

## National Unit Specification: general information

<b>UNIT</b>	Animal Handling: An Introduction (Intermediate 1)
<b>CODE</b>	DX0Y 10
<b>COURSE</b>	Rural Skills (Intermediate 1)

### SUMMARY

This Unit is an optional Unit within the Rural Skills Course at Intermediate 1 and is designed to be taken as part of this Course. It is suitable for candidates with no previous land-based or employment experience. The Unit allows candidates to develop some of the basic knowledge and skills required to handle animals in a work setting. Candidates will develop the basic skills and knowledge required to move and restrain animals for a purpose that is usual for that species. This Unit has been designed for delivery in context for one or more categories of animal.

### OUTCOMES

- 1 Assist with the movement and control of animals.
- 2 Assist with the restraint of animals for the purpose of examination.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

0.5 credit at Intermediate 1 (3 SCQF credit points at SCQF level 4\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

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### Administrative Information

<b>Superclass:</b>	SH
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## **National Unit Specification: general information (cont)**

**UNIT**     Animal Handling: An Introduction (Intermediate 1)

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

## National Unit Specification: statement of standards

### UNIT Animal Handling: An Introduction (Intermediate 1)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### OUTCOME 1

Assist with the movement and control of animals.

##### Performance Criteria

- (a) Contribute to a method of movement that ensures stress is minimised for the animals at all times.
- (b) Demonstrate an understanding of the behaviour of animals when being moved.
- (c) Demonstrate safe working practices.

#### OUTCOME 2

Assist with the restraint of animals for the purpose of examination.

##### Performance Criteria

- (a) Assist in catching an identified animal that is loose in an enclosure.
- (b) Effectively assist in using one type of restraint appropriate for the animal.
- (c) Assist in the presentation of an animal for examination.
- (d) Demonstrate safe working practices.

### EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence supported by an assessor observation checklist is required to show that all Outcomes and Performance Criteria have been achieved.

Evidence must be gathered in an appropriate context where live animals are kept in working environments or simulated working environments. For each Outcome, evidence is required in relation to **one or more categories** of animal. The animal(s) can be selected from the following:

- ◆ horses
- ◆ sheep
- ◆ cattle
- ◆ pigs
- ◆ game birds
- ◆ small 'cage' companion mammals
- ◆ domestic dogs
- ◆ domestic cats

Candidates should be involved in the movement of at least two animals for a given purpose which has been explained to the candidate.

## **National Unit Specification: statement of standards (cont)**

### **UNIT     Animal Handling: An Introduction (Intermediate 1)**

The assessor observation checklist confirms that the candidate:

- ◆ has contributed to a stress-free movement of animals
- ◆ demonstrated an understanding of behaviour of animals being moved
- ◆ has assisted in catching the identified animal
- ◆ has assisted in restraining an animal
- ◆ has assisted in presenting the animal for examination
- ◆ demonstrated safe working practices throughout

The assessor may choose to carry out the different assessment activities on separate occasions.

The item for this Unit contains an assessor observation checklist. The NAB illustrates the national standard required for this Unit. Centres who wish to devise their own assessments should refer to the NAB to ensure a comparable standard.

## National Unit Specification: support notes

### UNIT Animal Handling: An Introduction (Intermediate 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 20 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is designed to allow the candidate to develop the basic skills required to move and handle animals as well as developing a basic understanding of expected normal behavioural characteristics of animals when being moved.

This Unit can be delivered in the context of one or more of the following categories:

- ◆ horses
- ◆ sheep
- ◆ cattle
- ◆ pigs
- ◆ game birds
- ◆ small 'cage' companion mammals
- ◆ domestic dogs
- ◆ domestic cats

It is important that learning takes place involving live animals in either a work setting or simulated work setting. Partnerships with Land-based colleges, training providers or employers are likely to provide the most appropriate settings. Candidates should experience the proximity of animals, the working conditions and the associated effects on their senses (smells, dirt, ambient temperatures and noise levels). **It is important that the deployment of appropriate learning environments is preceded by a valid risk assessment, particularly identifying any protective clothing that the candidate may require and any regulations applying to the specific context.**

#### Outcome 1

The context of delivery for moving animals will vary according to the category chosen. For example, cattle will often be moved from fields to a collecting court for vaccination, dosing, and veterinary inspection. Cattle and sheep may be moved between fields. It would be appropriate to use herding methods for these species. It is important that candidates are made aware of the legal requirements of moving farm livestock off the premises but this need not be an exhaustive examination of the pertinent legislation.

Horses are often moved out from stables to fields for exercise. They are likely to be moved in a much more controlled fashion by leading them. Dogs may be moved out into exercise pens. They are likely to be moved on slip leads and kept apart to avoid fighting. Whatever context is chosen, it is important that the candidate develops an understanding of the appropriate methods for that particular category and how to assist the process in a safe manner. This will mean that the candidate requires a basic understanding of the behavioural norms of that category when being handled in groups or as an individual animal.

## **National Unit Specification: support notes (cont)**

### **UNIT     Animal Handling: An Introduction (Intermediate 1)**

#### **Outcome 2**

Catching the animal may mean securing it in a pen or crush in the context of livestock. The candidate should develop an understanding of appropriate methods of identifying the individual animal in question, eg ear tags, colourings and markings, brandings, collar discs, etc. The context of delivery for restraining animals will vary according to the species chosen. For example, dogs will often be restrained for grooming or veterinary examination and appropriate restraint aids may be grooming nooses for the former or slip leads for the latter. The candidate should develop an understanding and familiarity with the common types of restraint aids that may be used and should be able to use them but not be expected to fit them. They should be able to demonstrate the skills necessary to help to restrain the animal effectively.

Candidates should not be expected to restrain animals that are known or are assessed to be particularly dangerous at this level: for example aggressive dogs, bulls or excitable horses would not be appropriate.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

It would be useful for both of the Outcomes to have some classroom-based theoretical input prior to undertaking the practical activities. Outcome 1 may benefit from initial presentations and classroom delivery methods on reasons for moving animals. In the context of some animals, they should develop an awareness of the legal restrictions that exist in terms of moving them off the premises. Candidates should be able to identify safe practice (including appropriate PPE) and appropriate methods depending on the species context that this Unit is taken in. The candidate should also learn about the normal behaviour of the animal when being moved. For example, if it is a herd animal, the likely behaviour of the species when it is removed from the herd and how to act appropriately.

For Outcome 2, initial presentations on the common methods of identifying individual animals within the selected category would be useful as well as classroom delivery on appropriate restraint techniques for various purposes and identification of reasons for restraining animals. For example, horses can usually be identified visually from colourings and markings, they may be restrained using a headcollar or a bridle, they may be restrained for clipping, shoeing and veterinary examination.

The candidate may need some basic knowledge and understanding of the basic types of restraint methods and restraint aids available for that category. However, if restraint is more related to a specific handling technique in the context of that species, there is no requirement to discuss restraint aids, eg cats and small companion animals. Candidates should gain an understanding of the particular restraint form that they are being asked to work with.

Classroom simulated models may be useful to practice on before using live animals (eg practise putting a head collar or halter on a 'dummy' horse). However, this is not a substitute for working with live animals. The tutor need not go through every type of identification method and restraint aid that is used for the selected animal.

The candidates should be thoroughly briefed on health and safety practices before entering the work setting and beginning the task. Emphasis on experiential learning using live animals and a mentoring/coaching approach whilst the candidate assists with the handling of animals would be appropriate. It should be emphasised that animals that have a greater potential of being dangerous or are placed in a very stressful situation should not be used at this level.

## National Unit Specification: support notes (cont)

### UNIT Animal Handling: An Introduction (Intermediate 1)

It may be useful to adopt an approach of emphasising not only the vocational skills development but also the development of employability skills in this Unit. This could be done by: setting incremental targets for candidates in terms of time for given tasks once they have developed reasonable competence; setting particular start times for tasks; monitoring the preparation and planning of the candidates; setting candidates a task as a group and allowing them to be responsible for the allocation of subsets of tasks to encourage team working. Candidates could be encouraged to review and evaluate tasks undertaken.

#### Employability Skills

On completion of this Unit, the candidate will have had the opportunity to develop the following employability skills:

- ◆ acceptable time keeping and attendance
- ◆ planning and preparing for work
- ◆ working co-operatively with others
- ◆ following instructions\*
- ◆ working safely\*
- ◆ self review and evaluation

Achievement in a number of these employability skills (those marked with an asterisk\*) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills.

#### Core Skills

In this Unit candidates will be involved a range of practical tasks which may well involve working as part of a small team. These offer good opportunities for developing aspects of:

- ◆ Working with Others
- ◆ Communication (oral)

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Performance evidence supported by an assessor observation checklist is required to show that all Outcomes and Performance Criteria have been achieved.

The assessment for this Unit is laid out clearly in the Evidence Requirements section of the Statement of Standards of this specification. The standard to be applied is exemplified in the item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

### CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).