Any dog that does not have a suitable texture for these procedures should not be presented for examination. The recommended minimum coat growth for this group is 8 to 10 weeks.
- The examiner has the right to refuse any dog with too short a coat, skin, medical, including parasites, or temperamental problems. The fee will not be refunded.
- Not finishing a dog in the allotted time will result in automatic failure.
- Mishandling a dog can result in the examination being terminated at any time.
- Candidates should familiarise themselves with The Kennel Club breeds standards (UK). The styling sheets in Appendix A may be used for guidance.

### **Critical Faults**

- Dog has a medical condition or is injured.
- Coat is too short to trim.
- Dog has unsuitable temperament.
- Dangerous use of equipment.
- Dangerous handling of dog.
- Trim not completed in time allowed.

*Outcome 1: Choose a suitable dog and prepare for styling*

**Practical activities**

The learner will be able to:

1. Evaluate whether the dog is suitable in terms of temperament and coat
2. Prepare work for handling and styling the dog.

## *Outcome 2: Present and handle the dog correctly*

### **Practical activities**

The learner will be able to:

1. Present the dog in a suitable condition, ready for styling
2. Handle the dog using appropriate handling techniques, retaining equipment and personal equipment
3. Approach the task professionally.

## *Outcome 3: Carry out styling of the Terrier or Schnauzer*

### **Practical activities**

The learner will be able to:

1. Demonstrate efficient and safe use of equipment
2. Carry out fine and medium clipper work
3. Identify areas of the dog which may require special attention
4. Produce a suitable style and shape for a long-legged Terrier or a miniature Schnauzer to include:
  - a) head
  - b) back
  - c) tail
  - d) legs
  - e) feet.

### **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 A

## 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 (English) 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

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

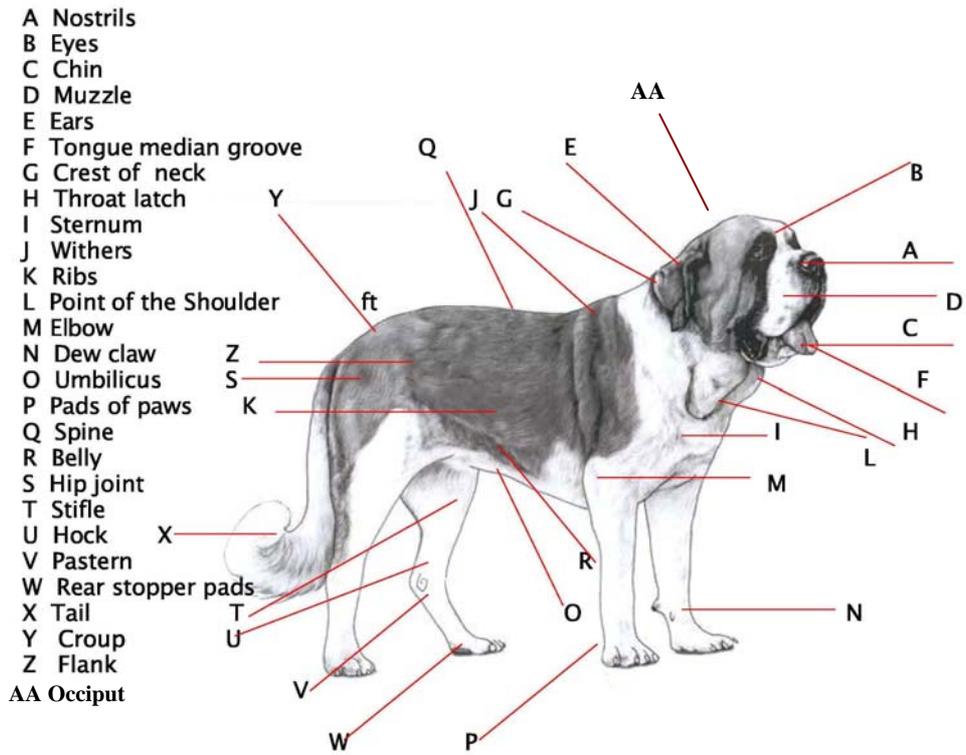
- All grooming tools appropriate to the dog(s) being trimmed are acceptable for use during the examination however no photographs, literature or training guidelines are allowed.

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 ( <b>Λ</b> ):	The rear furnishings flow into an inverted V shape - <b>Λ</b>
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 

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 NPTC 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 NPTC 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**

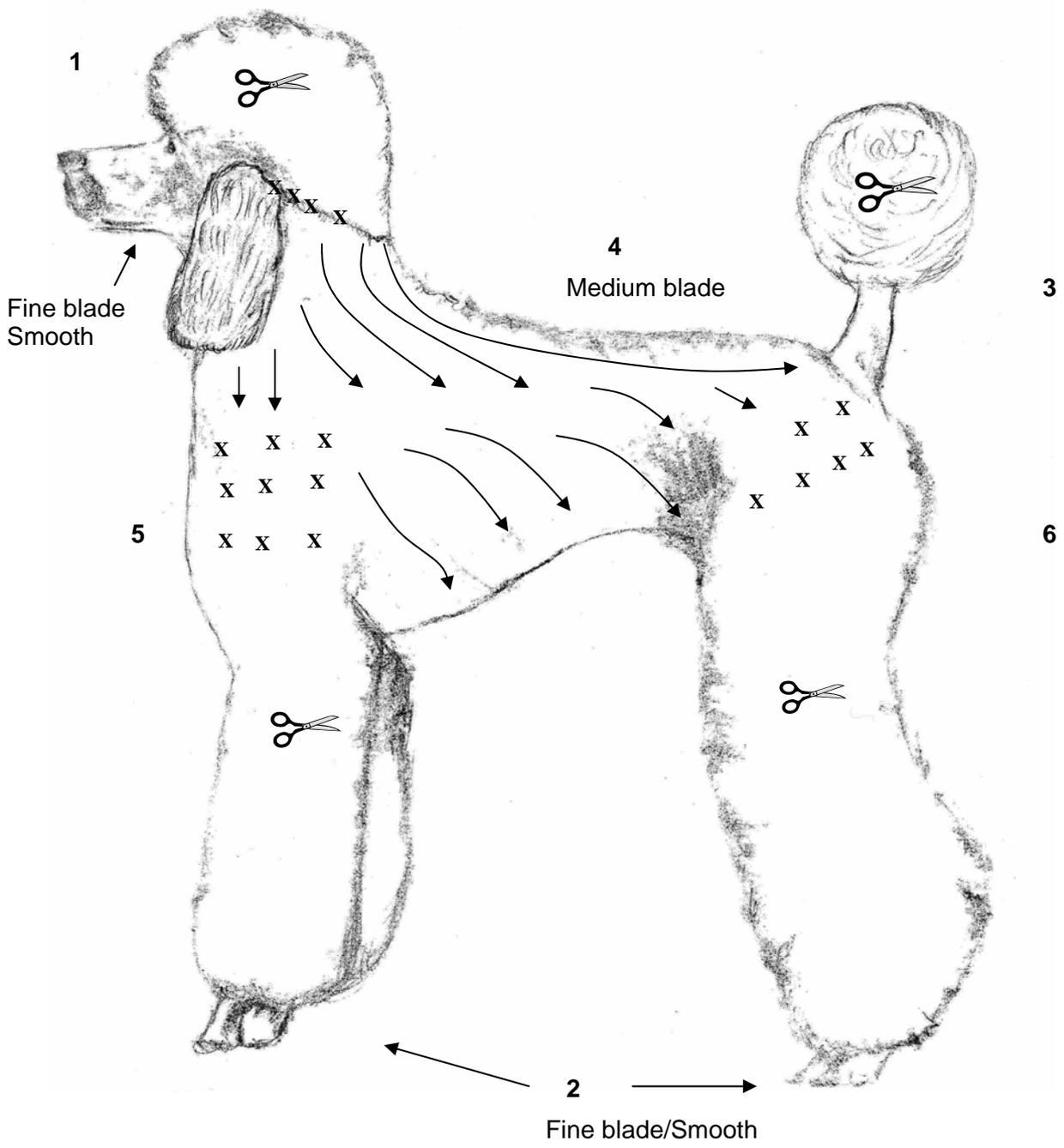
The back is clipped and the dog does not have shoulder pads.

### **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**

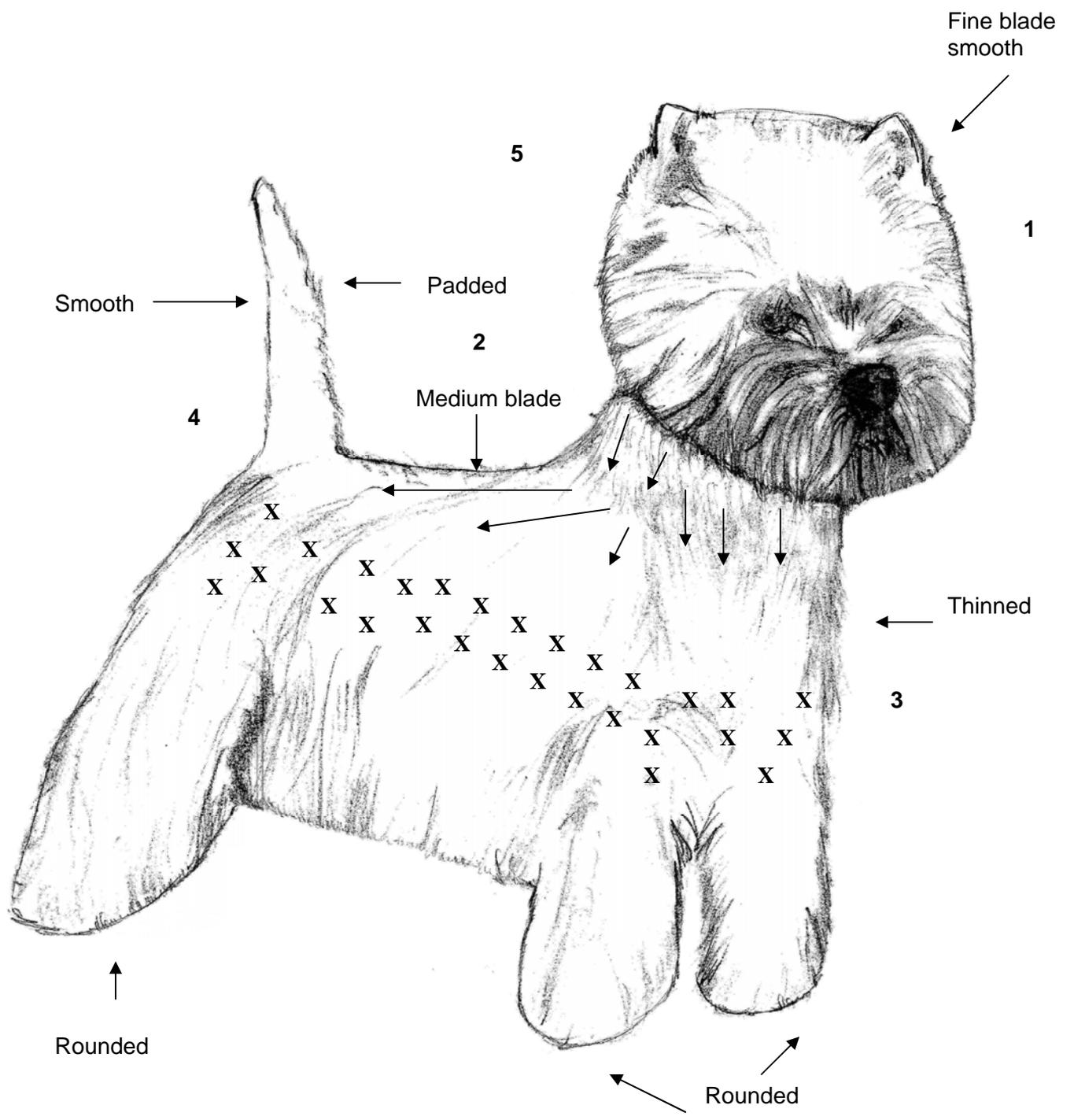
The coat on the top of the shoulders is blended into the leg coat. The fore legs are straight and the coat is trimmed to give a rounded tube like leg.

### 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**

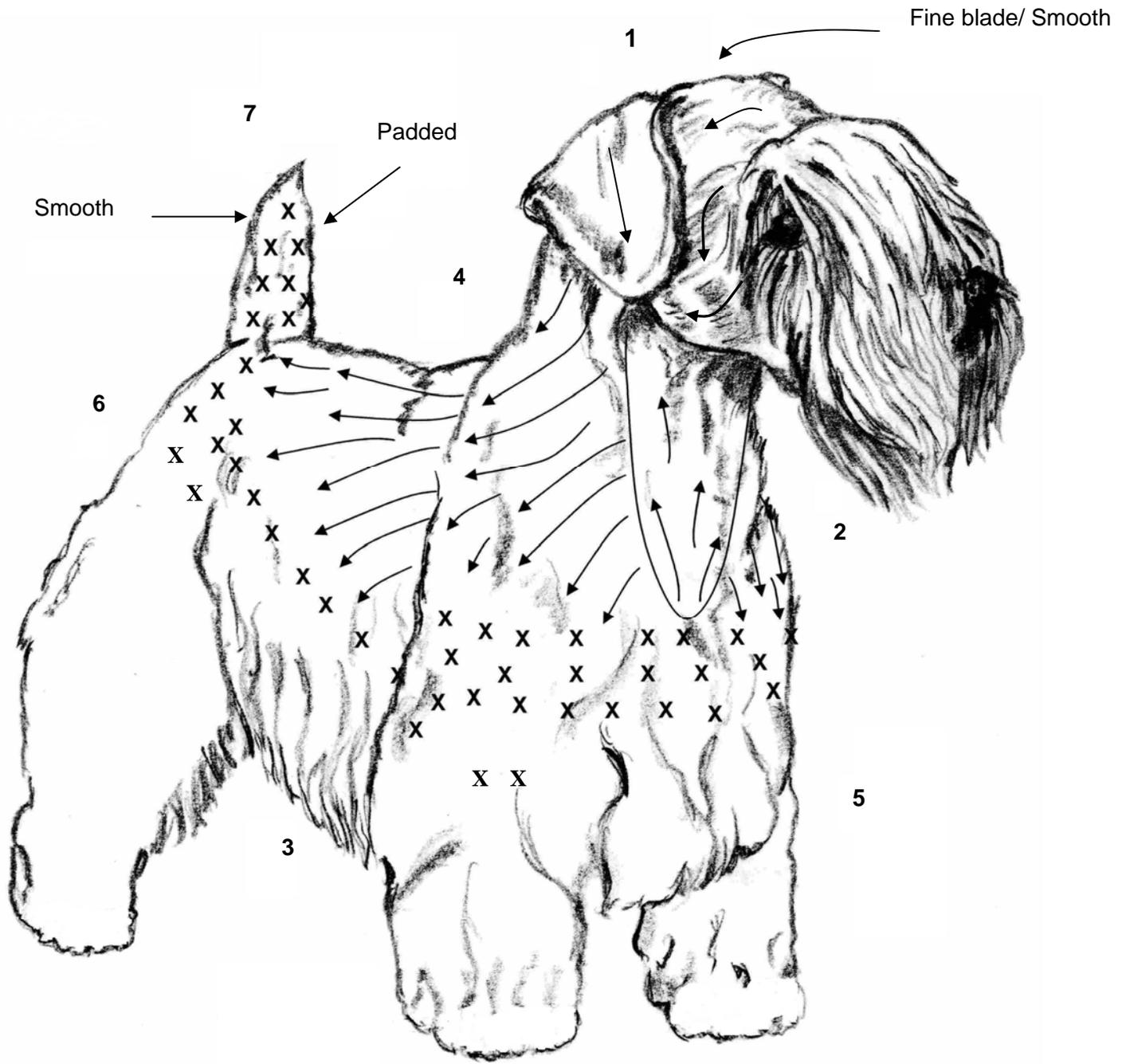
The furnishings are of a good length to show the breed profile, have a tubular shape and are blended into the shoulders. The feet are neat.

### 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 Adams 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**

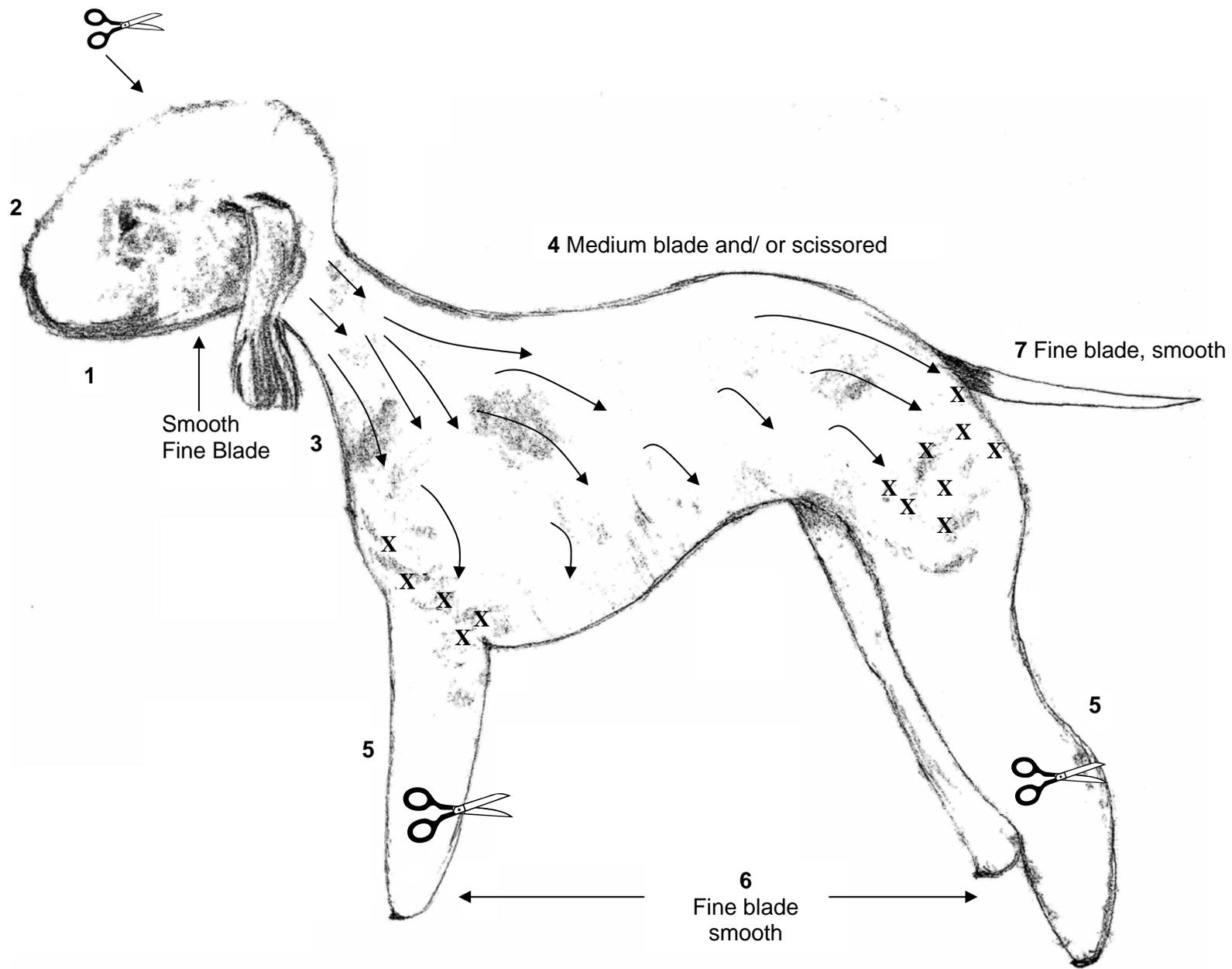
The legs are scissored to cylindrical shapes tapering to the foot. The back legs show natural Angulation following the body shape and tapering to the foot.

### **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**

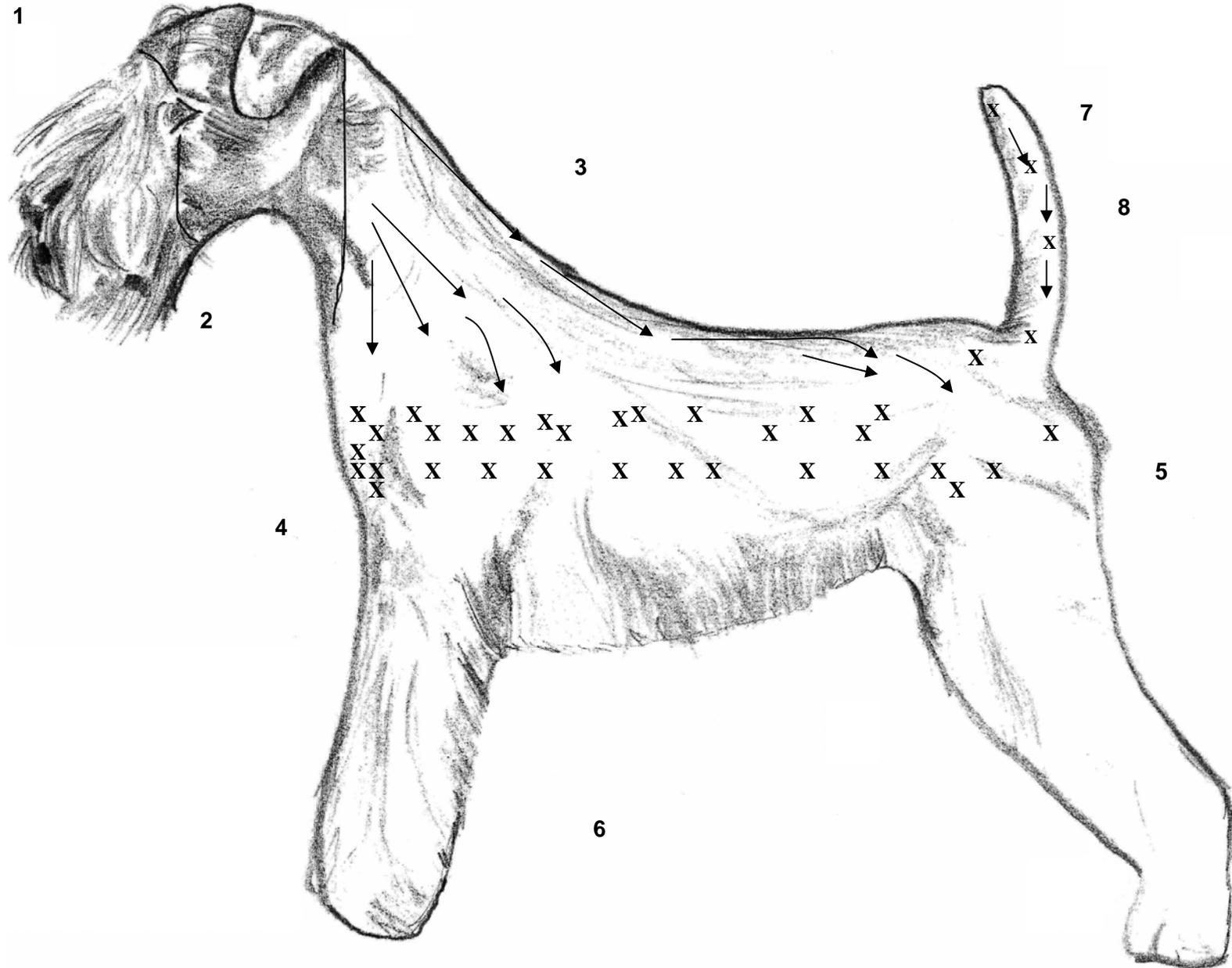
The feet are trimmed round and neat and angled to give a tiptoe appearance.

**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**

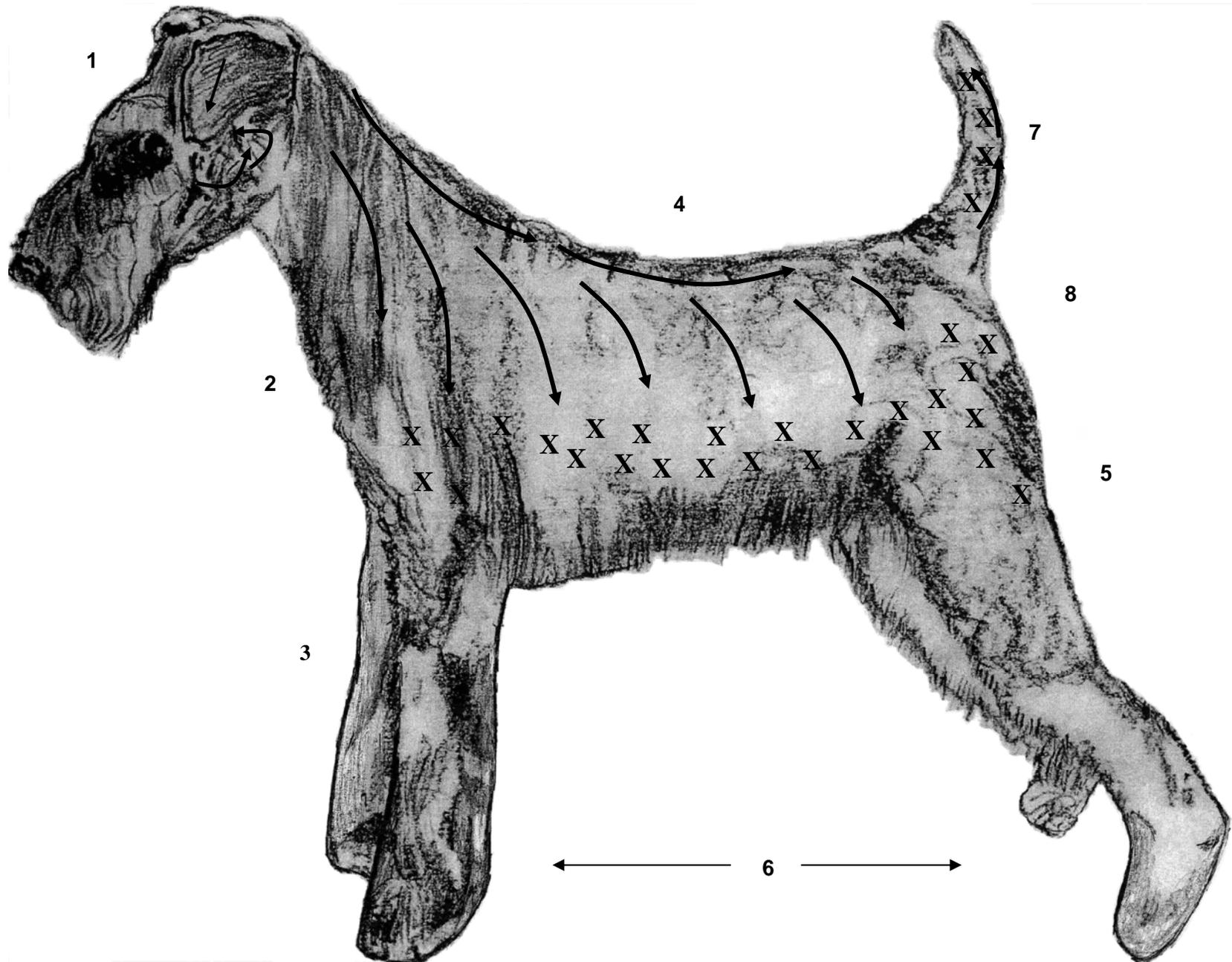
The feet are trimmed round and neat and angled to give a tiptoe appearance.

**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 & 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.

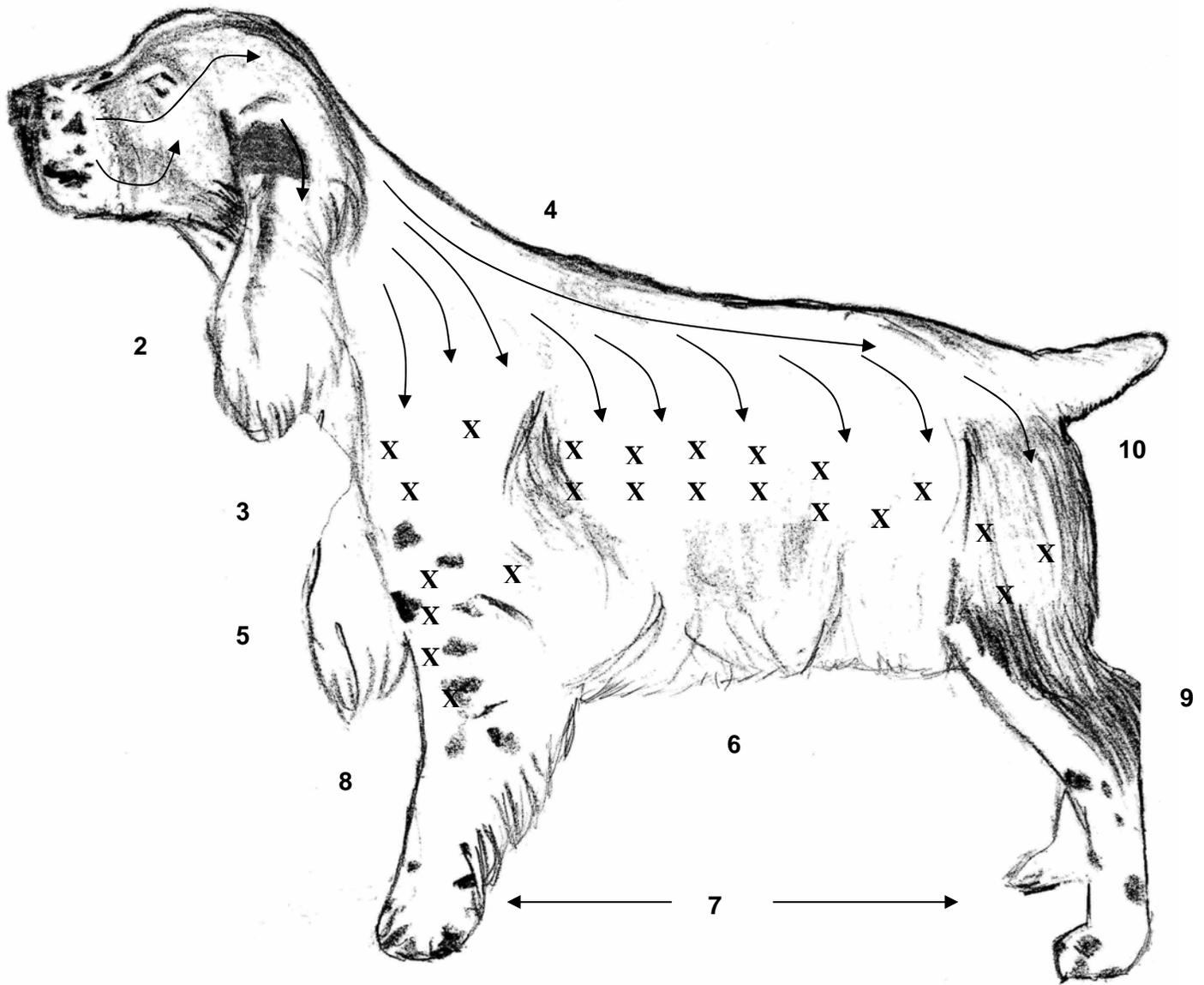
## 9 **Hind Legs**

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 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.



1

5

2

3

4

## **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**

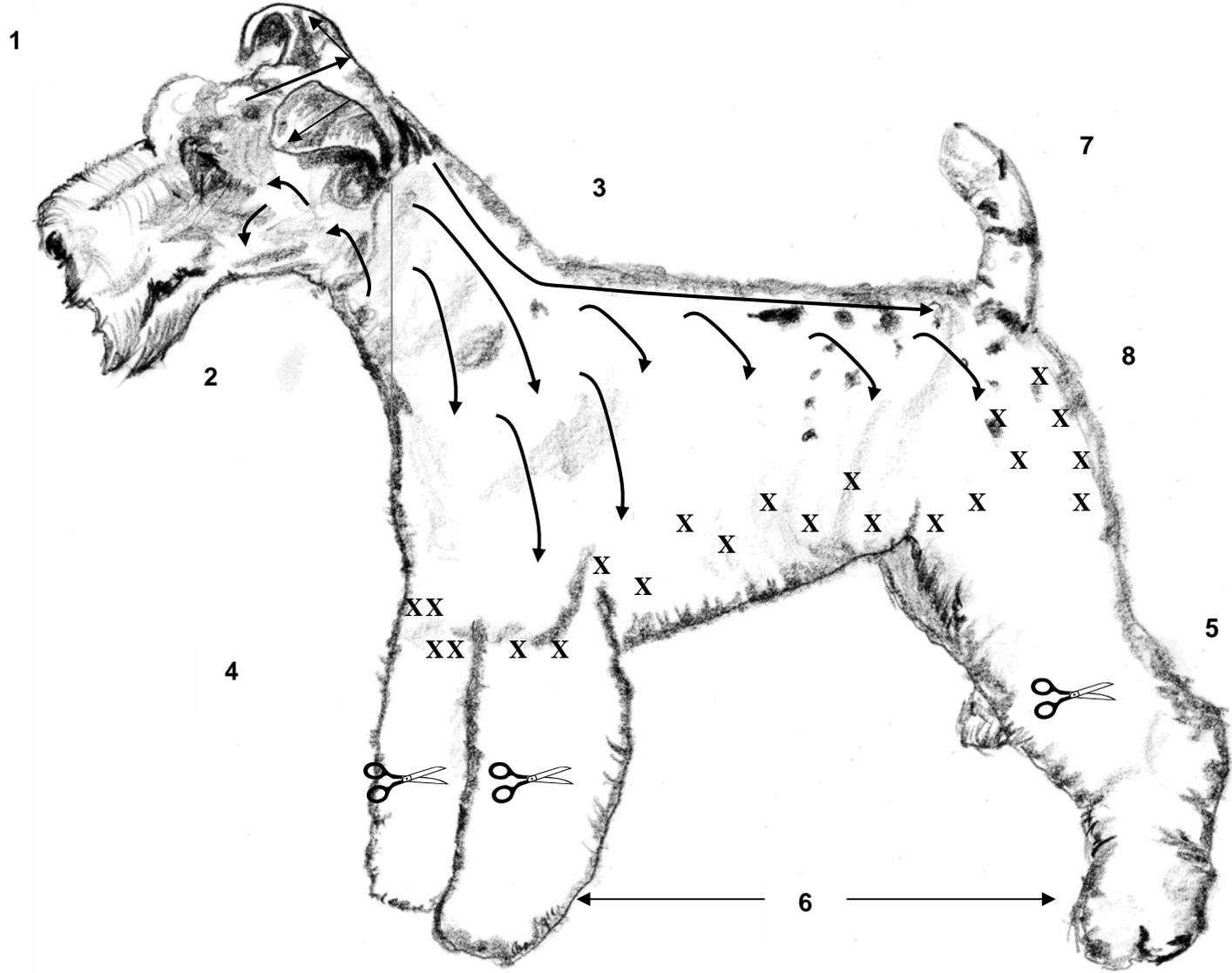
The feet are trimmed round and neat and angled to give a tiptoe appearance.

### **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.



## 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:

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

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<b>City &amp; Guilds Region</b>	<b>Telephone</b>	<b>Facsimile</b>	<b>Email</b>
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Websites: [www.nptc.org.uk](http://www.nptc.org.uk) [www.cityandguilds.com](http://www.cityandguilds.com) [www.i-l-m.com](http://www.i-l-m.com)

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