

# apprenticeship **FRAMEWORK**

## Animal Care (England)

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# Animal Care (England)

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# Framework summary

## Animal Care

### Animal Care

This framework includes information on Personal Learning and Thinking Skills

#### Pathways for this framework at level 2 include:

##### Pathway 1: Animal Care

###### Competence qualifications available to this pathway:

N/A

###### Knowledge qualifications available to this pathway:

N/A

###### Combined qualifications available to this pathway:

B1 - Level 2 Diploma in Work-based Animal Care

###### This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

## Animal Care

### Animal Care

This framework includes information on Personal Learning and Thinking Skills

#### Pathways for this framework at level 3 include:

##### Pathway 1: Animal Care

###### Competence qualifications available to this pathway:

N/A

###### Knowledge qualifications available to this pathway:

N/A

###### Combined qualifications available to this pathway:

B1 - Level 3 Diploma in Work-based Animal Care

###### This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

# Framework information

## Information on the Issuing Authority for this framework:

### Lantra

The Apprenticeship sector for occupations in environmental and land-based.

Issue number: 2	<b>This framework includes:</b>
Framework ID: FR01087	Level 2 Level 3
Date this framework is to be reviewed by: 31/08/2014	This framework is for use in: <b>England</b>

## Short description

The Animal Care Apprenticeship frameworks at Level 2 and Level 3 are designed with industry providing apprentices with the competences to carry out their job role and support future progression in the industry.

The Diploma in Work-based Animal Care within the framework has a number of routes which apprentices choose depending on the sub-sector they are working in and these are reflected in the range of jobs such as: animal care assistant, pet shop/retail assistant, dog groomer and dog warden.

Following completion of the Apprenticeship, there are opportunities available, including Further/Higher Education or completing vocational courses at a Land-based College.

# Contact information

## Proposer of this framework

Animal Care Industry Group, which includes employers and associations such as: RSPCA, Cats Protection, The Guide Dogs for the Blind Association and Dogs Trust.

## Developer of this framework

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# Revising a framework

## Contact details

Who is making this revision: Jo-Anne Bryan

Your organisation: Lantra

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## Why this framework is being revised

Lantra have been approached by an Awarding Organisation who are now offering the work-based diplomas in Animal Care at levels 2 and 3 to include them in the Animal Care Apprenticeship framework.

## Summary of changes made to this framework

Addition of competence based qualifications delivered by Edexcel.

## Qualifications removed

None

## Qualifications added

Edexcel Level 2 Diploma in Work-based Animal Care - 600/2169/X

Edexcel Level 3 Diploma in Work-based Animal Care - 600/2186/X

## Qualifications that have been extended

None

# Purpose of this framework

## Summary of the purpose of the framework

The animal care industry covers a wide range of areas including: animal care and welfare, zoos/wildlife establishments, dog grooming, pet care and retail, animal welfare enforcement, animal training, dog/animal wardens and animals in education and entertainment. This provides a range of jobs such as: animal care assistant, pet shop assistant, dog handler (uniformed forces), animal boarding assistant, dog groomer, animal/dog trainer, dog warden and animal management technician.

Animal health and welfare is a priority for all of the industry and the Animal Care Apprenticeships provide a practical entry and progression route that encourage apprentices to develop their skills and knowledge in areas of interest to them.

Lantra research from 2010 estimates that there are approximately 13,000 businesses and 78,000 people working in the animal care industry in the United Kingdom. This research also found that micro-businesses dominate the animal care industry with around 86% of businesses employing fewer than ten members of staff. Therefore, each person has an important role to play within the organisation.

The animal care industry is important for the land-based and environmental sector in England, representing 11% of businesses and 21% of employment within the sector (Lantra Research 2009). This research also found that 15% of all establishments within the industry had hard-to-fill vacancies and 11.5% of establishments reported they had skills shortage vacancies. The industry felt that this was because applicants lacked technical/practical skills (animal health and welfare, handling animals), customer relations, written and oral communication skills, planning and organisation. The aim of the Apprenticeship framework is to upskill entrants in the industry to ensure that they attain the skills to be competent in their job.

The industry values the Apprenticeship as an entry route into the sector which is evidenced by the growth in the completions of the Apprenticeship in England over the last three years at 50% as indicated below:

### 2009/2010

Level 2 - 310

Level 3 - 20

Total - 330

## 2008/2009

Level 2 - 250

Level 3 - 10

Total - 260

## 2007/2008

Level 2 - 210

Level 3 - 20

Total - 230

During the review of this Apprenticeship, Lantra involved the English members of its industry and virtual group, which accounts for 125 individuals and trade associations such as The Guide Dogs for the Blind Association, Blue Cross, Dogs Trust and the RSPCA.

It is the view of the animal care industry that because of the nature of their business, work-based learning through Apprenticeships is a good way for apprentices to learn the necessary skills required to work in a practical environment. This important entry mechanism has therefore been highlighted by employers in the Animal Care Industry Action Plan, which states the need to prioritise and increase the awareness and uptake of the Animal Care Apprenticeship framework.

The animal care framework offers one pathway with a number of routes which is reflective of the areas of work within the animal care industry.

Job roles at Level 2 (Intermediate Apprenticeship) may include: animal care assistant, pet shop/retail assistant, animal/dog groomer, dog handler (uniformed forces) and animal boarding assistant.

Job roles at Level 3 (Advanced Apprenticeship) may include: dog groomer, animal/dog trainer, dog warden, animal management technician, zoo/animal keeper and pet shop manager.

Further information on the animal care industry can be found at: [www.lantra.co.uk/research](http://www.lantra.co.uk/research).

## Aims and objectives of this framework (England)

The aim of the Level 2 and 3 Apprenticeships is to build on the success of its predecessor by

including updated qualifications to meet the skill needs of employers, attracting new applicants into the animal care sector to fill vacancies and provide a progression pathway for apprentices to fill higher level jobs.

The objectives are to:

1. Continue the increase in uptake of both the Intermediate Apprenticeship and progression to the Advanced Apprenticeship in Animal Care by attracting new apprentices into the sector, especially those from under-represented groups, to meet the changing skills needs of employers
2. Upskill those working in animal care jobs to ensure that they attain the skills required to be competent in their profession
3. Increase awareness of the two levels of Apprenticeships with employers and young people
4. Provide clear progression and information to higher level jobs, via Further Education and Higher Education where appropriate. Career information within animal care is available on Lantra's website [www.lantra.co.uk/careers](http://www.lantra.co.uk/careers).

# Entry conditions for this framework

If you are interested in working with animals, there are many different types of jobs, for example working for the RSPCA as an animal care assistant, working with small animals in a pet shop, or working in more of a specialist area as a dog handler, within the armed forces. By taking an apprenticeship in Animal Care you will be able to work towards one of these jobs.

## Entry requirements for the Intermediate Apprenticeship

There are no specific entry requirements to enter the Level 2 Intermediate Apprenticeship in Animal Care, however, there are qualifications or experience that will help learners understand the sector prior to starting:

- Voluntary experience within the animal care industry
- Have previously worked in, or are currently working within, the industry
- Level 1 Diploma in Animal Care
- Level 1 Diploma in Work-based Animal Care
- Level 1 Award in Practical Small Animal Skills
- Level 1 Certificate in Practical Small Animal Skills
- Units taken as part of foundation learning
- GCSEs/A levels.

Progression opportunities onto the Animal Care Intermediate Apprenticeship also exist for adult learners who have experience within the animal care industry or who are looking for a career change.

## Entry requirements for the Advanced Apprenticeship

The animal care industry wants the entry requirements for the Advanced Apprenticeship in Animal Care to be flexible, so therefore has suggested that one of the following should be completed:

- Intermediate Apprenticeship in Animal Care
- NVQ Level 2 in Animal Care
- Level 2 Diploma in Work-based Animal Care
- Level 2 Diploma in Animal Care
- Level 2 Certificate in Practical Animal Care
- Level 2 Certificate in Animal Care
- Practical experience within the animal care industry
- 3 GCSEs (A\*-C)/A levels

(There are many qualifications within animal care, those named above are a few suggestions).

## Initial assessment

Training providers and employers should use an initial assessment process which is fit for purpose. This will ensure that applicants starting on the Intermediate Apprenticeship/Advanced Apprenticeship have a fair opportunity to demonstrate their ability and to tailor programmes to meet individual needs, recognising prior qualifications and experience.

### **Recognition of Prior Learning (RPL)**

If applicants have units towards the Level 2 and 3 Diploma in Work-based Animal Care these will be reviewed during the initial assessment to see if Recognition of Prior Learning can be claimed.

Learners who have completed the 14-19 Diploma may have completed units or short courses which will provide underpinning knowledge towards the Intermediate Apprenticeship, this will be assessed during an initial assessment allowing Recognition of Prior Learning (RPL) where appropriate.

All apprentices must achieve the required Key/Functional Skills. Applicants may already hold the equivalent qualifications. Refer to Transferable Skills section for more details.

## Level 2

Title for this framework at level 2

### Animal Care

#### **Pathways for this framework at level 2**

Pathway 1:      Animal Care

## Level 2, Pathway 1: Animal Care

### Description of this pathway

Animal Care is for those maintaining the health and welfare of animals. A minimum of 54 credits.

### Entry requirements for this pathway in addition to the framework entry requirements

No additional pathway entry requirements.

Job title(s)	Job role(s)
Animal/Dog Groomer	Animal grooming involves the care of dogs, cats and rabbits. This role includes assisting with shampooing, trimming and checking the animals' skin, eyes, ears, mouth, nose, feet and nails for any problems.
Pet Shop Assistant/Retail assistant	Work in retail outlets caring for and selling live animals. The work may include: dealing with a range of customer enquiries; helping with deliveries and shelf-filling; feeding and providing water to the animals and cleaning out cages; changing substrate and bedding; removing faeces.
Animal Care Assistant	Animal care assistants look after the day-to-day care of animals in a variety of different settings under supervision. The work is carried out in places such as kennels and catteries, animal welfare centres, farm parks and grooming establishments and veterinary hospitals.
Dog Handler (Uniformed Forces)	Dog handlers work with their dogs to help prevent and detect crime or to find lost and missing people. A Dog Handler and their dog train for a specific purpose. Various organisations use working dogs, such as the police, HM Revenue and Customs, the armed forces, fire and rescue services and prisons
Animal Boarding Assistant	Animal boarding workers care for animals staying in boarding or quarantine establishments usually while their owners are away. The majority of boarding establishments are provided for dogs and cats. However, there are also boarding facilities available for other animals such as rabbits and parrots

# Qualifications

## Competence qualifications available to this pathway

N/A

## Knowledge qualifications available to this pathway

N/A

## Combined qualifications available to this pathway

B1 - Level 2 Diploma in Work-based Animal Care					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	500/6818/0	NPTC/C&G	44	330-440	N/A
B1b	500/6740/0	ABC Awards	44	330-440	N/A
B1c	600/2169/X	Edexcel	44	330-440	N/A

## Notes on competence and knowledge qualifications (if any)

There is one qualification, the Level 2 Diploma in Work-based Animal Care, which includes both competence and knowledge.

The competence and knowledge elements will be achieved through completion of the mandatory and optional units listed within the awarding organisation's (NPTC/C&G, ABC Awards or Edexcel) guidance and must total a minimum of **44 credits**. At least 11 credits must be achieved through completion of the knowledge units listed below, which are assessed via independent methods. The remaining units of the Diploma contain both competence and knowledge and have integrated assessment methods.

### Knowledge elements:

- Ensure your own actions reduce risks to health and safety (5 credits)
- Promote and maintain the health and well-being of animals (4 credits)
- Control and restrain animals (2 credits).

# Transferable skills (England)

## Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

\* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

\*\* achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...	1	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

\* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

\*\* achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

## Inclusion of Information and Communications Technology (ICT)

Information Communication Technology Functional/Key skills has not been included within the Intermediate Apprenticeship. Following consultation with employers in the sector, it has been identified that the qualifications did not fit industry needs for this level of apprenticeship because the use of ICT in Animal Care is limited, although it is recognised that IT systems maybe used in some parts of the industry.

ICT Functional/Key skills is not mandatory within the Intermediate Apprenticeship, however the apprentice should be encouraged when necessary as they provide valuable skills. This will be monitored and reviewed in the future.

## Progression routes into and from this

# pathway

The Level 2 Intermediate Apprenticeship in Animal Care is valued by the animal care industry as an entry route into the industry.

There are no specific entry requirements to enter the Level 2 Intermediate Apprenticeship in Animal Care, however, there are qualifications or experience that will help learners understand the sector prior to starting:

- Voluntary experience within the animal care industry
- Have previously worked in, or are currently working within, the industry
- Level 1 Diploma in Animal Care
- Level 1 Diploma in Work-based Animal Care
- Level 1 Award in Practical Small Animal Skills
- Level 1 Certificate in Practical Small Animal Skills
- Units taken as part of foundation learning
- GCSEs/A levels

Learners who have completed the 14-19 Diploma may have completed units or short courses which will provide underpinning knowledge towards the apprenticeship, this will be assessed during an initial assessment allowing Recognition of Prior Learning (RPL) where appropriate.

Progression opportunities onto the Animal Care Intermediate Apprenticeship also exist for adult learners who have experience within the animal care industry or who are looking for a career change.

## Progression from the Level 2 Intermediate Apprenticeship:

Apprentices successfully completing the Intermediate Apprenticeship have opportunities to progress within the industry by continuing onto the Advanced Apprenticeship in Animal Care or other Further Education courses such as:

- Level 3 Diploma in Work-based Animal Care
- Level 3 Award in Practical Animal Care Skills
- Level 3 Certificate in Practical Animal Care Skills
- Level 3 Certificate in Animal Management
- Level 3 Diploma in Animal Management
- Level 3 Extended Diploma in Animal Management.

Typical jobs apprentices will be able to progress onto on completion of the Level 2 Intermediate Apprenticeship will depend on the qualifications and experience gained, but could include: zoo/animal keeper; dog groomer; animal/dog trainer; dog warden and animal management technician.

Further information on careers in the animal care industry including job profiles, progression

maps and case studies can be found at [www.lantra.co.uk/careers](http://www.lantra.co.uk/careers).

For apprentices who wish to continue their development of skills and qualifications beyond Level 3, opportunities exist to progress further into Higher Education with Foundation Degrees/Degrees. These are explained in the progression from Advanced Apprenticeship section.

# Delivery and assessment of employee rights and responsibilities

## Employee Rights and Responsibilities (ERR) within the Intermediate Apprenticeship in Animal Care

Within the Intermediate Apprenticeship in Animal Care there are two options for apprentices to choose to gain the ERR element of this framework. This gives apprentices the flexibility to complete the ERR in a way that is most appropriate to them. These two options will be explained to apprentices at the start of their programme during induction.

The two options are:

1. Lantra's Animal Care ERR workbook contains a number of tasks with short answer questions covering the nine outcomes listed below, which learners can complete at their own pace. The workbook can be found on Lantra's website [www.lantra.co.uk/ERR](http://www.lantra.co.uk/ERR).

Evidence of achievement of the ERR workbook must be sent to Lantra before an Apprenticeship Completion Certificate can be issued. This must be the sign off sheet at the back of the book which must be signed by the apprentice, employer and training provider.

Or

2. Unit J/602/5253 - Principles of employee rights and responsibilities in the land-based industries (2 credits).

Currently this is an accredited unit offered by British Horseracing Education and Standards Trust (BHEST). Those who complete the ERR unit will need to evidence their achievement with a completion certificate from the awarding organisation.

There are nine national outcomes/standards that all learners must know and/or understand:

1. Knows and understands the range of employer and employee statutory rights and responsibilities under employment law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and health and safety legislation, together with the responsibilities and duties of employers
2. Knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health and safety and equality and diversity training must be an integral part of the apprentice's learning programme
3. Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional

Learning Support must be included in the programme

4. Understands the role played by their occupation within their organisation and industry
5. Has an informed view of the types of career pathways that are open to them
6. Knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
7. Knows where and how to get information and advice on their industry, occupation, training and career
8. Can describe and work within their organisation's principles of conduct and codes of practice
9. Recognises and can form a view on issues of public concern that affect their organisation and industry.

## Level 3

Title for this framework at level 3

### Animal Care

#### **Pathways for this framework at level 3**

Pathway 1:      Animal Care

## Level 3, Pathway 1: Animal Care

### Description of this pathway

Animal Care is for those maintaining the health and welfare of animals. A minimum of 64 credits.

### Entry requirements for this pathway in addition to the framework entry requirements

No additional entry requirements.

Job title(s)	Job role(s)
Zoo/Animal Keeper	Zoo Keepers are responsible for the day-to-day care and welfare of animals in a zoo, wildlife/safari park, aquarium or special collection. Keepers may work with a wide range of animals from mammals and birds to reptiles and amphibians to fish and invertebrates.
Dog Groomer	Although the majority of animal grooming involves the care of dogs, the industry has grown and become much more diverse. It now also includes grooming services for other animals such as cats and rabbits. Animal grooming can be very rewarding as grooming can prevent and alleviate suffering.
Animal/Dog Trainer	There are many types of animal trainer jobs requiring their own training and skills. The majority of animal training focuses on dogs. However, there are other types of animal training including horses trained to perform in horse shows or wild animal training involving lions or elephants
Dog Warden	A Dog Warden will work with a variety of people to raise awareness of the Animal Welfare Act and encourage responsible animal ownership. Dog Wardens will work with other welfare organisations to improve the standards of care and welfare for companion animals
Animal Management Technician	Animal Management Technicians deal with day-to-day care of animals in colleges, schools and universities. It involves working with a wide range of animals, students, teaching staff and external visitors/agencies. Involvement in holiday/weekend clubs for children could also form part of the role.

# Qualifications

## Competence qualifications available to this pathway

N/A

## Knowledge qualifications available to this pathway

N/A

## Combined qualifications available to this pathway

B1 - Level 3 Diploma in Work-based Animal Care					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	500/6815/5	NPTC/C&G	54	351	N/A
B1b	500/6738/2	ABC Awards	54	355	N/A
B1c	600/2186/X	Edexcel	54	351	N/A

## Notes on competence and knowledge qualifications (if any)

There is one qualification, the Level 3 Diploma in Work-based Animal Care, which includes both competence and knowledge.

The competence and knowledge elements will be achieved through completion of the mandatory and optional units listed within the awarding organisation's (NPTC/C&G, ABC Awards or Edexcel) guidance and must total a minimum of **54 credits**. At least 14 credits must be achieved through completion of the knowledge units listed below, which are assessed via independent methods. The remaining units of the Diploma contain both competence and knowledge and have integrated assessment methods.

### Knowledge element:

- Promote, monitor and maintain health and safety and security (6 credits)
- Plan the handling and restraint of animals (4 credits)
- Plan, supervise and control the movement of animals (4 credits).

# Transferable skills (England)

## Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

\* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

\*\* achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

\* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

\*\* achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

## Inclusion of Information and Communications Technology (ICT)

Information Communication Technology Functional/Key skills has not been included within the Advanced Apprenticeship. Following consultation with employers in the sector, it has been identified that the qualifications did not fit industry needs for this level of apprenticeship because the use of ICT in Animal Care is limited, although it is recognised that IT systems maybe used in some parts of the industry.

ICT Functional/Key skills is not mandatory within the Advanced Apprenticeship, however the apprentice should be encouraged when necessary as they provide valuable skills. This will be monitored and reviewed in the future.

## Progression routes into and from this

# pathway

The animal care industry values the Level 3 Advanced Apprenticeship as an entry/progression route into the industry. From the Level 2 Intermediate Apprenticeship there is direct progression onto Level 3, or learners may progress straight onto the Advanced Apprenticeship from another programme.

## **Progression onto the Advanced Apprenticeship:**

The animal care industry wants the entry requirements for the Advanced Apprenticeship to be flexible, so therefore has suggested that one of the following should be completed:

- NVQ Level 2 in Animal Care
- Level 2 Diploma in Work-based Animal Care
- Level 2 Diploma in Animal Care
- Level 2 Certificate in Practical Animal Care
- Level 2 Certificate in Animal Care
- Practical experience within the animal care industry
- 3 GCSEs (A\*-C) /A levels

14-19 Diploma learners who have completed the Higher Diploma may have completed units within this, which could provide underpinning knowledge and will be assessed during an initial assessment so that Recognition of Prior Learning (RPL) can be applied if appropriate.

Progression opportunities onto the Animal Care Advanced Apprenticeship also exist for adult learners who have experience within the animal care industry or who are looking for a career change.

## **Progression from the Advanced Apprenticeship:**

Apprentices successfully completing the Advanced Apprenticeship have opportunities to progress within the industry by progressing to other Higher Education courses such as a HNC/D, Foundation Degree (FdG/FdSc) or Degree (BSc). Examples of courses available across the UK include:

- BSc Hons in Animal Science
- FdSc in Animal Behaviour and Welfare
- FdG in Animal Management
- HNC/D Animal Care
- BSc Animal Welfare
- FdG Animal Health
- BSc Animal Biology

For apprentices who wish to continue their development of skills and qualifications beyond Degree level, opportunities exist to progress further into Higher Education with courses such

as a Post Graduate Diploma (PGdip) Master's Degree (MSc), including:

- MSc/PGdip in Animal Welfare
- MSc in Wild Animal Biology
- MSc/MRes/PGdip in Equine Health and Welfare.

Some useful websites to visit regarding Higher Education are [www.ucas.co.uk](http://www.ucas.co.uk), [www.cave.ac.uk](http://www.cave.ac.uk) or [www.prospects.ac.uk](http://www.prospects.ac.uk), all of these have information about courses and providers along with specific information on entry requirements.

Apprentices looking to progress in their employment from the Advanced Apprenticeship may be able to work towards managerial positions such as animal boarding manager or pet shop manager. Progression will be dependent on the qualification and experience an individual possesses, as achievement alone of the Level 3 Advanced Apprenticeship does not guarantee entry to these opportunities.

Further information on careers in the animal care industry including job profiles, progression maps and case studies can be found at [www.lantra.co.uk/careers](http://www.lantra.co.uk/careers).

**UCAS points for this pathway: N/A**

# Delivery and assessment of employee rights and responsibilities

## Employee Rights and Responsibilities (ERR) within the Advanced Apprenticeship in Animal Care

Within the Advanced Apprenticeship in Animal Care there are two options for learners to choose to gain the ERR element of this framework. This gives apprentices the flexibility to complete the ERR in a way that is most appropriate to them. These two options will be explained to apprentices at the start of their programme during induction.

The two options are:

1. Lantra's Animal Care ERR workbook contains a number of tasks with short answer questions covering the nine outcomes listed below, which learners can complete at their own pace. The workbook can be found on Lantra's website [www.lantra.co.uk/ERR](http://www.lantra.co.uk/ERR).

Evidence of achievement of the ERR workbook must be sent to Lantra before an Apprenticeship Completion Certificate can be issued. This must be the sign off sheet at the back of the book which must be signed by the apprentice, employer and training provider.

Or

2. Unit J/602/5253 - Principles of employee rights and responsibilities in the land-based industries (2 credits).

Currently this is an accredited unit offered by British Horseracing Education and Standards Trust (BHEST). Those who complete the ERR unit will need to evidence their achievement with a completion certificate from the awarding organisation.

Apprentices who have undertaken an Apprenticeship at Level 2 may have already completed the ERR workbook or they may have undertaken an accredited unit. These apprentices will not be required to repeat this section but they will be required to provide evidence of completion at the time of certification of the Advanced Apprenticeship.

There are nine national outcomes/standards that all learners must know and/or understand:

1. Knows and understands the range of employer and employee statutory rights and responsibilities under employment law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and health and safety legislation, together with the responsibilities and duties of employers
2. Knows and understands the procedures and documentation in their organisation, which recognise and protect their relationship with their employer. Health and safety and equality and diversity training must be an integral part of the apprentice's learning

programme

3. Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme
4. Understands the role played by their occupation within their organisation and industry
5. Has an informed view of the types of career pathways that are open to them
6. Knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
7. Knows where and how to get information and advice on their industry, occupation, training and career
8. Can describe and work within their organisation's principles of conduct and codes of practice
9. Recognises and can form a view on issues of public concern that affect their organisation and industry.

***The remaining sections apply to all levels and pathways within this framework.***

# How equality and diversity will be met

## Animal care industry

The animal care industry employees are mainly females 71%, which is significantly higher than the sector average of 32% (UK) female employees and England's average at 46%. Whilst the industry doesn't preclude males from working in the sector, it is suggested that the imbalance is due to an out-dated perception of animal care employment as traditionally a female dominated industry despite many roles in animal care being carried out by males. It is interesting to note that Further Education enrolments onto animal care related learning programmes are also mainly females at 79% compared with work-based learning enrolments 77%.

There is a wide range of hands-on roles for people of all ages and abilities together with an increasing need for skilled managerial, high-tech and specialist people. Lantra's research predicts that 110,000 people will be needed over the next decade across the land-based sector.

The industry offers a wide range of opportunities in such a diverse industry, from handling, supervising and caring for animals from small and domestic and exotic pets to wildlife and zoo animals. Employers are looking for employees who show enthusiasm and have basic employability skills such as team working, turning up on time and communication skills.

There are no actual barriers to recruitment into the industry, although there may be some physical restrictions in parts of the animal care industry especially while working with and handling animals. This should not rule anyone out as there may be opportunities for people with a physical disability to work elsewhere in the industry. Indeed, the industry is very experienced in dealing with people with physical restrictions, as the Guide Dogs for the Blind and Hearing Dogs for Deaf People operate within this industry.

Care should be taken by providers and employers that unfair discrimination does not occur.

Apprenticeships are seen as an important route to encourage and facilitate a greater diversity of individuals into the industry. Training providers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to the industry, using the nine legally protected characteristics of:

1. Age
2. Disability
3. Gender
4. Gender reassignment
5. Marriage and civil partnerships

6. Pregnancy and maternity
7. Race
8. Religion and Belief
9. Sexual orientation

## Resolutions and further work

The units within the Diploma in Work-based Animal Care have been written in collaboration with partner awarding organisations to ensure that they are free from bias, accessible to all apprentices and are applicable to a wide range of roles and businesses within Animal Care. Because of the diverse nature of the Animal Care sector the Diploma in Work-based Animal Care has been developed from these units to allow maximum flexibility and choice within the rules of combination.

Lantra will work with its Animal Care Industry Group to promote the need for skilled managerial, high-tech and specialist people. This will also take into account the need to increase male and ethnic participation in the industry. Activities will include:

- Increasing the awareness of the Animal Care Apprenticeship with specific promotions, in particular focusing on under-represented groups, males etc
- Increasing marketing and communications, highlighting the opportunities to a wide range of careers
- Using Lantra's careers web pages to inform careers advisors and apprentices of the opportunities available in the industry.

Through the Animal Care Industry Group, issues relating to standards, training and business productivity have been identified and the group has developed an industry action plan to prioritise issues such as recruitment and upskilling within the industry.

# On and off the job guided learning (England)

## Total GLH for each pathway

### Total Guided Learning Hours

#### Intermediate Apprenticeship (Level 2)

The total amount of Guided Learning Hours (GLH) which includes both on and off-the-job guided learning for the Animal Care Intermediate Apprenticeship is 581 GLH.

It is expected that apprentices undertaking this pathway would be able to complete the programme within 18 months. The requirement, therefore, is for an apprentice to undertake a minimum of 387 hours in year 1 and 194 in the remaining 6 months of the programme.

#### Advanced Apprenticeship (Level 3)

The total amount of Guided Learning Hours (GLH) which includes both on and off-the-job guided learning for the Animal Care Advanced Apprenticeship is 614 GLH.

It is expected that apprentices undertaking this pathway would be able to complete the programme within 24 months. The requirement, therefore, is for an apprentice to undertake a minimum of 307 hours in each year of the programme.

## Minimum off-the-job guided learning hours

### Off-the-job GLH

Off-the-job Guided Learning Hours (GLH) is defined as time for learning activities away from normal work duties.

For the framework the amount of off-the-job GLH is as follows:

- Animal Care Intermediate Apprenticeship – a minimum of 200 off-the-job guided learning hours must be delivered over the 18 month period. 133 off-the-job guided learning hours must be delivered within the first year, followed by 67 hours in the remaining 6 month period. This exceeds the minimum requirement of 30% off-the-job GLH per year.
- Animal Care Advanced Apprenticeship – a minimum of 200 hours off-the-job guided

learning hours must be delivered over the 24 month period. 100 off-the-job guided learning hours must be delivered each year. This meets the minimum requirement of 100 off-the-job GLH per year.

## How this requirement will be met

### Off-the-job guided learning should:

- Be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- Allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- Be delivered during contracted working hours
- Be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers and guided study.

### Examples of off-the-job learning for the Animal Care Intermediate Apprenticeship/Advanced Apprenticeship are:

- Animal species and husbandry requirements
- Animal health and welfare
- The study of Communication/English and Application of Number/Maths
- Human and animal first aid training
- Taught sessions contributing to employee rights and responsibility knowledge
- Induction where activities are covered away from normal work duties

### Evidence of off-the-job guided learning

Off-the-job guided learning must be recorded in a diary, workbook, portfolio or attendance records. This evidence needs to be checked and signed by the assessor and employer.

A completed sign off sheet from the provider evidencing that the appropriate off-the-job guided learning hours have been completed should be sent to Lantra at the time of claiming the Apprenticeship certificate. This form is available on Lantra's website <http://www.lantra.co.uk/forms>.

### This evidence will be collected through the following:

- Level 2/3 Diploma in Work-based Animal Care
- Level 1/2 Functional Skills/Key Skills in Communication/English, Application of Number/Maths - 45 GLH per key/functional skill

- Employee rights and responsibilities
- Personal learning and thinking skills
- Induction.

## Minimum on-the-job guided learning hours

On-the-job guided learning is defined as skills, knowledge and competence gained within normal work duties.

### Intermediate Apprenticeship (Level 2)

For the Level 2 framework the amount of on-the-job guided learning is as follows:

- Animal Care Intermediate Apprenticeship – a minimum of 381 on-the-job guided learning hours must be delivered over the 18 month period. 254 on-the-job guided learning hours must be delivered in year 1 and 127 GLH in the remaining 6 months.

### Advanced Apprenticeship (Level 3)

For the Level 3 Advanced Apprenticeship the amount of on-the-job guided learning is as follows:

- Animal Care Advanced Apprenticeship - a minimum of 414 on-the-job guided learning hours must be delivered over the 24 month period. 207 on-the-job guided learning hours must be delivered in each year.

## How this requirement will be met

Job roles within the Animal Care Apprenticeships require a high level of technical competence and knowledge, which will be undertaken through work-based training, practice and experience.

### On-the-job guided learning should:

- Achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework
- Be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- Allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager.
- Be delivered during contracted working hours
- Be delivered through one or more of the following methods: individual and group

teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers and guided study.

**Examples of on-the-job guided learning that a learner will be focusing on within the workplace for the Animal Care Apprenticeship are:**

- Husbandry skills for different species
- Animal health and welfare
- Safe use of equipment
- Environmental awareness
- Employability skills
- Team working and communications
- Task specific workplace instruction or team briefings
- Taught sessions by the workplace line manager/instructor as opposed to formal planned taught sessions off-the-job on employee rights and responsibilities knowledge
- Induction where activities are covered within normal work duties

### **Evidence of on-the-job guided learning**

On-the-job guided learning must be recorded in a diary, workbook, portfolio or attendance records. This evidence needs to be checked and signed by the assessor and employer.

A completed sign off sheet from the provider evidencing that the appropriate on-the-job guided learning hours have been completed should be sent to Lantra at the time of claiming the Apprenticeship certificate. This form is available on the Lantra website  
<http://www.lantra.co.uk/forms>.

### **This evidence will be collected through the following:**

- Level 2/3 Diploma in Work-based Animal Care
- Level 1/2 Functional Skills/Key Skills in Communication/English and Application of Number/Maths - 45 GLH per key/functional skill

# Personal learning and thinking skills assessment and recognition (England)

## Summary of Personal Learning and Thinking Skills

This section sets out the requirements for completion of all the Personal Learning and Thinking Skills (PLTS) outcomes and then goes on to give more detailed information about how each one is to be evidenced.

Within the Animal Care Apprenticeship there are many opportunities for learners to demonstrate and collect evidence for each of the PLTS outcomes through the units within the Diploma in Animal Care. The awarding organisations (C&G/NPTC, ABC Awards and Edexcel) have developed with Lantra a Record of Achievement, which is based on quality assured evidence collected throughout the Apprenticeship. This ensures that the PLTS are formally assessed.

Lantra requires learners to complete the Animal Care PLTS Record of Achievement and providers/assessors will need to check the evidence provided and complete the sign off sheet that can be found on Lantra's website [www.lantra.co.uk/apprenticeships](http://www.lantra.co.uk/apprenticeships).

Apprentices who have already undertaken an Intermediate Apprenticeship at Level 2 may have already completed PLTS. These apprentices will not be required to repeat this section but they will be required to provide evidence of completion at the time of certification of the Advanced Apprenticeship.

It will be the responsibility of the centre to ensure this information is retained for the internal verifier to ensure quality assurance.

The completed sheets must be sent into Lantra when claiming for the Apprenticeship certificate.

## Creative thinking

**Outcomes to be achieved for creative thinking are:**

1. Generate ideas and explore possibilities
2. Ask questions to extend their thinking
3. Connect their own and others' ideas and experiences in inventive ways
4. Question their own and others' assumptions
5. Try out alternatives or new solutions and follow ideas through
6. Adapt ideas as circumstances change.

In the delivery and assessment of the animal care competence element, there will be opportunities for apprentices to provide evidence for the achievement of all the creative thinking outcomes listed above when working within their employment or through units such as select and prepare accommodation for animals, maintain animal accommodation or monitor and evaluate the accommodation of animals.

Creative thinking skills may be covered within other units within the Diploma in Work-based Animal Care and can be recorded within the Record of Achievement. There may also be other areas within the Apprenticeship where evidence can be collected and noted on the Record of Achievement.

The Record of Achievement demonstrates where the outcomes may be covered and these can be found at [www.lantra.co.uk/PLTS](http://www.lantra.co.uk/PLTS).

## Independent enquiry

**Outcomes to be achieved for independent enquiry are:**

1. Identify questions to answer and problems to resolve
2. Plan and carry out research, appreciating the consequences of decisions
3. Explore issues, events or problems from different perspectives
4. Analyse and evaluate information, judging its relevance and value
5. Consider the influence of circumstances, beliefs and feelings on decisions and events
6. Support conclusions, using reasoned arguments and evidence.

In the delivery and assessment of the animal care competence element there will be opportunities for apprentices to provide evidence for the achievement of all the independent enquiry outcomes listed above. This could be covered in the health and welfare unit where apprentices are looking for signs of ill-health or other units such as control and restrain animals, moving animals between locations or promote, monitor and maintain health, safety and security of the workplace.

Independent enquiry skills may be covered within other units within the Diploma in Work-based Animal Care and can be recorded within the Record of Achievement. There may also be other areas within the Apprenticeship where evidence can be collected and noted on the Record of Achievement.

The Record of Achievement demonstrates where the outcomes may be covered and these can be found at [www.lantra.co.uk/PLTS](http://www.lantra.co.uk/PLTS).

## Reflective learning

### **Outcomes to be achieved for reflective learning are:**

1. Assess themselves and others, identifying opportunities and achievements
2. Set goals with success criteria for their development and review work
3. Review progress, acting on the outcomes
4. Invite feedback and deal positively with praise, setbacks and criticism
5. Evaluate experiences and learning to inform future progress
6. Communicate their learning in relevant ways for different audiences.

In the delivery and assessment of the animal care competence element there will be opportunities for apprentices to provide evidence for the achievement of all the reflective learning outcomes listed above when completing units such as establish and maintain effective working relationships with others, make sure your own actions reduce risks to health and safety or implement monitor and evaluate plans for the health and welfare of animals.

Reflective learning skills may be covered within other units within the Diploma in Work-based Animal Care and can be recorded within the Record of Achievement. There may also be other areas within the Apprenticeship where evidence can be collected and noted on the Record of Achievement.

The Record of Achievement demonstrates where the outcomes may be covered and these can be found at [www.lantra.co.uk/PLTS](http://www.lantra.co.uk/PLTS).

### **Team working**

#### **Outcomes to be achieved for team working are:**

1. Collaborate with others to work towards common goals
2. Reach agreements, managing discussions to achieve results
3. Adapt behaviour to suit different roles and situations, including leadership roles
4. Show fairness and consideration to others
5. Take responsibility, showing confidence in themselves and their contribution
6. Provide constructive support and feedback to others.

In the delivery and assessment of the animal care competence element there will be opportunities for apprentices to provide evidence for the achievement of all the team working outcomes listed above. There will be a number of opportunities to provide evidence for the outcomes listed as apprentices will be working with others during their daily routines and within units such as select and prepare accommodation for animals, maintain the cleanliness and bio security of the animal care working environment or plan, supervise and control the movement of animals.

Team working skills may be covered within other units within the Diploma in Work-based

Animal Care and can be recorded within the Record of Achievement. There may also be other areas within the Apprenticeship where evidence can be collected and noted on the Record of Achievement.

The Record of Achievement demonstrates where the outcomes may be covered and these can be found at [www.lantra.co.uk/PLTS](http://www.lantra.co.uk/PLTS).

## Self management

**Outcomes to be achieved for self-management are:**

1. Seek out challenges or new responsibilities and show flexibility when priorities change
2. Work towards goals, showing initiative, commitment and perseverance
3. Organise time and resources, prioritising actions
4. Anticipate, take and manage risks
5. Deal with competing pressures, including personal and work-related demands
6. Respond positively to change, seeking advice and support when needed
7. Manage their emotions, and build and maintain relationships.

In the delivery and assessment of the animal care competence element there will be opportunities for learners to provide evidence for the achievement of all the self-management outcomes listed above within units such as maintain animal accommodation, moving animals between locations or monitor and evaluate the accommodation of animals.

Self management skills may be covered within other units within the Diploma in Work-based Animal Care and can be recorded within the Record of Achievement. There may also be other areas within the Apprenticeship where evidence can be collected and noted on the Record of Achievement.

The Record of Achievement demonstrates where the outcomes may be covered and these can be found at [www.lantra.co.uk/PLTS](http://www.lantra.co.uk/PLTS).

## Effective participation

**Outcomes to be achieved for effective participation are:**

1. Discuss issues of concern, seeking resolution where needed
2. Present a persuasive case for action
3. Propose practical ways forward, breaking these down into manageable steps
4. Identify improvements that would benefit others as well as themselves

5. Try to influence others, negotiating the balancing diverse views to reach workable solutions
6. Act as an advocate for views and beliefs that may differ from their own.

In the delivery and assessment of the animal care competence element there will be opportunities for apprentices to provide evidence for the achievement of all the effective participation outcomes listed above. Evidence for these outcomes could be through some of the outcomes and activities in effective participation where apprentices participate in events or through completing units such as establish and maintain effective working relationships with others, make sure your own actions reduce risks to health and safety or plan the handling and restraint of animals.

Effective participation skills may be covered within other units within the Diploma in Work-based Animal Care and can be recorded within the Record of Achievement. There may also be other areas within the Apprenticeship where evidence can be collected and noted on the Record of Achievement.

The Record of Achievement demonstrates where the outcomes may be covered and these can be found at [www.lantra.co.uk/PLTS](http://www.lantra.co.uk/PLTS).

# Additional employer requirements

Additional Employer Requirements are not required for certification.

## **Level 2 Intermediate Apprenticeship**

There are no additional employer requirements.

## **Level 3 Advanced Apprenticeship**

All learners are advised to complete the following, although it is not a requirement of the Specification of Apprenticeship Standards for England (SASE). These additional employer requirements will enhance and facilitate progression within the animal care industry:

- Emergency First Aid (one day course approved by the Health and Safety Executive)

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[www.afo.sscalliance.org](http://www.afo.sscalliance.org)