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**LEVEL 2 AWARD AND CERTIFICATE  
FOR  
ANIMAL NURSING ASSISTANTS**

**UNITS AND RULES OF COMBINATION**

## About ABC Awards

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- Additional and/or Specialist Learning for the 14-19 Diplomas
- Included within Foundation Learning

ABC's national operation is supported through its regional offices which provide support to centres and a full range of assessment services. ABC has a team of dedicated staff who can offer advice and guidance on the full Portfolio, Examination and Moderation services including e-Assessment offered by ABC, as well as the full range of ABC training events and conferences. The team is committed to helping you in the way that suits your requirements and is available to visit you at your convenience.

ABC encourages centres to use its on-line registration service. Registration facilities are available through our web site – <http://www.abcawards.co.uk/secure/register.php>

## Sources of Additional Information

The ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk) provides access to a wide variety of information.

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## Qualification Summary

### ABC Awards Level 2 Award and Certificate for Animal Nursing Assistants

<b>Qualifications</b>	
Level 2 Award for Animal Nursing Assistants Level 2 Certificate for Animal Nursing Assistants	
<b>Assessment</b>	Internal assessment, internal and external moderation.  Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.  <b>Unit [A/502/7622] 'Companion animal anatomy and physiology' will include assessment by externally set questions which will be internally assessed and externally moderated.</b>
<b>Grading</b>	Pass
<b>Progression</b>	Learners who achieve the ABC Level 2 Certificate for Animal Nursing Assistants and who have also attained Functional Skills/Key Skills at Level 2 in English/Communication and Mathematics/Application of Number, or the equivalent proxy qualifications, may progress onto the RCVS Level 3 Diploma in Veterinary Nursing.
<b>Operational Start Date</b>	01/01/2011
<b>Review Date</b>	31/08/2014
<b>ABC Sector</b>	Land Based/Environmental
<b>QCDA Tier 2 Sector</b>	03.3 Animal Care and Veterinary Science
<b>Support from sector bodies</b>	This qualification is supported by Lantra, the Sector Skills Council for environmental and land-based industries
<b>ABC Administering Office</b>	Additional guidance and advice to support these qualifications and units is freely available to approved ABC centres. See ABC web site for the contact details of the administering office

## Level 2 Award for Animal Nursing Assistants

Rules of Combination: Learners must achieve 12 credits. This will include 4 credits from the mandatory unit in Group A, plus 8 credits from the optional units in groups B and C. Only one optional unit can be chosen from Group C.

Unit	Level	Credit Value	GLH	Page No.
<b>Group A - Mandatory Unit</b>				
Principles of basic animal nursing assistance [M/502/7617]	2	4	30	6
<b>Group B - Optional Units</b>				
Deliver basic treatments to animals [Y/502/1505]	2	5	38	9
Maintain animal accommodation [Y/502/1522]	2	3	23	11
Control and restrain animals [Y/502/1536]	2	2	15	14
Provide controlled exercise opportunities for animals [K/502/1556]	2	4	30	16
Provide opportunities for animals to have freedom to exercise [A/502/1559]	2	4	30	19
Provide feed and water to animals [D/502/1473]	2	3	23	22
Principles of companion animal pharmacy [A/502/7619]	2	3	28	24
Principles of infection control for animal nursing assistants [M/502/7620]	2	3	25	27
Exotic animal anatomy and physiology [T/502/7621]	2	4	30	29
Companion animal anatomy and physiology [A/502/7622]	2	5	38	31
Companion animal nutrition [J/502/7624]	2	2	12	34
Companion animal parasitology and zoonosis [L/502/7625]	2	2	18	36
Principles of companion animal anaesthesia and fluid therapy [R/502/7626]	2	2	15	37
Plan the handling and restraint of animals [R/502/1468]	3	4	26	38
<b>Group C – Optional Units</b>				
<b>Learners may only choose 1 unit from this group as part of this Award</b>				
Keep stock on sale at required levels in a retail environment [K/500/5700]	2	3	20	41
Process customer orders for goods in a retail environment [M/500/5701]	2	3	20	44
Carry out reception duties [M/502/1610]	2	2	15	47
Meet and welcome visitors [Y/601/2457]	2	3	23	49
Store and retrieve information [R/601/2490]	2	3	17	51

Numbers in box brackets indicate QCF unit Number

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification

<b>Entry Requirements</b>	16+				
<b>Section 96/97</b>	<b>Pre 16</b>		<b>16 – 18</b>	<b>ü</b>	<b>19 +</b>
<b>LSC Qualification Code</b>	600/0220/7				
<b>Recommended GLH</b>	90GLH				
<b>Points Score</b>	See ABC web site / Qualifications Directory				
<b>Contribution to Threshold</b>	See ABC Qualifications Directory				
<b>ASL Option</b>	This qualification will be put forward as Additional Specialist Learning, see ABC web site for updates.				
<b>Foundation Learning</b>	N/A				
<b>Type of Funding Available</b>	See LAD (Learning Aims Database)				

<b>Minimum Qualification Fee</b>	See ABC web site for current fees and charges
<b>Unit Fee</b>	Unit fees are based upon a unit's individual credit value. Please see the ABC web site for the current fee charged per credit.
<b>Additional Information</b>	Please see ABC web site for qualifications that are eligible for Credit Transfer/RPL/Exemption

## Level 2 Certificate for Animal Nursing Assistants

Rules of Combination: Learners must achieve a minimum of 32 credits. This will include 19 credits from the mandatory units in Group A and a minimum of 13 credits from the optional units in Group B.

Unit	Level	Credit Value	GLH	Page No.
<b>Group A - Mandatory Units</b>				
Deliver basic treatments to animals [Y/502/1505]	2	5	38	9
Maintain animal accommodation [Y/502/1522]	2	3	23	11
Provide feed and water to animals [D/502/1473]	2	3	23	22
Companion animal anatomy and physiology [A/502/7622]	2	5	38	31
Principles of infection control for animal nursing assistants [M/502/7620]	2	3	25	27
<b>Group B - Optional Units</b>				
Principles of basic animal nursing assistance [M/502/7617]	2	4	30	6
Control and restrain animals [Y/502/1536]	2	2	15	14
Provide controlled exercise opportunities for animals [K/502/1556]	2	4	30	16
Provide opportunities for animals to have freedom to exercise [A/502/1559]	2	4	30	19
Principles of companion animal pharmacy [A/502/7619]	2	3	28	24
Exotic animal anatomy and physiology [T/502/7621]	2	4	30	29
Companion animal nutrition [J/502/7624]	2	2	12	34
Companion animal parasitology and zoonosis [L/502/7625]	2	2	18	36
Principles of companion animal anaesthesia and fluid therapy [R/502/7626]	2	2	15	37
Plan the handling and restraint of animals [R/502/1468]	3	4	26	38
Keep stock on sale at required levels in a retail environment [K/500/5700]	2	3	20	41
Process customer orders for goods in a retail environment [M/500/5701]	2	3	20	44
Carry out reception duties [M/502/1610]	2	2	15	47
Meet and welcome visitors [Y/601/2457]	2	3	23	49
Store and retrieve information [R/601/2490]	2	3	17	51
Companion animal anatomy and physiology [Y/502/7627]	3	8	60	53
Exotic animal anatomy and physiology [D/502/7628]	3	8	60	58

Numbers in box brackets indicate QCF unit Number

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification

<b>Entry Requirements</b>	16+				
<b>Section 96/97</b>	<b>Pre 16</b>		<b>16 – 18</b>	<b>ü</b>	<b>19 +</b>
<b>LSC Qualification Code</b>	600/0221/9				
<b>Recommended GLH</b>	242				
<b>Points Score</b>	See ABC web site / Qualifications Directory				
<b>Contribution to Threshold</b>	See ABC Qualifications Directory				
<b>ASL Option</b>	This qualification will be put forward as Additional Specialist Learning, see ABC web site for updates.				
<b>Foundation Learning</b>	N/A				

<b>Type of Funding Available</b>	See LAD (Learning Aims Database)
<b>Minimum Qualification Fee</b>	See ABC web site for current fees and charges
<b>Unit Fee</b>	Unit fees are based upon a unit's individual credit value. Please see the ABC web site for the current fee charged per credit.
<b>Additional Information</b>	Please see ABC web site for qualifications that are eligible for Credit Transfer/RPL/Exemption

## Unit Details

<b>Unit Title</b>	<b>M/502/7617 Principles of basic animal nursing assistance</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	The purpose of this unit is to give learners an understanding of how to assist in the basic nursing of animals. This involves an introduction to first aid; how to describe and identify wounds and injuries and shock. Learners will also develop the knowledge of recording an animal's temperature, pulse and respiration and be able to recognise and indentify abnormalities
<b>Learning Outcomes (1 to 8)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 8.4)</b> <i>The learner can</i>
<b>1.</b> Know the role of animal first aid	<p><b>1.1</b> State the aims of animal first aid</p> <p><b>1.2</b> Describe the limitations of animal first aid according to the veterinary surgeons act</p> <p><b>1.3</b> Explain suitable restraint methods and equipment to be used when administering first aid to animals</p> <p><b>1.4</b> Describe how to assess the animal first aid patient</p>
<b>2.</b> Know how to assist the nursing of animals with wounds	<p><b>2.1</b> Describe the key presenting characteristics of two of the following types of wound</p> <ul style="list-style-type: none"> <li>● incised</li> <li>● laceration</li> <li>● avulsed</li> <li>● puncture</li> <li>● contusion</li> <li>● abrasion</li> <li>● burns</li> </ul> <p><b>2.2</b> Describe the appropriate first aid treatment for two of these wounds</p> <p><b>2.3</b> List and describe suitable wound dressings and bandages to be used for the two chosen wounds</p> <p><b>2.4</b> Describe the key presenting characteristics of arterial and venous haemorrhages</p>

	<p><b>2.5</b> Describe first aid methods to be used to control haemorrhage</p>
<p><b>3.</b> Know how to assist the nursing of animals with injuries</p>	<p><b>3.1</b> Describe the key presenting characteristics of two of the following types of injury</p> <ul style="list-style-type: none"> <li>• fracture</li> <li>• stings</li> <li>• dislocations</li> <li>• bites</li> <li>• poisonings</li> </ul> <p><b>3.2</b> Describe the appropriate first aid treatment for two of these injuries</p>
<p><b>4.</b> Know the causes of shock</p>	<p><b>4.1</b> Identify two common reasons for shock</p> <p><b>4.2</b> Describe the clinical signs of shock</p> <p><b>4.3</b> Describe the first aid treatment of shock</p>
<p><b>5.</b> Know how to monitor animals temperature, pulse and respiration</p>	<p><b>5.1</b> Describe how to prepare, use and store thermometers</p> <p><b>5.2</b> State the normal temperature range of canines and felines</p> <p><b>5.3</b> Employ correct terminology to describe temperatures</p> <p><b>5.4</b> Identify two possible reasons for abnormal recordings</p> <p><b>5.5</b> Describe how to take canine and felines pulses</p> <p><b>5.6</b> State the normal pulse range of canines and felines</p> <p><b>5.7</b> Employ correct terminology to describe pulses</p> <p><b>5.8</b> Identify two possible reasons for abnormal recordings</p> <p><b>5.9</b> Describe how to take canine and felines respiration</p> <p><b>5.10</b> State the normal respiration range of canines and felines</p> <p><b>5.11</b> Employ correct terminology to describe respiratory rates</p> <p><b>5.12</b> Identify two possible reasons for abnormal recordings</p>
<p><b>6.</b> Know how to support the wellbeing of animals undergoing treatment</p>	<p><b>6.1</b> Describe how to provide adequate physical and mental stimulation to animal in-patients</p> <p><b>6.2</b> Identify reasons for reduced/withdrawn exercise for animal in-patients</p>

	<p><b>6.3</b> Describe strategies to support exercise and mobility</p> <p><b>6.4</b> Describe two potential problems associated with lack of exercise</p>
<p><b>7.</b> Know the limits of their responsibility</p>	<p><b>7.1</b> Identify activities commonly undertaken by an Animal Nursing Assistant within clinical practice</p> <p><b>7.2</b> Identify the boundaries of responsibility for an Animal Nursing Assistant</p> <p><b>7.3</b> Identify the key implications of the Veterinary Surgeons Act for an Animal Nursing Assistant</p> <p><b>7.4</b> Identify the key implications of postal regulations for veterinary samples</p> <p><b>7.5</b> Comply with relevant health and safety regulations legislation</p>

<b>Unit Title</b>	<b>Y/502/1505 Deliver basic treatments to animals</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>38</b>
<b>Unit Summary</b>	<p>The aim of this unit is to provide the learner with the knowledge and skills required to deliver basic treatments to animals. The word 'treatments' is used in its broadest sense to include: cleaning and hygiene procedure, basic health care treatments and other routine procedures.</p> <p><b>In accordance with the Veterinary Surgeons Act Schedule 3 lay persons may not provide medical treatments to animals. In Learning Outcome 2 of this unit, learners must only provide medication prescribed by, and under the direct supervision of, a veterinary practitioner in accordance with current RCVS guidelines</b></p>
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.2)</b> <i>The learner can</i>
<b>1. Be able to deliver basic treatments to animals</b>	<p><b>1.1</b> Use the correct technique to give the specified treatment at the correct time. Treatments to include</p> <ul style="list-style-type: none"> <li>• cleaning and hygiene procedures</li> <li>• basic health care treatments</li> <li>• routine procedures (<b>see indicative content below</b>)</li> </ul> <p><b>1.2</b> Immediately seek assistance when it is not possible to carry out the treatment</p> <p><b>1.3</b> Ensure records of the treatment are accurate, legible and complete and comply with any legislative requirements</p> <p><b>1.4</b> Observe animals after treatments and immediately report any unusual signs</p>
<b>2. Be able to provide prescribed medication</b>	<p><b>2.1</b> Provide the following current and uncontaminated prescribed medication only for the intended animal</p> <ul style="list-style-type: none"> <li>• preventative</li> <li>• prescriptive</li> </ul> <p><b>2.2</b> Use and store drugs, medications and equipment in accordance with veterinary instructions and organisational policy</p>

<p><b>3. Be able to work safely and minimise environmental damage</b></p>	<p><b>3.1</b> Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements</p> <p><b>3.2</b> Dispose of waste safely and correctly</p>
<p><b>4. Know how to deliver basic treatments to animals</b></p>	<p><b>4.1</b> Describe the equipment to select for each treatment</p> <p><b>4.2</b> Describe how to administer prescribed basic health care treatments</p> <p><b>4.3</b> State the importance of keeping to instructions for basic health care treatments</p> <p><b>4.4</b> Describe the potential consequences of not keeping to instructions and procedures for carrying out treatments</p> <p><b>4.5</b> Describe how to use restraint techniques</p> <p><b>4.6</b> State the reasons and legislative requirements for 'withdrawal periods' for animals</p> <p><b>4.7</b> Outline the reasons for personal hygiene and safety precautions (eg. communicable diseases between animals and humans)</p> <p><b>4.8</b> Describe the changes in the condition of the animal which may occur after the treatment</p> <p><b>4.9</b> State why it is necessary to monitor the behaviour of animals after treatment and report unusual signs</p> <p><b>4.10</b> Identify the types of records required and explain the importance of accurate record keeping</p>
<p><b>5. Know how to provide prescribed medication to animals</b></p>	<p><b>5.1</b> State the significance of expiry dates on drugs and medications</p> <p><b>5.2</b> Describe the possible sources of contamination to medication and how to identify damage</p>
<p><b>6. Know relevant health and safety and animal welfare legislation</b></p>	<p><b>6.1</b> Outline the current health and safety legislation, animal welfare, codes of practice and any additional requirements</p> <p><b>6.2</b> Describe the correct methods for disposing of waste</p>

<b>Unit Title</b>	<b>Y/502/1522 Maintain animal accommodation</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner the knowledge and skills required to maintain animal accommodation. This involves maintaining environmental conditions, carrying out cleaning, and replacing any ancillary materials
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.3)</b> <i>The learner can</i>
<b>1. Be able to maintain animal accommodation</b>	<p><b>1.1</b> Assess the condition of the animal and accommodation before maintaining covering</p> <ul style="list-style-type: none"> <li>• the suitability of accommodation to the animal concerned</li> <li>• allowing the necessary freedom of movement</li> <li>• minimising animal stress</li> </ul> <p><b>1.2</b> Wear the appropriate protective clothing during cleaning and maintaining</p> <p><b>1.3</b> Carry out cleaning routines according to the animal accommodation and specification</p> <p><b>1.4</b> Replace any necessary materials and fittings correctly when cleaning is complete</p> <p><b>1.5</b> Monitor and maintain environmental conditions to promote the health and welfare of animals</p> <ul style="list-style-type: none"> <li>• ventilation</li> <li>• light</li> <li>• structure</li> <li>• temperature</li> <li>• noise</li> </ul> <p><b>1.6</b> Maintain the safety and security of the animals during cleaning operations</p> <p><b>1.7</b> Report any difficulties to the relevant person if necessary</p> <p><b>1.8</b> Provide clear and accurate information for recording purposes</p>

<p><b>2. Be able to work safely and minimise environmental damage</b></p>	<p><b>2.1</b> Work in a way which maintains health and safety and is consistent with animal welfare legislation, codes of practice and any additional requirements</p> <p><b>2.2</b> Carry out work in a manner which minimises environmental damage</p> <p><b>2.3</b> Dispose of waste safely and correctly</p>
<p><b>3. Know why it is important to maintain animal accommodation</b></p>	<p><b>3.1</b> Describe why it is important to maintain animal accommodation and the implications of failing to do so</p> <p><b>3.2</b> Describe the relationship between maintaining animal accommodation and promoting animal health and welfare</p> <p><b>3.3</b> State how other factors would influence the maintenance of accommodation for animals (health, age and behaviour)</p> <p><b>3.4</b> Describe signs within an animals accommodation that give an indication of its health and welfare</p>
<p><b>4. Know how to maintain animal accommodation</b></p>	<p><b>4.1</b> Describe the environmental conditions which promote the health and welfare of animals</p> <p><b>4.2</b> Identify the reasons for monitoring environmental conditions and reporting variations</p> <p><b>4.3</b> Outline cleaning routines appropriate to</p> <ul style="list-style-type: none"> <li>• the animal species concerned and</li> <li>• the accommodation in which they are being kept and</li> <li>• reasons for being housed</li> </ul> <p><b>4.4</b> Describe cleaning methods and materials appropriate to</p> <ul style="list-style-type: none"> <li>• the animal species concerned and</li> <li>• the accommodation in which they are being kept and</li> <li>• reasons for being housed</li> </ul> <p><b>4.5</b> Describe how to recognise signs of stress and abnormal behaviour in animals before, during and after maintaining accommodation and what actions should be taken</p>
<p><b>5. Know how to maintain materials and fittings</b></p>	<p><b>5.1</b> State how to maintain materials and fittings to ensure the health and welfare of animals using accommodation</p>
<p><b>6. Know relevant health and safety and animal welfare legislation and environmental good practice</b></p>	<p><b>6.1</b> Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements</p> <p><b>6.2</b> Describe how environmental damage can be minimised</p>

	<b>6.3</b> Describe the correct methods for disposing of organic and inorganic waste
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<b>Unit Title</b>	<b>Y/502/1536 Control and restrain animals</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim and purpose of this unit is to provide the learner with the knowledge and skills to restrain animals. The learner will be able to assess the risks involved, identify appropriate methods of restraints and use them effectively and safely
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.2)</b> <i>The learner can</i>
<b>1.</b> Be able to restrain animals	<p><b>1.1</b> Select and use a suitable method of restraint which minimises distress and injury to the animal taking into account the following factors</p> <ul style="list-style-type: none"> <li>• the behaviour and temperament of the animal</li> <li>• the health and well-being of the animal</li> </ul> <p><b>1.2</b> Approach the animal in a manner which is likely to minimise stress</p> <p><b>1.3</b> Maintain the restraint of the animal securely and safely in a manner which minimises stress</p> <p><b>1.4</b> Modify methods of restraint in response to the reactions of the animal as necessary</p>
<b>2.</b> Be able to select, use and maintain relevant equipment	<p><b>2.1</b> Select appropriate equipment for this area of work</p> <p><b>2.2</b> Use equipment according to relevant legislation and manufacturer's instructions</p> <p><b>2.3</b> Prepare, maintain and store equipment in a safe and effective working condition</p>
<b>3.</b> Be able to work safely	<p><b>3.1</b> Work in a way which maintains animal welfare and health and safety and is consistent with current legislation, codes of practice and any additional requirements</p> <p><b>3.2</b> Wear the appropriate protective clothing</p>

<p><b>4. Know how to restrain animals</b></p>	<p><b>4.1</b> State the risks to self, others and animal in restraining animals</p> <p><b>4.2</b> List and describe the different methods for restraining animals</p> <p><b>4.3</b> Describe the possible indicators of stress and alarm in the animals when being restrained and the ways this can be minimised</p> <p><b>4.4</b> Describe how to approach animals to minimise stress and when assistance may be required to approach and/or restrain the animal and the consequences of not doing so</p> <p><b>4.5</b> Describe the limits of responsibility in restraining animals and how to gain assistance and to whom these should be reported</p> <p><b>4.6</b> Describe when it may be necessary to modify the methods of restraint for the animal</p> <p><b>4.7</b> Describe animal behaviour that will indicate the animals state of temperament</p>
<p><b>5. Know relevant health and safety legislation</b></p>	<p><b>5.1</b> Outline the current health and safety legislation, animal health and welfare, codes of practice and any additional requirements</p> <p><b>5.2</b> Describe the Personal Protective Equipment that should be used when controlling and restraining animals</p>
<p><b>6. Know the types of equipment required and how to maintain them</b></p>	<p><b>6.1</b> Describe the equipment which will be required for the activity</p> <p><b>6.2</b> Describe the methods of maintaining the range of equipment</p>

<b>Unit Title</b>	<b>K/502/1556 Provide controlled exercise opportunities for animals</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills to provide controlled opportunities for animals to exercise. It is not designed to cover exercise which applies to animals that are trained for competitive purposes This unit is designed to be applicable to working with all species of animals that need to exercise
<b>Learning Outcomes (1 to 9)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 9.1)</b> <i>The learner can</i>
<b>1.</b> Be able to assess opportunities for controlled exercise	<b>1.1</b> Assess the animals suitability for exercise and their requirements  <b>1.2</b> Assess that the exercise areas is as safe as possible for the animal and the controlled exercise
<b>2.</b> Be able to use equipment properly and safely	<b>2.1</b> Select, prepare and check appropriate equipment for exercise  <b>2.2</b> Fit equipment properly for the animal and the exercise  <b>2.3</b> Clean equipment after use
<b>3.</b> Be able to provide controlled exercise opportunities for animals	<b>3.1</b> Prepare the animals for exercise in a manner which allows them to exercise safely and to benefit from the exercise  <b>3.2</b> Provide exercise opportunities which meet the requirements of the animal and its environment  <b>3.3</b> Follow the correct procedures for the animal concerned to maintain health, safety and welfare of the animal <ul style="list-style-type: none"> <li>• prior to exercise</li> <li>• during exercise</li> <li>• after exercise</li> </ul>
<b>4.</b> Be able to work safely and minimise environmental damage	<b>4.1</b> Provide clear and accurate information for recording purposes

	<p><b>4.2</b> Work in a way which maintains health and safety and is consistent with relevant legislation animal welfare, codes of practice and any additional requirements</p> <p><b>4.3</b> Maintain personal hygiene before, during and after the exercise opportunity</p> <p><b>4.4</b> Maintain biosecurity measures to protect yourself, others and other animals</p>
<b>5.</b> Be able to communicate with colleagues and others	<b>5.1</b> Communicate with colleagues and/or others regarding the exercise requirements and opportunities for the animal
<b>6.</b> Know how to provide controlled exercise opportunities to animals	<p><b>6.1</b> Explain the animals' needs for controlled exercise and the reasons for this and the optimum time for exercise</p> <p><b>6.2</b> Explain the requirements and benefits of controlled exercise for different animals</p> <p><b>6.3</b> State how the need for exercise differs between different animals and the context in which the animal is kept according to</p> <ul style="list-style-type: none"> <li>• type</li> <li>• time</li> <li>• intensity</li> <li>• stage of life</li> </ul> <p><b>6.4</b> Describe the reasons for providing animals with different exercise patterns and how these differ at different life stages</p> <p><b>6.5</b> State why insufficient or excessive exercise is harmful to animals</p> <p><b>6.6</b> Explain why some animals should not be exercised</p>
<b>7.</b> Know what equipment should be used to provide controlled exercise opportunities to animals	<p><b>7.1</b> Give examples of different equipment that would be used for different exercise opportunities</p> <p><b>7.2</b> State why it is important to ensure the correct equipment is used</p> <p><b>7.3</b> State why it is important to check, clean and maintain equipment in good order for use in controlled exercise opportunities</p>
<b>8.</b> Know the relevant health and safety legislation and codes of practice	<b>8.1</b> Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements affecting the provision of exercise to animals

	<p><b>8.2</b> List the factors affecting the safety of the exercise area where the animal(s) is to be exercised including</p> <ul style="list-style-type: none"> <li>• other people</li> <li>• the handler</li> <li>• the environment</li> </ul> <p><b>8.3</b> State the reasons for accurate recording and reporting of the exercise taken</p>
<p><b>9.</b> Know about the potential risks to animals and handlers regarding bio security and infection control</p>	<p><b>9.1</b> Describe the potential risks to animals, handlers and others regarding</p> <ul style="list-style-type: none"> <li>• bio security</li> <li>• infection control</li> <li>• disease control</li> </ul>

<b>Unit Title</b>	<b>A/502/1559 Provide opportunities for animals to have freedom to exercise</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills to provide enrichment opportunities for animals to exercise freely. It is not designed to cover exercise which applies to animals that are trained for competitive purposes. This unit is designed to be applicable to working with all species of animals that need to exercise/enrichment.
<b>Learning Outcomes (1 to 11)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 11.1)</b> <i>The learner can</i>
<b>1.</b> Be able to assess opportunities for animals to exercise by themselves	<b>1.1</b> Assess the animals suitability for exercise and their requirements  <b>1.2</b> Assess that the exercise area and/or equipment is as safe as possible for the animal and the controlled exercise
<b>2.</b> Be able to use equipment properly and safely	<b>2.1</b> Select, prepare and check the environment equipment and materials for animals to exercise for themselves
<b>3.</b> Be able to move animal safely	<b>3.1</b> Move the animal to exercise area appropriately and safely according to <ul style="list-style-type: none"> <li>• animal</li> <li>• self</li> <li>• environment</li> </ul>
<b>4.</b> Be able to provide natural exercise opportunities for animals	<b>4.1</b> Prepare the animals and the environment for exercise in a manner which allows them to exercise safely and to benefit from the exercise  <b>4.2</b> Provide opportunities for animals to exercise by themselves and exhibit natural behaviour which meet the requirements of the animal and its environment  <b>4.3</b> Follow the correct procedures for the animal concerned to maintain health, safety and well-being of the animal <ul style="list-style-type: none"> <li>• prior to exercise</li> <li>• during exercise</li> </ul>

	<ul style="list-style-type: none"> <li>• after exercise</li> </ul>
<p><b>5. Be able to work safely and minimise environmental damage</b></p>	<p><b>5.1</b> Work in a way which maintains health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements</p> <p><b>5.2</b> Wear appropriate Personal Protective Equipment for the animal and the environment</p> <p><b>5.3</b> Maintain personal hygiene before, during and after the exercise opportunity</p> <p><b>5.4</b> Maintain bio security measures to protect yourself, others and other animals</p>
<p><b>6. Be able to communicate with colleagues and others</b></p>	<p><b>6.1</b> Communicate with colleagues and/or others regarding the exercise requirements and opportunities for the animal</p> <p><b>6.2</b> Make correct reports of exercise activity promptly to the appropriate people</p>
<p><b>7. Be able to review exercise opportunity</b></p>	<p><b>7.1</b> Review the exercise opportunity /environment enrichment to see how it meets the animals requirements</p> <p><b>7.2</b> Make adjustments to exercise opportunity/environmental enrichment as necessary</p>
<p><b>8. Know how to provide exercise opportunities to animals</b></p>	<p><b>8.1</b> Describe the animals' natural behaviour and how opportunities can be replicated</p> <p><b>8.2</b> State how the need for exercise and environmental enrichment differs between different animals and the context in which the animal is kept including their expression of natural behaviour</p> <p><b>8.3</b> Describe the reasons for providing animals with different exercise patterns and/or enrichment opportunities and how these differ at different stages of life</p> <p><b>8.4</b> State why and when you may consider changing the exercise or enrichment opportunity</p> <p><b>8.5</b> Describe how to recognise negative responses to exercise and environment enrichment and what you should do in different situations</p> <p><b>8.6</b> Describe how the lack of enrichment opportunities will cause problems in animals</p>

<p><b>9.</b> Know what equipment should be used to provide controlled exercise opportunities to animals</p>	<p><b>9.1</b> Give examples of different equipment that would be used for different exercise opportunities</p> <p><b>9.2</b> State why it is important to ensure the correct equipment is used</p> <p><b>9.3</b> State why it is important to check, clean and maintain equipment in good order for use in controlled exercise opportunities</p>
<p><b>10.</b> Know the relevant health and safety legislation and environment good practice</p>	<p><b>10.1</b> Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements</p> <p><b>10.2</b> List factors affecting the safety of the exercise area, where the animal is to be exercised including and others including</p> <ul style="list-style-type: none"> <li>• other people</li> <li>• the handler</li> <li>• the environment</li> <li>• equipment and material for the animal(s)</li> </ul> <p><b>10.3</b> State the reasons for accurate recording and reporting of the exercise taken and enrichment activities</p>
<p><b>11.</b> Know the potential risks to animals and handlers regarding bio security and infection control</p>	<p><b>11.1</b> Describe the potential risks to animals, handlers and others regarding</p> <ul style="list-style-type: none"> <li>• bio security</li> <li>• infection control</li> <li>• disease control</li> </ul>

<b>Unit Title</b>	<b>D/502/1473 Provide feed and water to animals</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	The aim and purpose of this unit is to provide the learner with the knowledge and skills required to provide feed and water to animals by selecting the correct feed and supplying clean, fresh water according to the feed plan
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.2)</b> <i>The learner can</i>
<b>1. Be able to provide feed and water to animals</b>	<b>1.1</b> Select the correct feed according to the animals' feeding plan <b>1.2</b> Prepare feed correctly and hygienically <b>1.3</b> Provide feed in a manner which gives each animal the opportunity to obtain its food and maintains it's health and welfare <b>1.4</b> Supply clean, fresh water to the animals according to their needs <b>1.5</b> Provide clear and accurate information for recording purposes
<b>2. Be able to select, use and maintain relevant equipment</b>	<b>2.1</b> Select appropriate equipment for this area of work <b>2.2</b> Prepare, maintain and store equipment in a safe and effective working condition
<b>3. Be able to work safely</b>	<b>3.1</b> Work in a way which maintains health and safety, animal welfare and is consistent with current legislation, codes of practice and any additional requirements <b>3.2</b> Dispose of waste safely and correctly
<b>4. Know how to provide feed and water to animals</b>	<b>4.1</b> Describe the purpose of a feeding plan <b>4.2</b> Describe different types of feed and feed quality for three different purposes

	<p><b>4.3</b> Outline the importance of providing fresh water to animals</p> <p><b>4.4</b> Describe normal feeding and drinking behaviour of animals and how to identify signs of abnormality</p> <p><b>4.5</b> Outline correct storage and use of equipment and feedstuffs</p> <p><b>4.6</b> Describe potential difficulties and risks that may arise during the feeding process and who to report them to</p> <p><b>4.7</b> Identify the types of records required and explain the importance of accurate record keeping</p>
<p><b>5.</b> Know relevant health and safety legislation</p>	<p><b>5.1</b> Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements</p> <p><b>5.2</b> Describe the correct methods for disposing of waste</p>
<p><b>6.</b> Know the types of equipment required and how to maintain them</p>	<p><b>6.1</b> Describe the equipment which will be required for the activity</p> <p><b>6.2</b> Describe the methods of cleaning and maintaining the range of equipment hygienically</p>

<b>Unit Title</b>	<b>A/502/7619 Principles of companion animal pharmacy</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>28</b>
<b>Unit Summary</b>	The purpose of this unit to provide learners with the knowledge and understanding of a veterinary pharmacy. It introduces the learner to pharmacy legislation and management; enabling them to work safely in a clinical environment. The learner will be able to support qualified members of staff to provide veterinary pharmaceutical products
<b>Learning Outcomes (1 to 12)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 12.2)</b> <i>The learner can</i>
<b>1. Understand relevant Health and Safety legislation</b>	<b>1.1</b> Identify the relevant current health and safety legislation, to include <ul style="list-style-type: none"> <li>• The Health and Safety at Work Act 1974</li> <li>• Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1985</li> <li>• Control of Substances Hazardous to Health 2002</li> <li>• The Environmental Protection Act 1990</li> </ul> <b>1.2</b> Work within health and safety guidelines <b>1.3</b> Demonstrate health and safety procedures when handling pharmaceutical products
<b>2. Know how to correctly dispose of pharmaceutical products and ancillary equipment</b>	<b>2.1</b> Identify how to correctly dispose of waste pharmaceutical products in accordance with the relevant health and safety legislation <b>2.2</b> Demonstrate how to dispose of waste pharmaceutical products in accordance with the relevant health and safety legislation <b>2.3</b> Demonstrate how to dispose of waste ancillary equipment in accordance with the relevant health and safety legislation
<b>3. Know the distribution categories of medicines in accordance with the Veterinary Medicines Regulations</b>	<b>3.1</b> State the categories of veterinary medicines, to include <ul style="list-style-type: none"> <li>• POM-V</li> <li>• POM-VPS</li> <li>• NFA-VPS</li> <li>• AVM-GSL</li> </ul>

	<p><b>3.2</b> Identify who may prescribe medicines from each category</p>
<p><b>4.</b> Know the storage requirements of medicinal products in accordance with the Veterinary Medicines Regulations</p>	<p><b>4.1</b> Explain the storage requirements of</p> <ul style="list-style-type: none"> <li>• POM-V</li> <li>• POM-VPS</li> <li>• NFA-VPS</li> <li>• AVM-GSL</li> </ul> <p><b>4.2</b> List the measures which must be taken to ensure the safe storage of medicinal products</p> <p><b>4.3</b> Identify the documentation required when storing medicinal products</p>
<p><b>5.</b> Understand the Misuse of Drugs Act 1971</p>	<p><b>5.1</b> Identify</p> <ul style="list-style-type: none"> <li>• Schedule 1</li> <li>• Schedule 2</li> <li>• Schedule 3</li> <li>• Schedule 4</li> <li>• Schedule 5</li> </ul> <p><b>5.2</b> Identify common medicinal products which are included in schedule 1, 2, 3, 4 &amp; 5 categories</p> <p><b>5.3</b> Explain the storage requirements of medicinal products which are included in schedule 1, 2, 3, 4 &amp; 5 categories</p> <p><b>5.4</b> Explain the prescription requirements of medicinal products which are included in schedule 1, 2, 3, 4 &amp; 5 categories</p>
<p><b>6.</b> Be able to interpret a prescription</p>	<p><b>6.1</b> Undertake the task of providing medicinal products in accordance to a given prescription</p> <p><b>6.2</b> Create a label in accordance to the Veterinary Medicines Regulations</p>
<p><b>7.</b> Be able to interpret basic dispensing abbreviations</p>	<p><b>7.1</b> State the meaning of basic dispensing abbreviations, to include</p> <ul style="list-style-type: none"> <li>• a.c.</li> <li>• b.d (b.i.d)</li> <li>• o.d.</li> <li>• o.m.</li> <li>• o.n.</li> <li>• p.c.</li> <li>• p.r.n.</li> <li>• q.d.s. (q.i.d)</li> <li>• q.q.h.</li> <li>• stat</li> </ul>

	<ul style="list-style-type: none"> <li>• t.d.s.</li> <li>• t.i.d</li> <li>• s/c</li> <li>• i/m</li> <li>• i/v</li> </ul>
<b>8.</b> Know who can prescribe medicinal products	<p><b>8.1</b> Identify the role of</p> <ul style="list-style-type: none"> <li>• SQP</li> <li>• MRCVS</li> <li>• Pharmacist</li> </ul> <p><b>8.2</b> State the role of a Registered Qualified Person (RQP)</p>
<b>9.</b> Understand how to assist with the administration of oral and topical medication under direction	<p><b>9.1</b> Describe how to assist with the administration of oral medication to include</p> <ul style="list-style-type: none"> <li>• tablets</li> <li>• liquids</li> </ul> <p><b>9.2</b> Describe how to assist with the administration of creams and ointments</p> <p><b>9.3</b> Describe how to assist with the application of powder, sprays and drops</p>
<b>10.</b> Understand how to assist with calculating required tablet numbers and liquid volume	<p><b>10.1</b> Demonstrate how to assist with calculating the quantity of oral tablets required from a given prescription</p> <p><b>10.2</b> Demonstrate how to assist with calculating the quantity of liquid volume required from a given prescription</p>

<b>Unit Title</b>	<b>M/502/7620 Principles of infection control for animal nursing assistants</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>25</b>
<b>Unit Summary</b>	This purpose of this unit is to provide the learner with the knowledge and understanding of infectious organisms and how these cause clinical disease in animals. The unit focuses the importance of how to prevent the spread of infection, to maintain asepsis and sterility in the clinical environment. The learner will be able to correctly use disinfectants and apply them to the working environment safely
<b>Learning Outcomes (1 to 12)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 12.2)</b> <i>The learner can</i>
<b>1.</b> Understand the importance of disinfection in the control of infection	<b>1.1</b> Explain what disinfection is and how it is used in a clinical environment  <b>1.2</b> Identify the limitations and usage of disinfectants
<b>2.</b> Understand the principals of sterilisation	<b>2.1</b> Explain what sterilisation is and how it is used in a clinical environment  <b>2.2</b> Identify two methods of sterilisation  <b>2.3</b> Identify the suitability of items for sterilisation
<b>3.</b> Be able to use antiseptics and disinfectants	<b>3.1</b> List the commonly used antiseptics and disinfectants in veterinary practice  <b>3.2</b> Demonstrate the safe use of disinfectants  <b>3.3</b> Demonstrate the safe storage of disinfectant  <b>3.4</b> Identify the factors which affect the efficacy of disinfectants
<b>4.</b> Know how to maintain clinical environments	<b>4.1</b> Describe the methods used to maintain clinical environments to include <ul style="list-style-type: none"> <li>● animal accommodation</li> <li>● clinical environment</li> <li>● waiting room</li> <li>● consulting room</li> </ul>

	<ul style="list-style-type: none"> <li>• theatre</li> </ul> <p><b>4.2</b> Describe how to maintain clinical environments during a contagious outbreak</p> <p><b>4.3</b> Describe how to maintain clinical environment during a zoonotic outbreak</p>
<b>5.</b> Understand the importance of personal hygiene	<b>5.1</b> Explain and/or demonstrate appropriate personal hygiene techniques to be used in a clinical practice
<b>6.</b> Understand how to maintain hand hygiene	<p><b>6.1</b> Explain and demonstrate how to use alcohol hand gels effectively</p> <p><b>6.2</b> Demonstrate the safe use of antiseptic solutions</p> <p><b>6.3</b> Demonstrate the WHO six step hand disinfection technique</p>
<b>7.</b> Understand how to dispose of veterinary waste to prevent infection	<p><b>7.1</b> State how to dispose of infected waste</p> <p><b>7.2</b> Identify the key implications of clinical waste regulations for clinical practice</p> <p><b>7.3</b> Describe how to handle contaminated waste</p> <p><b>7.4</b> Explain how to store and dispose of cadavers</p>

<b>Unit Title</b>	<b>T/502/7621 Exotic animal anatomy and physiology</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge and understanding of anatomy and physiology of a range of common exotic animal species. The learner will be able to describe and identify common anatomical landmarks using the correct terminology and understand how the system functions normally. Learners will develop their knowledge of how husbandry systems affect an animal's well-being
<b>Learning Outcomes (1 to 7)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 7.1)</b> <i>The learner can</i>
<b>1.</b> Know tissue structure and shape of exotic species	<b>1.1</b> Identify a basic tissue cell  <b>1.2</b> Identify the key purpose and function of each of the following <ul style="list-style-type: none"> <li>• muscular tissue</li> <li>• epithelial tissue</li> <li>• nervous tissue</li> <li>• connective tissue</li> </ul>
<b>2.</b> Know the major body cavities of exotic species	<b>2.1</b> Describe the key purpose, function and location of fundamental body cavities in lagomorph, avian and reptile species  <b>2.2</b> Identify the major organs and structures within the thoracic cavity  <b>2.3</b> Identify the major organs and structures within the abdominal cavity
<b>3.</b> Know the skeletal structure of exotic species	<b>3.1</b> Outline the basic skeletal structure of <ul style="list-style-type: none"> <li>• lagomorph</li> <li>• avian</li> <li>• reptile</li> </ul> <b>3.2</b> Identify one common condition that may affect the skeletal structure of an exotic species

<p><b>4.</b> Understand the implications of exotic species' anatomy and physiology for nursing practice</p>	<p><b>4.1</b> Identify the common muscles which are used for intramuscular injection</p> <p><b>4.2</b> Locate a suitable site for an intramuscular injection on a</p> <ul style="list-style-type: none"> <li>• lagomorph</li> <li>• avian</li> <li>• reptile</li> </ul> <p><b>4.3</b> Locate a suitable site for venepuncture site on a</p> <ul style="list-style-type: none"> <li>• lagomorph</li> <li>• avian</li> <li>• reptile</li> </ul> <p><b>4.4</b> Select three factors and explain how they affect an exotics circulation</p>
<p><b>5.</b> Know differences in the digestive and excretory systems of exotic species</p>	<p><b>5.1</b> Identify key features of the digestive and excretory systems of</p> <ul style="list-style-type: none"> <li>• lagomorph</li> <li>• avian</li> <li>• reptile</li> </ul> <p><b>5.2</b> Explain how these features impact upon the excretions produced by each</p> <p><b>5.3</b> Describe 'normal' excretions produced by each species</p> <p><b>5.4</b> Identify key indicators/characteristics of abnormal excretions</p> <p><b>5.5</b> Explain the role of coprophagia in exotic species</p>
<p><b>6.</b> Know differences in the respiratory systems of exotic species</p>	<p><b>6.1</b> Identify key features of the respiratory systems of</p> <ul style="list-style-type: none"> <li>• lagomorph</li> <li>• avian</li> <li>• reptile</li> </ul> <p><b>6.2</b> Identify normal respiratory patterns and three factors that affect respiratory function in</p> <ul style="list-style-type: none"> <li>• lagomorph</li> <li>• avian</li> <li>• reptile</li> </ul>
<p><b>7.</b> Be able to use appropriate terminology when describing exotic anatomy and physiology</p>	<p><b>7.1</b> Employ appropriate terminology when describing the anatomical and physiological features of exotic species</p>

<b>Unit Title</b>	<b>A/502/7622 Companion animal anatomy &amp; physiology</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>38</b>
<b>Unit Summary</b>	This unit aims to give the learner an introduction to the anatomy and physiology of companion animals. Learners will be given the knowledge to describe the structure and function of the major body systems. This unit will also provide learners with the correct terminology to employ when describing animal anatomy and physiology
<b>Learning Outcomes (1 to 7)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 7.1)</b> <i>The learner can</i>
<b>1.</b> Know the cardiovascular system of companion animal species	<b>1.1</b> Outline the major structures of the heart <b>1.2</b> Describe the function of each <b>1.3</b> Identify the key differences between arteries, veins and capillaries <b>1.4</b> Locate the main vessels used in venepuncture and pulse taking on a feline and a canine <b>1.5</b> Describe the role of the cardiovascular system in felines and canines <b>1.6</b> Describe the circulatory system
<b>2.</b> Know the major body cavities of companion animal species	<b>2.1</b> Describe the key purpose, function and location of fundamental body cavities in companion animal species <b>2.2</b> Identify the major organs and structures within the thoracic cavity <b>2.3</b> Identify the major organs and structures within the abdominal cavity
<b>3.</b> Know the skeletal structure of companion animal species	<b>3.1</b> Identify the location of named key bones within each of the following areas of a companion animal species <ul style="list-style-type: none"> <li>• axial</li> <li>• appendicular</li> </ul>

	<ul style="list-style-type: none"> <li>• splanchnic regions</li> </ul>
<p><b>4.</b> Know tissue structure and shape of companion animal species</p>	<p><b>4.1</b> Describe basic cell shape and structure</p> <p><b>4.2</b> Specify the classification structure of tissues</p> <p><b>4.3</b> Compare and contrast the characteristics and purpose of two tissue types</p>
<p><b>5.</b> Know the digestive and excretory systems of companion animal species</p>	<p><b>5.1</b> Identify the major structures of the digestive systems of felines and canines</p> <p><b>5.2</b> Describe the function of each major structure</p> <p><b>5.3</b> Describe the process of digestion in felines and canines</p> <p><b>5.4</b> Identify the major structures of the urinary system in felines and canines</p> <p><b>5.5</b> Describe the function of each major structure</p> <p><b>5.6</b> Outline the role of the urinary system in felines and canines</p> <p><b>5.7</b> Describe the normal urinary output for felines and canines</p>
<p><b>6.</b> Know the respiratory systems of companion animal species</p>	<p><b>6.1</b> Identify key structures of the respiratory systems of felines and canines</p> <p><b>6.2</b> Explain the function of each major structure (physiology)</p> <p><b>6.3</b> Identify normal respiratory patterns and three factors that affect respiratory function in felines and canines</p> <p><b>6.4</b> Outline the role of the respiratory system in felines and canines</p>
<p><b>7.</b> Be able to use appropriate terminology when describing companion animal species' anatomy and physiology</p>	<p><b>7.1</b> Employ appropriate terminology when describing the anatomical and physiological features of companion animal species</p>
<p><b>8.</b> Know the types and effects of the endocrine glands</p>	<p><b>8.1</b> Name the eight main endocrine glands</p> <p><b>8.2</b> State the hormones secreted by each of these glands</p> <p><b>8.3</b> Describe the effect of each of these hormones on the target organ or gland</p>

**9.** Know the components of the nervous system

**9.1** List the main components of the nervous system

<b>Unit Title</b>	<b>J/502/7624 Companion animal nutrition</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>12</b>
<b>Unit Summary</b>	This unit aims to provide learners with an understanding of the importance of adequate nutrition in animals. This will involve providing learners with a knowledge of the functions of nutrients and where each nutrient is sourced. They will also understand the need for nutritional support and how this is achieved
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.2)</b> <i>The learner can</i>
<b>1.</b> Know how to prepare and present food and water to animals	<b>1.1</b> Describe how to store different types of animal food <b>1.2</b> Describe how to use, clean and store feeding utensils
<b>2.</b> Know the importance of nutrition	<b>2.1</b> Describe the functions of nutrients to include <ul style="list-style-type: none"> <li>• carbohydrates</li> <li>• fats</li> <li>• protein</li> <li>• vitamins</li> <li>• minerals</li> <li>• water</li> </ul> <b>2.2</b> Identify common dietary sources of each nutrient
<b>3.</b> Appreciate the importance of nutritional support	<b>3.1</b> Identify two possible reasons for providing nutritional support <b>3.2</b> Describe two methods of providing nutritional support <b>3.3</b> Identify two problems associated with nutritional support
<b>4.</b> Know dietary requirements of animal inpatients	<b>4.1</b> Calculate the calorie requirement for two animal inpatients to include <ul style="list-style-type: none"> <li>• basal energy requirements</li> <li>• illness energy requirements</li> <li>• calculating feed quantities</li> </ul> <b>4.2</b> Propose a diet suitable for animal inpatients during/with: <ul style="list-style-type: none"> <li>• convalescence</li> </ul>

	<ul style="list-style-type: none"><li>• obesity</li><li>• gastrointestinal conditions</li><li>• critical care</li></ul>
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<b>Unit Title</b>	<b>L/502/7625 Companion animal parasitology and zoonosis</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>18</b>
<b>Unit Summary</b>	This unit aims to give the learner knowledge of common parasites and diseases causing organisms. The unit will develop the learners understanding of how parasites and diseases are transmitted. Learners will also understand the importance of zoonosis
<b>Learning Outcomes (1 to 11)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 11.1)</b> <b><i>The learner can</i></b>
<b>1.</b> Know organisms which can have an effect on companion animals health	<b>1.1</b> Identify two common causes of disease <b>1.2</b> Identify two common endoparasites <b>1.3</b> Identify the key presenting characteristics of endoparasitic infection <b>1.4</b> Identify two common ectoparasites <b>1.5</b> Identify the key presenting characteristics of ectoparasitic infection <b>1.6</b> Identify key preventative measures to reduce common infectious diseases in companion animals
<b>2.</b> Know how disease is transmitted	<b>2.1</b> Describe three routes of disease transmission <b>2.2</b> Describe and contrast direct and indirect transmission
<b>3.</b> Know how zoonotic disease can be prevented	<b>3.1</b> Identify three common zoonotic diseases <b>3.2</b> Identify key preventative measures to reduce the transmission of zoonotic disease
<b>4.</b> Understand the relevance of infection control to animal welfare and patient care	<b>4.1</b> Explain the importance of infection control to the maintenance of animal health and welfare

<b>Unit Title</b>	<b>R/502/7626 Principles of companion animal anaesthesia and fluid therapy</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	<p>This unit aims to provide learners with knowledge of the basic principles of anaesthesia and fluid therapy. This will include the ability to describe the indications, equipment and monitoring of both anaesthesia and fluid therapy. Learners will not be required or expected to demonstrate these skills practically.</p> <p><b>In accordance with the Veterinary Surgeons Act 1966 learners are not permitted to induce or maintain anaesthesia</b></p>
<b>Learning Outcomes (1 to 11)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 11.2)</b> <i>The learner can</i>
<b>1.</b> Understand the basic principles of fluid therapy	<p><b>1.1</b> Identify common indications of the need for fluid therapy</p> <p><b>1.2</b> Describe equipment needed for intravenous fluid therapy</p> <p><b>1.3</b> Describe how to monitor fluid therapy</p> <p><b>1.4</b> Identify three potential problems associated with fluid therapy</p>
<b>2.</b> Know basic principles of anaesthetic assistance	<p><b>2.1</b> Identify common indications for anaesthesia</p> <p><b>2.2</b> Describe equipment needed for monitoring anaesthesia</p> <p><b>2.3</b> State vital signs used to monitor anaesthesia</p> <p><b>2.4</b> Identify three potential indicators of anaesthetic complications</p>

<b>Unit Title</b>	<b>R/502/1468 Plan the handling and restraint of animals</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning Hours</b>	<b>26</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with knowledge, understanding and skills to handle and restrain animals. The learner will assess the risks involved and identify appropriate methods of restraint. The unit also requires the learner to supervise others handling animals
<b>Learning Outcomes (1 to 6) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 6.2) <i>The learner can</i></b>
<b>1. Be able to plan for handling and restraining animals</b>	<p><b>1.1</b> Plan the handling and restraint of animals by identifying the reason for handling and the possible risks involved</p> <p><b>1.2</b> Identify a range of suitable methods for restraining the animal and the appropriate equipment required for each method</p> <p><b>1.3</b> Prepare the environment to ensure that the risks to the animal, others and themselves are minimised</p> <p><b>1.4</b> Ensure that authorisation has been obtained for the animal to be handled and restrained using the method selected if required</p>
<b>2. Be able to handle and restrain animals</b>	<p><b>2.1</b> Select a method of handling and restraint that is appropriate for the animal concerned, minimises the risks to the animal, the handler and others</p> <p><b>2.2</b> Approach the animal in a manner which promotes animal welfare, minimises stress to the animal</p> <p><b>2.3</b> Adapt the handling and restraint of the animal in response to its reactions and behaviour</p> <p><b>2.4</b> Assess the situation and seek assistance if there is a risk to the animal, security or health and safety</p> <p><b>2.5</b> Supervise others in the handling and restraint of animals</p> <p><b>2.6</b> Record the handling and restraint of the animal using the correct system</p>

<p><b>3. Be able to promote health and safety and environmental good practice</b></p>	<p><b>3.1</b> Work in a way which promotes health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements</p> <p><b>3.2</b> Ensure the appropriate protective clothing and wear it correctly</p>
<p><b>4. Understand how to plan the handling and restraint of animals</b></p>	<p><b>4.1</b> Explain how to plan the handling and restraint of animals and how to assess the risks inherent in restraining animals</p>
<p><b>5. Understand how to handle and restrain animals</b></p>	<p><b>5.1</b> Explain why animals may require handling and restraint and how this may affect the method selected</p> <p><b>5.2</b> Describe the different methods of handling and restraining animals and the range of equipment used</p> <p><b>5.3</b> Explain how to identify the possible risks and hazards involved with handling and restraint of animals and how to minimise and respond to them</p> <p><b>5.4</b> Explain how animals should be approached in order to minimise stress, promote animal welfare and maintain health and safety</p> <p><b>5.5</b> Explain how to recognise and assess the signs of stress and alarm in the animals being handled and restrained</p> <p><b>5.6</b> Explain why it is important to work within their own limitations and experience when working with animals</p> <p><b>5.7</b> Explain how to identify situations where it is not suitable for a person to approach, handle or restrain an animal without assistance and the possible consequences of doing so</p> <p><b>5.8</b> Describe the types of conditions that may affect the approach, handling and restraint of animals</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• behavioural</li> </ul> <p><b>5.9</b> Explain how to supervise others in the safe handling and restraint of animals</p> <p><b>5.10</b> Describe how, and from whom, to obtain the necessary authority for handling and restraining of animals and when this may be necessary</p>
<p><b>6. Understand relevant health and safety legislation</b></p>	<p><b>6.1</b> Summarise current health and safety, animal health and welfare legislation, codes of practice and any additional requirements</p>

	<b>6.2</b> Describe the range of protective clothing which may be required and the reasons for its use
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<b>Unit Title</b>	<b>K/500/5700 Keep stock on sale at required levels in a retail environment</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This 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 <b>Unit will be assessed in line with Skillsmart Retail's Assessment Strategy</b>
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.8)</b> <i>The learner can</i>
<b>1.</b> Know how to check the level of stock on sale in a retail environment	<p><b>1.1</b> Show that they know why the store needs to carry the right levels of stock</p> <p><b>1.2</b> Show that they know why the quality of stock needs checking regularly</p> <p><b>1.3</b> Show that they know the maximum and minimum levels of stock that need to be on display</p> <p><b>1.4</b> Show that they know the factors that can affect demand for stock, and how to work out how often to check stock levels</p> <p><b>1.5</b> Show that they know how to plan and organise their time so that they check stock at suitable intervals</p> <p><b>1.6</b> Show that they know how to use the stock control system to identify current stock levels, the stock levels needed and any shortfalls in stock</p> <p><b>1.7</b> Show that they know how to identify unsaleable stock</p> <p><b>1.8</b> Show that they know how to deal with unsaleable stock</p> <p><b>1.9</b> Show that they know how to update the stock control system to reflect changes in stock levels</p>
<b>2.</b> Know how to replenish stock on sale in a retail environment	<b>2.1</b> Show that they know how to use the stock control system to identify the types and quantities of stock to order

	<p><b>2.2</b> Show that they know how to prepare and send orders for stock, and why they should do so accurately and at the right times</p> <p><b>2.3</b> Show that they know how to prepare different types of stock for sale</p> <p><b>2.4</b> Show that they know company procedures for getting rid of packaging waste</p> <p><b>2.5</b> Show that they know how to decide when to move stock to the sales floor and the arrangements to make for moving stock</p> <p><b>2.6</b> Show that they know why stock needs rotating</p> <p><b>2.7</b> Show that they know how to rotate stock correctly and without disturbing other people any more than needed</p> <p><b>2.8</b> Show that they know why they should regularly check demand for stock</p> <p><b>2.9</b> Show that they know and understand the factors that can affect demand</p> <p><b>2.10</b> Show that they know who to approach with suggestions for changes to the levels of stock carried</p> <p><b>2.11</b> Show that they know how to present a clearly reasoned case for changing the levels of stock carried</p>
<p><b>3.</b> Check the level of stock on sale in a retail environment</p>	<p><b>3.1</b> Use the stock control system to identify current stock levels, the stock levels needed and any shortfalls in stock</p> <p><b>3.2</b> Work out how often to check stock so that there will be enough time to replace stocks before they run out</p> <p><b>3.3</b> Check stock levels at suitable intervals</p> <p><b>3.4</b> Tell the right person promptly when stock needs replacing</p> <p><b>3.5</b> Notice when stock is no longer saleable, promptly remove it from sale and update the stock control system</p>
<p><b>4.</b> Replenish stock on sale in a retail environment</p>	<p><b>4.1</b> Order enough stock to maintain the correct levels</p> <p><b>4.2</b> Prepare stock for sale within the time allowed</p> <p><b>4.3</b> Arrange for stock to be moved to the sales floor when it is needed</p> <p><b>4.4</b> Rotate stock correctly and with the least possible disturbance to other people</p>

	<p><b>4.5</b> Follow company procedures for getting rid of packaging waste</p> <p><b>4.6</b> Update the stock control system promptly, accurately and completely</p> <p><b>4.7</b> Notice changes in demand for stock and decide what stock levels are suitable</p> <p><b>4.8</b> Suggest realistic changes to the right person and give reasons for their recommendations</p>
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**Mapping to National Occupational Standards**

There is a one-to-one relationship with the following Retail NOS  
 B.205 (K), B.205 (P), B.206 (K), B.206 (P)

<b>Unit Title</b>	<b>M/500/5701 Process customer orders for goods in a retail environment</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	<p>This unit covers two stages of processing customers' orders for goods. The first involves checking if the goods the customer wants are available and telling the customer the terms of supply. The second is about processing the order and keeping the customer informed of progress.</p> <p><b>Unit will be assessed in line with Skillsmart Retail's Assessment Strategy</b></p>
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.7)</b> <i>The learner can</i>
<b>1.</b> Know how to check the availability of goods for retail orders	<p><b>1.1</b> Show that they know how to ask the right questions to find out exactly what customers want</p> <p><b>1.2</b> Show that they know which items are held in stock</p> <p><b>1.3</b> Show that they know how to check whether there is enough stock to meet the order</p> <p><b>1.4</b> Show that they know which items are available by order and which suppliers and manufacturers can provide them</p> <p><b>1.5</b> Show that they know how to check whether external suppliers and manufacturers can provide items, and on what terms</p> <p><b>1.6</b> Show that they know why they should keep customers informed of progress in finding the goods they need</p> <p><b>1.7</b> Show that they know why they should give customers clear, accurate and complete information about the terms of supply</p>
<b>2.</b> Know how to process orders for retail customers	<p><b>2.1</b> Show that they know the legal and company procedures for checking the customer's identity and credit status, and why these must be followed</p> <p><b>2.2</b> Show that they know who is responsible for fulfilling customer orders, what information this person needs from the learner, and why it is needed</p>

	<p><b>2.3</b> Show that they know who is responsible for invoicing customers for orders, what information this person needs from the learner, and why it is needed</p> <p><b>2.4</b> Show that they know who to tell if they cannot process an order</p> <p><b>2.5</b> Show that they know why they should tell the customer promptly about any delays in fulfilling the customer's order</p> <p><b>2.6</b> Show that they know legal and company requirements relating to customer confidentiality</p> <p><b>2.7</b> Show that they know what might happen if customer information is not kept confidential</p> <p><b>2.8</b> Show that they know company procedures for storing customer information securely</p> <p><b>2.9</b> Show that they know who is entitled to see customer information, and in what situations</p>
<p><b>3.</b> Check the availability of goods for retail orders</p>	<p><b>3.1</b> Identify customers' needs accurately by asking suitable questions</p> <p><b>3.2</b> Identify the goods that will meet customers' needs and check with customers that these are satisfactory</p> <p><b>3.3</b> Find out who can supply the goods needed and on what terms</p> <p><b>3.4</b> Keep customers informed of progress in finding the goods which customers need</p> <p><b>3.5</b> Give customers clear, accurate and complete information about the availability of goods and the terms of supply</p>
<p><b>4.</b> Process orders for retail customers</p>	<p><b>4.1</b> Follow legal and company procedures for checking the customer's identity and credit status</p> <p><b>4.2</b> Follow company policy for offering to order goods the customer needs if these are not in stock</p> <p><b>4.3</b> Prepare accurate, clear and complete information about the order and pass this information promptly to the people responsible for fulfilling the order</p> <p><b>4.4</b> Provide accurate, clear, complete and timely information to those responsible for issuing the invoice</p> <p><b>4.5</b> Tell the right person promptly when they cannot process an order and explain the reasons clearly</p>

	<p><b>4.6</b> Let the customer know promptly and politely if an order cannot be delivered within the time agreed</p> <p><b>4.7</b> Store customers' details securely and show them only to people who have a right to see those details</p>
<p><b>Mapping to National Occupational Standards</b> There is a one-to-one relationship with the following Retail NOS B.207 (K), B.207 (P), B.208 (K), B.208 (P)</p>	

<b>Unit Title</b>	<b>M/502/1610 Carry out reception duties</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>15</b>
<b>Unit Summary</b>	The aim of this unit is to provide the learner with the knowledge and skills required to carry out reception duties. The unit covers the important skills of welcoming and receiving people, handling enquiries and making appointments. Dealing with members of the public in a polite manner, whilst questioning them to find out what they require
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.8)</b> <i>The learner can</i>
<b>1.</b> Be able to attend to clients enquiries and appointments	<b>1.1</b> Deal with all enquiries politely and appropriately <b>1.2</b> Identify the purpose of the enquiry accurately <b>1.3</b> Refer enquiries which cannot be dealt with promptly to the relevant person for action <b>1.4</b> Record messages and appointment details accurately and pass them to the relevant person at the right time <b>1.5</b> Give clear and accurate information to clients and colleagues <b>1.6</b> Schedule appointments taking into account the needs of the client and the organisation <b>1.7</b> Confirm the availability of services, where necessary with relevant colleagues <b>1.8</b> Maintain confidentiality of the organisation and clients <b>1.9</b> Work in a way which promotes health and safety, is consistent with relevant legislation and codes of practice
<b>2.</b> Know how to attend to clients and their enquiries	<b>2.1</b> State the importance of communicating effectively <b>2.2</b> Explain the importance of taking messages, making appointments and passing them on to the right person

	<p><b>2.3</b> Outline the importance of confidentiality and procedures for handling and what may happen if it is broken</p> <p><b>2.4</b> State how to ask relevant questions and identify when to refer to senior colleagues</p> <p><b>2.5</b> Describe the services available, their duration and cost</p> <p><b>2.6</b> Describe the appropriate use of written, verbal (face to face, telephone), non-verbal and electronic methods of communication</p> <p><b>2.7</b> Identify the limits of authority when attending to people and enquiries</p> <p><b>2.8</b> Describe how to recognise and respond to distressed and agitated clients</p>
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<b>Unit Title</b>	<b>Y/601/2457 Meet and welcome visitors</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>23</b>
<b>Unit Summary</b>	This unit covers the procedures to follow and hospitality to offer when meeting and welcoming visitor to business premises. <b>Unit will be assessed in line with CfA's Assessment Strategy</b>
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.9)</b> <i>The learner can</i>
<b>1.</b> Understand procedures for meeting and welcoming visitors	<p><b>1.1</b> Describe different reasons for people visiting a business, their requirements and how their needs may be met</p> <p><b>1.2</b> Explain the purpose of dealing with visitors promptly and courteously</p> <p><b>1.3</b> Explain the purpose of presenting a positive image of self and the organisation</p> <p><b>1.4</b> Explain the purpose of following health, safety and security procedures when dealing with visitors, including own responsibilities</p> <p><b>1.5</b> Describe different types of problems that may occur with visitors including conflict and aggression</p> <p><b>1.6</b> Describe ways of dealing with different problems and when to refer to them to an appropriate colleague</p> <p><b>1.7</b> Explain the purpose of communicating with visitors</p> <p><b>1.8</b> Describe organisation structures and communication channels within the organisation</p>
<b>2.</b> Be able to welcome visitors	<p><b>2.1</b> Greet visitor(s) and make them feel welcome</p> <p><b>2.2</b> Identify visitors and the reason for their visit</p> <p><b>2.3</b> Use the organisation's systems to receive and record visitors, as appropriate</p> <p><b>2.4</b> Make sure visitors' needs are met</p>

	<p><b>2.5</b> Present positive image of self and the organisation</p> <p><b>2.6</b> Follow health, safety and security procedures, as required</p> <p><b>2.7</b> Inform others of visitor's arrival, as required, in line with appropriate communication channels</p> <p><b>2.8</b> Deal with any problems that may occur, or refer problems to the appropriate person</p> <p><b>2.9</b> Follow procedures for departing visitors, as required</p>
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<b>Unit Title</b>	<b>R/601/2490 Store and retrieve information</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>17</b>
<b>Unit Summary</b>	This unit is about storing and retrieving information securely and within confidentiality requirements of the organisation. <b>Unit will be assessed in line with CfA's Assessment Strategy</b>
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.5)</b> <i>The learner can</i>
<b>1.</b> Understand processes and procedures for storing and retrieving information	<b>1.1</b> Explain the purpose of storing and retrieving information <b>1.2</b> Describe different information systems and their main features <b>1.3</b> Explain the purpose of legal and organisational requirements for the security and confidentiality of information <b>1.4</b> Explain the purpose of confirming information to be stored and retrieved <b>1.5</b> Describe ways of checking information for accuracy <b>1.6</b> Explain the purpose of checking information for accuracy <b>1.7</b> Explain the purpose of providing information to agreed format and timescales <b>1.8</b> Describe the types of information that may be deleted <b>1.9</b> Describe problems that may occur with information systems and how to deal with them
<b>2.</b> Be able to store information	<b>2.1</b> Identify, confirm and collect information to be stored <b>2.2</b> Follow legal and organisational procedures for security and confidentiality of information to be stored <b>2.3</b> Store information in approved locations <b>2.4</b> Check and update stored information, if required

	<p><b>2.5</b> Delete stored information, if required</p> <p><b>2.6</b> Deal with, or refer problems, if required</p>
<p><b>3.</b> Be able to retrieve information</p>	<p><b>3.1</b> Confirm and identify information to be retrieved</p> <p><b>3.2</b> Follow legal and organisational procedures for security and confidentiality of information</p> <p><b>3.3</b> Locate and retrieve the required information</p> <p><b>3.4</b> Check and update information, if required</p> <p><b>3.5</b> Provide information in the agreed format and timescale</p> <p><b>3.6</b> Deal with, or refer problems if required</p>

<b>Unit Title</b>	<b>Y/502/7627 Companion animal anatomy and physiology</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>8</b>
<b>Guided Learning Hours</b>	<b>60</b>
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge and understanding of anatomy and physiology of a range of companion species. The learner will be able to identify and describe the role of all the major body systems in companion animals. Learners will develop their knowledge and understanding of the link between body systems and clinical conditions
<b>Learning Outcomes (1 to 10) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 10.4) <i>The learner can</i></b>
<b>1. Know the cardiovascular system of companion animal species</b>	<p><b>1.1</b> Determine the location, purpose and importance of the following within companion animal species</p> <ul style="list-style-type: none"> <li>• myocardium</li> <li>• left and right atria</li> <li>• left and right ventricles</li> <li>• septum</li> <li>• valves</li> <li>• major vessels</li> </ul> <p><b>1.2</b> Explain the role and direction of the cardiovascular system</p> <p><b>1.3</b> Describe blood vessel types</p> <p><b>1.4</b> Locate the following vessels within companion animal species</p> <ul style="list-style-type: none"> <li>• brachial artery</li> <li>• jugular vein</li> <li>• femoral artery</li> <li>• cephalic vein</li> <li>• saphenous vein</li> <li>• lingual artery and vein</li> </ul> <p><b>1.5</b> Determine appropriate site/s to take the pulse of a companion animal</p> <p><b>1.6</b> Demonstrate how to take the pulse</p> <p><b>1.7</b> Explain how a companion animal's circulation can be affected by the following</p> <ul style="list-style-type: none"> <li>• exercise</li> </ul>

	<ul style="list-style-type: none"> <li>• stress</li> <li>• health and disease</li> <li>• anaesthesia</li> <li>• sedation</li> <li>• environment</li> </ul>
<p><b>2. Know the lymphatic system of companion animal species</b></p>	<p><b>2.1</b> Evaluate the role and function of the lymphatic system in relation to</p> <ul style="list-style-type: none"> <li>• immunity</li> <li>• circulatory system</li> <li>• digestive system</li> </ul> <p><b>2.2</b> Determine the location, purpose and importance of the following within companion animal species</p> <ul style="list-style-type: none"> <li>• popliteal lymph node</li> <li>• prescapular lymph node</li> <li>• inguinal lymph node</li> </ul>
<p><b>3. Know the major body cavities of companion animal species</b></p>	<p><b>3.1</b> Determine the location, purpose and importance of the following within companion animal species</p> <ul style="list-style-type: none"> <li>• serosa</li> <li>• pleura</li> <li>• peritoneum</li> <li>• pericardium</li> <li>• mesentery</li> <li>• mediastinum</li> </ul> <p><b>3.2</b> Assess the significance of the mediastinum to the organs that lie within it</p>
<p><b>4. Know the skeletal structure of companion animal species</b></p>	<p><b>4.1</b> Specify the name and location of key common flat bones within a feline and/or canine</p> <p><b>4.2</b> Specify the name and location of key common irregular bones within a feline and/or canine</p> <p><b>4.3</b> Specify the name and location of key short bones within a feline and/or canine</p> <p><b>4.4</b> Specify the name and location of key common long bones within a feline and/or canine</p> <p><b>4.5</b> Specify the name and location of key sesamoid long bones within a feline and/or canine</p> <p><b>4.6</b> Explain the role of the skeletal system in a companion animal species</p>

	<p><b>4.7</b> Locate common anatomical landmarks in a companion animal species to include</p> <ul style="list-style-type: none"> <li>• greater trochanter</li> <li>• tuber ischii</li> <li>• wing of the ilium</li> <li>• carpus</li> <li>• tarsus</li> <li>• tuber coxae</li> </ul> <p><b>4.8</b> Explain the types of joints within the skeletal structure of a companion animal species</p> <p><b>4.9</b> Explain the function of the joints</p> <p><b>4.10</b> Explain the role of tendons and ligaments in the skeletal system</p>
<p><b>5.</b> Know the digestive system of companion animal species</p>	<p><b>5.1</b> Determine the location, purpose and importance of the following within companion animal species digestive system to include</p> <ul style="list-style-type: none"> <li>• oral cavity</li> <li>• oropharynx</li> <li>• oesophagus</li> <li>• stomach</li> <li>• small intestine</li> <li>• large intestine</li> <li>• anal sphincter</li> <li>• digestive enzymes</li> </ul>
<p><b>6.</b> Know the urinary system of companion animal species</p>	<p><b>6.1</b> Determine the location, purpose and importance of the following within companion animal species to include</p> <ul style="list-style-type: none"> <li>• kidney</li> <li>• ureters</li> <li>• bladder</li> <li>• urethra</li> </ul> <p><b>6.2</b> Describe normal and abnormal urination in companion animal species</p> <p><b>6.3</b> Describe common conditions that result in abnormal urination</p>
<p><b>7.</b> Know differences in the respiratory systems of companion animal species</p>	<p><b>7.1</b> Determine the location and purpose of each of the following in the canine/feline upper and lower respiratory system</p> <ul style="list-style-type: none"> <li>• lungs</li> <li>• pleura</li> <li>• diaphragm</li> <li>• nares</li> <li>• nasal cavity</li> </ul>

	<ul style="list-style-type: none"> <li>• nasopharynx</li> <li>• larynx</li> <li>• trachea</li> <li>• bronchi</li> <li>• bronchioles</li> <li>• alveoli</li> </ul> <p><b>7.2</b> Determine normal respiratory rates and patterns in companion animal species</p> <p><b>7.3</b> Determine abnormal respiratory rates and patterns in companion animal species</p> <p><b>7.4</b> Employ appropriate veterinary terminology to describe normal and abnormal respiration</p> <p><b>7.5</b> Explain how environmental and behavioural factors may affect respiration to include</p> <ul style="list-style-type: none"> <li>• temperature</li> <li>• humidity</li> <li>• exercise</li> <li>• stress</li> </ul>
<p><b>8.</b> Know muscles of companion animal species</p>	<p><b>8.1</b> Locate common skeletal muscles in companion animal species to include</p> <ul style="list-style-type: none"> <li>• trapezius</li> <li>• quadriceps femoris</li> <li>• biceps femoris</li> <li>• gastrocnemius</li> <li>• intercostals</li> <li>• diaphragm</li> <li>• lumbar epaxials</li> </ul> <p><b>8.2</b> Specify the muscles that are commonly used for intramuscular injections</p>
<p><b>9.</b> Know the skin of companion animal species</p>	<p><b>9.1</b> Describe how an animal's skin contributes to the following functions</p> <ul style="list-style-type: none"> <li>• protection</li> <li>• thermoregulation</li> <li>• production of sebum</li> <li>• sensory</li> <li>• hair</li> </ul> <p><b>9.2</b> Specify the sites of subcutaneous injections</p>
<p><b>10.</b> Identify and locate tissues illustrating structure and shape</p>	<p><b>10.1</b> State the classification and structure of tissues in the body including cell types and tissue structure</p>

	<p><b>10.2</b> Identify basic types of tissue to include</p> <ul style="list-style-type: none"><li>• muscular tissue</li><li>• epithelial tissue</li><li>• nervous tissue</li><li>• connective tissue</li></ul>
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<b>Unit Title</b>	<b>D/502/7628 Exotic animal anatomy and physiology</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>8</b>
<b>Guided Learning Hours</b>	<b>60</b>
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge and understanding of anatomy and physiology of a range of common exotic animal species. The learner will be able to describe and identify the major body systems within a range of exotic species. Learners will develop their knowledge of how husbandry systems affect an animal's clinical condition. Learners will be able to recognise fundamental differences between species
<b>Learning Outcomes (1 to 11)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 11.2)</b> <i>The learner can</i>
<b>1.</b> Know types and location of body tissue	<b>1.1</b> State the classification and structure of tissues in the body including cell types and tissue structure  <b>1.2</b> Identify basic types tissue to include <ul style="list-style-type: none"> <li>• muscular tissue</li> <li>• epithelial tissue</li> <li>• nervous tissue</li> <li>• connective tissue</li> </ul>
<b>2.</b> Know types and location of body cavities	<b>2.1</b> Describe and identify the position of the <ul style="list-style-type: none"> <li>• thoracic cavity</li> <li>• abdominal cavity</li> </ul> <b>2.2</b> Define <ul style="list-style-type: none"> <li>• serosa</li> <li>• pleura</li> <li>• peritoneum</li> <li>• pericardium</li> <li>• mesentery</li> <li>• mediastinum and the organs within these</li> </ul> <b>2.3</b> List the important organs within the thoracic and abdominal cavity
<b>3.</b> Know the basic skeletal structure and conformation of exotic species	<b>3.1</b> Identify the basic skeletal structure of the <ul style="list-style-type: none"> <li>• snake</li> </ul>

	<ul style="list-style-type: none"> <li>• lagomorph</li> <li>• chelonian</li> <li>• bird</li> <li>• fish</li> </ul> <p><b>3.2</b> Compare and contrast the differences between exotic species and the dog and cat</p> <p><b>3.3</b> Identify the anatomical differences and locate these on a live animal</p> <p><b>3.4</b> Describe the common skeletal conditions which can affect the</p> <ul style="list-style-type: none"> <li>• snake</li> <li>• lagomorphs</li> <li>• bird</li> </ul>
<b>4.</b> Know the skeletal muscles	<b>4.1</b> Identify the common muscles which are used for intramuscular injections
<b>5.</b> Know heart structures	<b>5.1</b> Create a diagram of the heart structure of different exotic species and identify individual structures
<b>6.</b> Know vessels used for injections and palpation of the pulse	<p><b>6.1</b> Identify the following blood vessel types and their structure</p> <ul style="list-style-type: none"> <li>• artery</li> <li>• vein</li> <li>• capillary</li> </ul> <p><b>6.2</b> Identify common sites of venepuncture</p> <p><b>6.3</b> Describe how the circulation can be affected by different factors</p>
<b>7.</b> Know the anatomy of the urinary tract in birds and reptiles.	<p><b>7.1</b> Compare the urinary anatomy of a range of species</p> <p><b>7.2</b> Explain the production of uric acid in birds and reptiles</p> <p><b>7.3</b> Describe the function of the cloaca and its location in the body</p> <p><b>7.4</b> Identify normal/abnormal urinary excretions</p>
<b>8.</b> Know differences in digestive systems	<p><b>8.1</b> Compare the structure and function of digestive systems (carnivore, herbivore, omnivore) to include</p> <ul style="list-style-type: none"> <li>• rabbit</li> <li>• tortoise</li> <li>• goldfish</li> <li>• garter snake</li> </ul>

	<ul style="list-style-type: none"> <li>• hard bills (seed eaters)</li> <li>• budgerigar</li> <li>• finches</li> <li>• parrots</li> <li>• soft bills</li> <li>• mynahs</li> <li>• raptors</li> <li>• kestrels</li> <li>• owls</li> </ul> <p><b>8.2</b> Describe the following nutritional imbalances</p> <ul style="list-style-type: none"> <li>• vitamin C deficiency in cavies</li> <li>• osteodystrophy in chelonia and small rodents</li> <li>• hypovitaminosis A in reptiles and birds</li> <li>• thiamin deficiency in garter snakes</li> <li>• iodine deficiency in budgerigars</li> </ul> <p><b>8.3</b> Recognise and report abnormal droppings</p> <p><b>8.4</b> Explain the role of coprophagia</p>
<p><b>9.</b> Know respiratory systems</p>	<p><b>9.1</b> Describe the differences in the respiratory systems of the</p> <ul style="list-style-type: none"> <li>• bird</li> <li>• snake</li> <li>• lagomorph</li> <li>• chelonians</li> </ul> <p><b>9.2</b> Identify normal respiratory patterns</p> <p><b>9.3</b> Describe the factors affecting respiratory function, to include the following species</p> <ul style="list-style-type: none"> <li>• rabbit</li> <li>• budgerigar</li> <li>• reptile</li> <li>• fish</li> </ul> <p><b>9.4</b> Describe the signs of respiratory distress</p> <p><b>9.5</b> Explain how environmental and behavioural factors may affect respiration including</p> <ul style="list-style-type: none"> <li>• temperature</li> <li>• humidity</li> <li>• hibernation</li> <li>• exercise</li> <li>• stress</li> <li>• metabolic rate</li> </ul>
<p><b>10.</b> Know the effect of water quality on the respiratory mechanisms of fish</p>	<p><b>10.1</b> Explain the effect of water quality in aquariums and the effects of ammonia and nitrites</p>

**11.** Be able to use correct terminology to refer to body structures, functions, directions and positions

**11.1** Describe anatomical directions and veterinary terminology in common use

**11.2** Identify the common anatomical directions, to include

- dorsal
- ventral
- cranial
- caudal
- proximal
- distal
- medial
- lateral