

Level 3 Diploma in Dog Grooming (7863-03)

September 2016 Version 1.1

Qualification Handbook

Qualification at a glance

Industry area	Animal Care and Veterinary Science
City & Guilds qualification number	7863-03
Age group	16-18, 19+
Entry requirements	Centres must ensure that any pre-requisites stated in the <i>What is this qualification about?</i> section are met. Learners must have achieved the Level 2 Certificate for Dog Grooming Assistants (7763-02) before starting this qualification.
Assessment	To gain this qualification, candidates must successfully achieve the following assessments: <ul style="list-style-type: none"> • One externally set, externally quality assured assignment • One externally set, externally marked exam, sat under examination conditions
Grading	This qualification is graded Pass/Merit/Distinction/Distinction* For more information on grading, please see Section 6: Grading.
Approvals	These qualifications require full centre and qualification approval
Support materials	Sample assessments
Registration and certification	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.
External quality assurance	This qualification is externally quality assured by City & Guilds, and its internally marked assignments are subject to external quality assurance.

Title and level	Size (GLH)	TQT	City & Guilds qualification number	Ofqual accreditation number
Level 3 Diploma in Dog Grooming	300	426	7863-03	603/0353/0

Contents

1	Introduction	5
	What is this qualification about?	5
	Qualification structure	9
	Total qualification time (TQT)	9
	Assessment requirements	10
2	Centre requirements	11
	Approval	11
	Resource requirements	11
	Learner entry requirements	11
3	Delivering technical qualifications	12
	Initial assessment and induction	12
	Support materials	12
4	Assessment	13
	Summary of assessment methods and conditions	13
	What is synoptic assessment?	14
	How the assignment is synoptic for this qualification	14
	External exam for stretch, challenge and integration	14
	Assessment objectives	15
5	Standardisation of assessment	19
	Supervision and authentication of internally assessed work	19
	Internal standardisation	19
	Internal appeal	19
	Centres retaining evidence	19
6	Grading	21
	Awarding grades and reporting results	22
7	Administration	24
	External quality assurance	24
	Enquiries about results	25
	Re-sits and shelf-life of assessment results	25
	Factors affecting individual learners	25
	Malpractice	25
	Access arrangements and special consideration	26
Unit 301	Health and safety, legislation and codes of practice for the dog grooming industry	27
Unit 302	Styling and finishing a dog	36
Unit 303	Health checking and handling a dog in a dog grooming environment	43
Unit 304	Customer service and record keeping in a dog grooming environment	54
Appendix 1	Sources of general information	61

1 Introduction

What is this qualification about?

The following purpose is for the **Level 3 Diploma in Dog Grooming (603/0353/0)**

Area	Description
OVERVIEW	
Who is this qualification for?	<p>If you are looking to start a career within the dog grooming industry, then this qualification is aimed at you.</p> <p>Working with animals is extremely rewarding, but it can require long hours with dedication and enthusiasm to the role a key to success. This qualification is suitable if you are 16 years old, or over.</p> <p>You need to hold the City & Guilds Level 2 Certificate for Dog Grooming Assistants to start this qualification.</p> <p>You will gain the practical the skills and knowledge that are important for working as a Professional Dog Groomer. You could be self-employer, work for a business or franchise, and it could be based in a salon or a mobile unit. You could also progress to further learning and training in this area.</p>
What does this qualification cover?	<p>This qualification covers the skills you will need to progress to work as a Professional Dog Groomer. Mandatory content covers:</p> <ul style="list-style-type: none">• Health and safety, legislation and codes of practice for the dog grooming industry• Styling and finishing a dog• Health checking and handling a dog in a dog grooming environment• Customer service and record keeping in a dog grooming environment <p>The assessment for this qualification will require you to achieve:</p> <ul style="list-style-type: none">• A written exam which covers the knowledge and understanding within the qualification• A practical assignment which covers health checks, first aid and grooming of dogs with

different coat types and for different requirements

WHAT COULD THIS QUALIFICATION LEAD TO?

Will the qualification lead to employment, and if so, in which job role and at what level?

Achievement of this qualification demonstrates to an employer/the public that you have the necessary technical skills and knowledge they are looking for when recruiting/seeking the services of a:

- Professional Dog Groomer

Why choose this qualification over similar qualifications?

There are no other recognised qualifications for Dog Groomers at this Level.

Will the qualification lead to further learning?

Yes. Once you have successfully completed this qualification, you could go on to study other Level 3 College-based Animal Management qualification over one year, or two years.

Over one year:

- Level 3 Advanced Technical Certificate in Animal Management
- Level 3 Advanced Technical Diploma in Animal Management
- (540)

Over two years:

- Level 3 Advanced Technical Extended Diploma in Animal Management (720) (Zoos/Wildlife) or (Animal Management/Applied Science)
- Level 3 Advanced Technical Extended Diploma in Animal Management (1080) (Zoos) or (Wildlife) or (Animal Management) or (Applied Science)

This qualification could also lead you to Higher Level training and learning within the industry.

WHO SUPPORTS THIS QUALIFICATION?

Employer/Higher Education Institutions

The Pet Industry Federation.

FURTHER INFORMATION

Please refer to the Qualification Handbook, available on the City & Guilds website, for more information on the structure of this qualification, the content of the units, and assessment.

Qualification structure

For the **Level 3 Diploma in Dog Grooming** the teaching programme must cover the content detailed in the structure below:

Unit number	Unit title	GLH
Mandatory		
301	Health and safety, legislation and code of practice for the dog grooming industry	20
302	Preparing, styling and finishing a dog	230
303	Health checking and handling a dog in a dog grooming environment	35
304	Customer service and record keeping in a dog grooming environment	15

Total qualification time (TQT)

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 3 Diploma in Dog Grooming	300	426

Assessment requirements

To achieve the **Level 3 Diploma in Dog Grooming** candidates must successfully complete **both** mandatory assessment components.

Component number	Title
Mandatory	
031	Level 3 Diploma in Dog Grooming - Synoptic assignment
030	Level 3 Diploma in Dog Grooming – Theory exam

2 Centre requirements

Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: www.cityandguilds.com

Resource requirements

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following requirements:

- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessment.

Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

Learner entry requirements

Prior to starting this qualification, learners must have achieved the Level 2 Certificate for Dog Grooming Assistants (7763-02).

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the *What is this qualification about?* section are met when registering on this qualification.

Age restrictions

This qualification is approved for learners aged 16 – 19, 19+.

3 Delivering technical qualifications

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific learning or training needs,
- support and guidance they may need when working towards their qualification,
- the appropriate type and level of qualification.

We recommend that centres provide an introduction so that learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Sample assessments	Available 2016 on the qualification pages on the City & Guilds Website: www.cityandguilds.com

4 Assessment

Summary of assessment methods and conditions

Component numbers	Assessment method	Description and conditions
031	Synoptic assignment	<p>The synoptic assignment is externally set, internally marked and externally quality assured. The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives.</p> <p>Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website.</p> <p>Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method.</p>
030	Externally marked exam	<p>The exam is externally set and externally marked, and will be taken as a written exam.</p> <p>The exam is designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations</p> <p>The exam specification shows the coverage of the exam across the qualification content.</p>

What is synoptic assessment?

This qualification is based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally quality assured assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome.

How the assignment is synoptic for this qualification

The typical assignment brief could be to respond to a design problem for a new engineered product or adapting an existing product. This will require the candidate to carry out experiments on a prototype to evaluate the suitability of different materials. Learners will produce a design specification, with drawings, for a design that meets the brief and produce a production plan for its manufacture. They will need to produce a report on developing the design into a commercial product.

External exam for stretch, challenge and integration

The external assessment will draw from across the mandatory content of the qualification, using a range of shorter questions to confirm breadth of knowledge and understanding. Extended response questions are included to go into more depth, giving candidates the opportunity to demonstrate higher level understanding and integration through discussion, analysis and evaluation, and ensuring the assessment can differentiate between 'just able' and higher achieving candidates.

Assessment objectives

The assessments for this qualification are set against a set of assessment objectives (AOs) which are used across all City & Guilds Technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.

Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

The following table explains all AOs in detail, including weightings for the synoptic assignments. In some cases, due to the nature of a qualification's content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for exams (AOs 1, 2 and 4 only) can be found with the exam specification.

Assessment objective	Level 3 Diploma in Dog Grooming Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
AO1 Recalls knowledge from across the breadth of the qualification.	How to use and maintain equipment, breed standards, handling and restraining, health checks, first aid equipment, customer service and taking information from clients.	15%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Modifications of techniques and use of equipment to meet different dog breeds/ coat types, individual dog requirements eg health, life stage, first aid procedures, risk assessment requirements, coat types.	15%
AO3 Demonstrates technical skills from across the breadth of the qualification.	Handling and restraining techniques, use of equipment, grooming techniques, first aid procedures and treatments, health checks, customer service skills.	40%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	Skills and techniques for styling cross-breed dogs, modifying techniques to meet customer and/ or dogs needs eg health, use, behaviour.	10%
AO5 Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.	Using feedback on tasks to evaluate self, and improving performance, practicing skills to complete tasks to a high standard, preparation for tasks including contingency, checking and re-checking, accuracy/precision and efficiency in tasks, positive work ethic, and consideration of	10%

industry standard speeds/accuracy for task completion.

Modifying technique to ensure high quality finish and not compromising on animal welfare, ensuring 'balance' is achieved in final style of dog.

AO6 Undertakes independent research for a purpose and uses information/data effectively.	There is no requirement for research in this qualification.	0%
AO7 Demonstrates originality and creativity to experiment and innovate beyond conventional application of designs and/or use of materials.	There is no requirement for research in this qualification.	0%
AO8 Communicates effectively, accurately and appropriately for the intended audience.	Written work, oral communication during practical tasks.	10%

Exam specification

AO weightings per exam

AO	Component 030 weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	52
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	34
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	14

The way the exam covers the content of the qualification is laid out in the table below:

Assessment type: Examiner marked, written exam, usually delivered online*

Assessment conditions: Invigilated examination conditions

Grading: X/P/M/D

030	Duration:2 hours		
Unit	Unit Title	Number of marks	%

Unit 301	Health and safety, legislation and code of practice for the dog grooming industry	20	23
Unit 302	Styling and finishing a dog	13	14
Unit 303	Health checking and handling a dog in a dog grooming environment	29	32
Unit 304	Customer services and record keeping in a dog grooming environment	16	18
N/A	Integration across the units	12	14
Total		90	100

*These exams are sat under invigilated examination conditions, as defined by the JCQ: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

Entry for exams can be made through the City & Guilds Walled Garden.

5 Standardisation of assessment

City & Guilds' externally set assignments for qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process.

Supervision and authentication of internally assessed work

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.

City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

Internal standardisation

For internally marked work¹ the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked to the same standard. It is the Internal Quality Assurer's (IQA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

The process must be managed through the IQA. The justification for allowing a resubmission should be recorded and made available on request. The use of this provision will be monitored by City & Guilds.

Internal appeal

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, ie the synoptic assignment and any optional unit assignments. This must take place before the submission of marks for moderation. The internal process must include candidates being informed of the marks (or grades) the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

Centres cannot appeal the outcome of moderation for individual candidates, only the moderation process itself. A request for a review of the moderation process should be made to **appeals@cityandguilds.com**.

Centres retaining evidence

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.

¹ For any internally assessed optional unit assignments, the same process must be followed where assessors must standardise their interpretation of the assessment and grading criteria.

6 Grading

Awarding individual assessments

Individual assessments will be graded, by City & Guilds, as pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts. Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (eg archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the Merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the Merit grade for the qualification overall.

Grade descriptors

To achieve a pass, a candidate will be able to

- Demonstrate the knowledge and understanding required to work in the occupational area, its principles, practices and legislation.
- Describe some of the main factors impacting on the occupation to show good understanding of how work tasks are shaped by the broader social, environmental and business environment it operates within.
- Use the technical industry specific terminology used in the industry accurately.
- Demonstrate the application of relevant theory and understanding to solve non-routine problems.
- Interpret a brief for complex work related tasks, identifying the key aspects, and showing a secure understanding of the application of concepts to specific work related tasks.
- Carry out planning which shows an ability to identify and analyse the relevant information in the brief and use knowledge and understanding from across the qualification (including complex technical information) to interpret what a fit for purpose outcome would be and develop a plausible plan to achieve it.
- Achieve an outcome which successfully meets the key requirements of the brief.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out tasks and procedures, and having some confidence in attempting the more complex tasks.

To achieve a distinction, a candidate will be able to

- Demonstrate the excellent knowledge and understanding required to work to a high level in the occupational area, its principles, practices and legislation.
- Analyse the impact of different factors on the occupation to show deep understanding of how work tasks are shaped by the broader social, environmental, and business environment it operates within.

- Demonstrate the application of relevant theory and understanding to provide efficient and effective solutions to complex and non-routine problems.
- Analyse the brief in detail, showing confident understanding of concepts and themes from across the qualification content, bringing these together to develop a clear and stretching plan, that would credibly achieve an outcome that is highly fit for purpose.
- Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it completely meets or exceeds the expectations of the brief to a high standard.
- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The **Level 3 Diploma in Dog Grooming** will be reported on a four grade scale: Pass, Merit, Distinction, Distinction*.

All assessments **must** be achieved at a minimum of Pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade Pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

The contribution of assessments towards the overall qualification grade is as follows::

Assessment method	Grade scale	% contribution
Synoptic Assignment	X/P/M/D	60%
Exam	X/P/M/D	40%

Both synoptic assignments and exams are awarded (see 'Awarding individual assessments', at the start of Section 7, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table below. A range of points between the Pass, Merit and Distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high Pass in an assessment will receive between 8 and 10 points, a candidate that achieves a low to middle Merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment.

	Pass	Merit	Distinction
Assignment: 60%	6	12	18
Exam: 40%	6	12	18

The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

Qualification Grade	Points
Distinction*	20.5
Distinction	17
Merit	11
Pass	6

Candidates achieving Distinction* will be the highest achieving of the Distinction candidates.

7 Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external moderation.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to *Section 2: Centre requirements* in this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

External quality assurance

City & Guilds will undertake external moderation activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to

- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make arrangements to receive, check and keep assessment material secure at all times,
- maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and
- keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for internally marked assessments.

For further details on enquiries and appeals process and for copies of the application forms, please visit the **appeals page** of the City & Guilds website at **www.cityandguilds.com**.

Re-sits and shelf-life of assessment results

Candidates who have failed an assessment or wish to re-take it in an attempt to improve their grade, can re-sit assessments. The best result will count towards the final qualification. See guidance on individual assessment types in Section 4.

Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (eg disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the

document *Managing cases of suspected malpractice in examinations and assessments*.

Access arrangements and special consideration

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the *JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds* for more information. Both are available on the City & Guilds website:

<http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, *A guide to the special consideration process*. This document is available on the City & Guilds website: **<http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>**

Unit 301

Health and safety, legislation and codes of practice for the dog grooming industry

Level:	3
GLH:	20

What is this unit about?

The purpose of this unit is for learners to demonstrate their knowledge of animal welfare and associated legislations to enhance the welfare of the dog under their care. The learner will also gain knowledge of health and safety legislations to protect themselves as dog groomers, their fellow workers and clients. The learner will carry out skills to demonstrate the correct use of PPE, waste disposal, cleaning, housing dogs at the grooming environment, along with the preparation of regularly updated risk assessments.

This unit is fundamental to the running of a grooming environment, to ensure the safe working practice of groomers and the dogs in their care. It allows learners to develop knowledge and practical based experience to minimise risk levels on a day to day basis.

Learning outcomes

In this unit, learners will be able to:

1. Understand the requirements of relevant animal welfare legislation
2. Understand the importance of safe working practices
3. Understand how to minimise the likelihood of injury, emergency situations and principles of first aid
4. Prepare risk assessments for the grooming environment

Scope of content

Within this unit, the focus of safe working to minimise risk levels is essential. The underpinning knowledge of animal welfare legislations and human health and safety is key to this unit in order to identify hazards and put measures in place to reduce them.

Awareness and understanding of the following legislation is imperative when carrying out this unit. The following is a guided list of the legislation that applies to the workplace and dogs within the care of the groomer. This should be followed and linked to the delivery of the unit where appropriate. Learners should know the aims and purpose of the legislation/regulation, within this unit, and link this, when relevant, to other units across the Level 3 Diploma in Dog Grooming.

Animal based legislation and regulations:

- Animal Welfare Act 2006 (incorporating the Five Animal Welfare Needs)
- Dogs Act 1871
- Code of Practice for the Welfare of Dogs
- Dangerous Dogs Act 1991 (amended 2014)
- Veterinary Surgeons Act 1966
- Animal boarding Establishment Act
- Clean Neighbourhood and Environmental Act 2005
- Micro-chipping of Dogs Regulation (England) 2015

Groomer health and safety legislation and regulations:

- Health and Safety at Work Act etc 1974
- PPE Regulations 2002
- RIDDOR
- COSHH
- Environment Protection Act 1992
- Control Waste Regulation 1992
- Regulatory Reform (Fire safety) Order 2005
- Provisional Use of Work Regulations 1992
- Electricity at Work Regulations 1982
- Workplace (Health, Safety and Welfare) Regulations 1992
- Employment Act 2010
- Manual Handling Operations 1972

Centres should be up to date with legislations, policies and codes of practice used in the taught content.

Learning outcome:

1. Understand the requirements of relevant legislation to the dog grooming industry

Topics:

1.1 The importance of the Animal Welfare Act 2006

1.2 Dog related legislations impact on grooming

This outcome focuses on the learner understanding the requirements of current animal welfare legislation to ensure the dog is groomed to the highest welfare standards with full awareness of hazards and risk associated. This outcome requires the learner to demonstrate a clear level of understanding to the requirements of relevant animal welfare legislation. The learner should be able to identify the health and safety requirements to protect the welfare of the dog, and ultimately protecting the groomer also.

Topic 1.1

The use of the Animal Welfare Act 2006 to ensure that the welfare needs of the animals are met and the importance of high welfare standards during all stages of the grooming process.

The animal needs and how they apply in a dog grooming environment:

- For a suitable environment (place to live)
- For a suitable diet
- To exhibit normal behavior patterns
- To be housed with or apart from other animals (if applicable)
- To be protected from pain, suffering, injury and disease.

The role of the dog groomer in maintaining high levels of animal welfare through providing the requirements within the duty of care:

- Provision of accommodation for each dog held on the premises at any given time (dogs to be held singly, except for compatible animals from the same household)
- Protection of animals from people, other animals or adverse environmental conditions
- Provision of adequate ventilation
- Provision of sufficient space for animals to stand, move around freely, stretch fully and rest
- Provision of water for all animals
- Protection of animals from unnecessary distress and injury
- Provision of prompt veterinary or other appropriate treatment in cases of illness or injury

- Maintenance of hygiene of the premises including animal holding, bathing and grooming areas must be cleaned and disinfected with suitable at least daily to maintain the animals comfort and control disease
- Correct disposal of Faeces and urine
- Dogs known or suspected to be suffering from an infectious disease must not be admitted
- Collation and maintenance of relevant records
- Ensuring that there is a legally responsible person present at all times
- Reporting animal welfare concerns as appropriate

Topic 1.2

Relevant dog legislations, regulations and codes of practice and how they affect grooming practices:

- The Dogs Act 1871
- Code of Practice for the Welfare of Dogs
- The Veterinary Surgeons Act 1966
- Dangerous Dogs Act 1991 (amended 2014)
- Micro-chipping of Dog Act (England) 2015
- Veterinary Medicines Regulations 2013 (amended)

Learning outcome:

2. Understand safe working practices

Topics

2.1 Role of health and safety legislation in grooming environments

This outcome focuses on the learner understanding the importance of and being able to demonstrate safe working practices in the grooming environment. It highlights the importance of maintaining high levels of health and safety for the benefit of all involved in the grooming environment, from the groomer to the clients. It identifies key legislation and regulations put in place to reduce risk ratings and ensure a safe working environment. This outcome requires the learner to develop their understanding of health and safety in the workplace and put in practice methods to reduce risks and injuries to staff, clients and animals.

Topic 2.1

The role and purpose of legislation and codes of practice in the grooming environment including duty of the employer to reduce risks, maintain health, safety and welfare of all employees and employee responsibilities:

- Health and Safety Executive and local authorities to enforce the Act
- Control of Substances Hazardous to Health Regulations 2002 (COSHH)

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)
- Manual handling Operational Handling 1992
- Health and Safety at Work Act etc 1974
- Personal Protective Equipment at Work Regulations 1992
- Waste disposal regulations
- Duty of Care Act 1991
- Data Protection Act 1998
- Public and employers' liability insurance
- The Regulatory Reform (Fire Safety) Order 2005
- Emergency procedures specific to location

Learning outcome:

3. Understanding how to minimise the likelihood of injury, emergency situations and principles of first aid

Topics

3.1 First aid situations and methods to deal with them

3.2 Basic first aid practices for dogs

This outcome covers how to deal with a range of common first aid situations that may arise in the grooming environment. This outcome requires learners to demonstrate confident application of safe working to minimise injury. The practical aspects of this outcome can be simulated to ensure animal welfare is not compromised. All practical work involving animals must follow health and safety and animal welfare guidelines. Learners to all have access to basic first aid equipment and be able to demonstrate skills to deal with a common emergency/first aid incident as it may arise.

Topic 3.1

Common first aid situations found in a dog grooming environment, handling, appropriate actions and treatments:

- Dog fighting
- Burns from electrical equipment
- Heat stroke/collapse
- Physical injury
- Shock
- Scissor/clipper cut
- Fit and seizure
- Foreign bodies/choking
- Chemical burns
- Bleeding nails from trimming
- Stings

- Water scalds
- Brush burns
- Clipper irritation/ rash
- Epistaxis
- Paraphimosis
- Electrocutation
- Proptosis
- Drowning

Topic 3.2

The main components of a first aid kit and their basic use in first aid application:

- Medical gloves
- Round ended scissors
- Tweezers
- Saline solution
- Microporous tape
- Conforming bandages and cotton wool
- Cohesive bandages
- Medium and large dressings
- Sterile gauze swabs
- Alcohol free cleansing wipes
- Plastic pouches/ plastic bags
- Foil blanket
- Tick remover
- Non-prescription topical treatments

Learning outcome:

4. Prepare risk assessments for the grooming environment

Topics

4.1 Hazards within the grooming environment

4.2 Risk assessments

This outcome highlights the importance of reducing risk levels in the workplace and encourages learners' to investigate common hazards within the grooming environment.

Topic 4.1

Definitions of the terms 'hazard' and 'risk'.

Activities that have common hazards and appropriate controls:

- Manual handling
- Bathing

- Drying
- Brushing/combing/ dematting
- Clipping/hand stripping/ scissoring
- Maintaining equipment, including cleaning and sterilisation
- General cleaning of grooming environment
- Handling of dogs
- Moving animals
- Lone working

Environmental hazards:

- poor ventilation
- temperature control
- trip, slip and fall hazards
- grooming environment eg low ceilings, uneven floor, lighting, steps, layout

Topic 4.2

Industry standard level risk assessment for the grooming environment

Guidance for delivery

This unit is fundamental to ensure the health, safety and welfare of the groomer and animals in their care. It provides the learner with practical application of how to ensure safe practices within the daily regime of a groomer. It provides the learner with background knowledge regarding first aid and how to deal with a range of situations that can occur in the grooming environment.

Outside speakers could enhance delivery, such as local county council inspector, along with visits to other grooming environments to compare health and safety practices. Centres are encouraged to introduce learners to local employers from industry to provide up to date and relevant information to the learner.

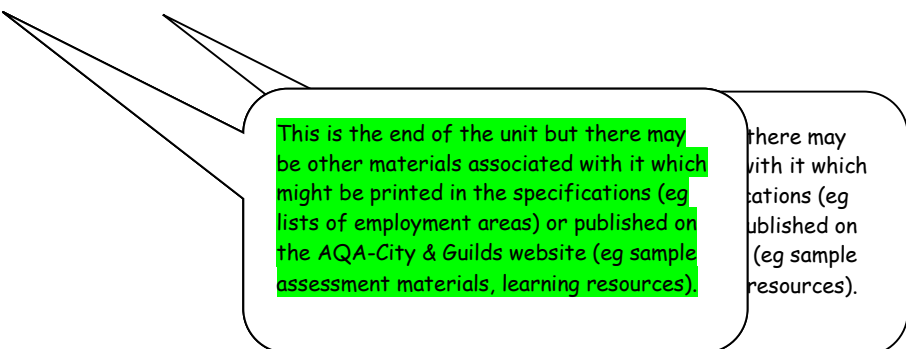
Delivery of this unit should include formal lectures along with practical lessons in the grooming environment to enhance the learner experience and contextual the content. Learners should be given the opportunity to deal with a range of dog breeds, temperaments, ages etc, and be exposed to a range of equipment, such as different types of muzzles, PPE etc, which reflects current industry practice.

Learners could be introduced into a simulation within the grooming environment where hazards are visible and learners to identify them and address appropriate controls to reduce the risk. Learners to have access to 'controls' including wet floor signs, muzzles etc. Throughout the more practical units, learners will be able to constantly highlight risks and put controls in place to reduce the hazards.

Suggested learning resources

Books

- | | |
|--|-------------------------------------|
| Emergency first aid for dogs – at home and away
Published by: Hubble & Hattie, 2015
ISBN: 1-845-84386-X | Bucksch, M. |
| Grooming Manual for the Dog and Cat
Published by: Wiley-Blackwell, 2006
ISBN: 1-405-11183-6 | Dallas, S., North, D. and Angus, J. |
| Notes from the Grooming Table
Published by: Animus, Inc., 2004
ISBN: 0-975-41280-9 | Verplank, M. |
| The A to Z of First Aid and Emergency Care for Dogs and Cats: How to save an ill or injured pet.
Published by: CreateSpace Independent Publishing Platform, 2014
ISBN: 1-493-71045-1 | Glover, A. |
| The Dog Law Handbook
Published by: Sweet & Maxwell, 2011
(Second edition)
ISBN: 0-414-04818-0 | Clayden, P. |



This is the end of the unit but there may be other materials associated with it which might be printed in the specifications (eg lists of employment areas) or published on the AQA-City & Guilds website (eg sample assessment materials, learning resources).

there may with it which ations (eg ublished on (eg sample resources).

Journals and magazines

Dogs Today

Journal of Safety Research

Total Grooming magazine -

Your Dog

<http://www.totalgroomingmagazine.co.uk/>

Websites

Department for Environment, Food
and Rural Affairs

www.defra.gov.uk

Health and Safety Executive – COSHH

<http://www.hse.gov.uk/coshh/>

Health and Safety Executive – Health
and Safety at Work Act 1974

<http://www.hse.gov.uk/legislation/hswa.htm>

Health and Safety Executive – RIDDOR

<http://www.hse.gov.uk/riddor/>

Legislation.gov - Animal Welfare Act
2006

<http://www.legislation.gov.uk/ukpga/2006/45/contents>

Legislation.gov - Five Animal Welfare
Needs

http://www.legislation.gov.uk/ukpga/2006/45/pdfs/ukpga_20060045_en.pdf

Royal Society for the Prevention of
Cruelty to Animals

www.rspca.org.uk

The Pet Industry Federation

www.petcare.org.uk

Level:	3
GLH:	230

What is this unit about?

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to carry out styling and finishing techniques using various trimming methods ensuring the methods are suitable for both the dog and the client. The learner will also gain knowledge of various hand and electrical equipment and tools and demonstrate their safe use, maintenance and storage. This unit continues to embed high levels of animal welfare and safe working practices to ensure a safe environment for the dog, groomer and the customer.

Learning outcomes

In this unit, learners will be able to:

1. Use safe handling and restraining techniques for dog grooming
2. Carry out dog grooming styling and finishing techniques

Scope of content

Throughout this unit, the emphasis should be on safe working in the salon. It is expected that the learners are guided towards safe working practices and maintaining the welfare of the animals by recognising and minimising stress. Learners to be exposed to a range of dog breeds, temperaments, and ages to develop their confidence and efficiency when preparing, styling and finishing the dog.

This unit covers all breeds and cross breeds of dogs commonly kept in the UK.

Learning outcome:

1. Use safe handling and restraining techniques for dog grooming

Topics

1.1 Handling and restraining techniques for a range of breeds and temperaments of dogs

1.2 Modification to the handling and restraint techniques

This outcome encourages learners' to investigate different methods of handling and restraining techniques, and carry out modifications when required. Learners will be able to demonstrate practical skills on how to safely handle and restrain dogs, in lines with health and safety and maintaining welfare of dogs at all times. Learners will use a range of handling and restraining equipment safely and carry out suitable maintenance to ensure its fit for use. Learners will be able to evaluate their chosen technique effectively.

Topic 1.1

Handling and restraining techniques and equipment for different of breeds, temperaments life stages and situations:

- Manual handling techniques
- Use of handling and restraint equipment (Topic 4.1)
- Use of ramp
- Methods to safely handle small, medium, large and giant breeds
- Brachycephalic and severe brachycephalic, mesocephalic and dolichocephalic breeds
- Handling techniques for different temperaments, e.g. nervous, aggressive, stress
- Meeting health care requirements, e.g. arthritis, post operation, pregnant, breathing problems
- To reduce stress to the dog
- Disabilities
- Suspected zoonoses

Topic 1.2

Assessing the need to modify method of handling and restraint during the grooming process, from admission to collection by the customer:

- Emergency situation
- Dog demonstrating signs of stress
- Aggression (dog to dog, dog to groomer)
- Change in animal behaviour

Learning outcome:

2. Carry out dog grooming styling and finishing techniques

Topics

2.1 Planning styling and trimming of dogs

2.2 Styling of heads, ears, bodies, legs, feet and tails

2.3 Trimming methods for different coat types

This outcome allows the learner to manage customers' expectations, plan and demonstrate styling and finishing techniques on a range of breeds, including cross breeds. It provides the learner with the knowledge, understanding and skills required to carry out various trimming methods. Learners will work in a way to promote health and safety along with animal welfare and which minimises environmental damage. Learners will be exposed to a variety of different coat types and trimming requirements.

Coat types covered:

- Wool (eg poodle, bichon)
- Silk (eg spaniels, setters)
- Wire (eg border terrier or harsh coated terrier)
- Wool mix (eg doodles and crosses)
- Double (eg shih tzu, Tibetan terrier)

Topic 2.1

The planning the equipment, skills and patterns necessary to groom different breeds of dog, allowing each dog to appear unique due to its individual physical shape, size, colour and coat texture.

Planning the styling of dogs covering pedigree breeds and cross breeds, meeting either the breed standard or the customer requirements taking into account the health status of the dog:

- Head: clean face, clean head, eyebrows and beard, round
- Tail: flag, blended, carrot, clean
- Body: skirt, underline, clean
- Legs: column, clean, feathered, furnishings
- Feet: round, natural, clean, cat
- Ears: clean, blended, natural, spaniel

Learners will also need to understand the requirements of a correctly prepared dog for styling:

- Clean
- Dry

- Knot free
- Pads, ears, nails and groin area attended to

Topic 2.2

The styling skills and patterns necessary to groom different breeds of dog, allowing each dog to appear unique due to its individual physical shape, size, colour and coat texture.

Styling of different dogs covering pedigree breeds and cross breeds, meeting either the breed standard or the customer requirements:

- Head: clean face, clean head, eyebrows and beard, round
- Tail: flag, blended, carrot, clean
- Body: skirt, underline, clean
- Legs: column, clean, feathered, furnishings
- Feet: round, natural, clean, cat
- Ears: clean, blended, natural, spaniel

Topic 2.3

Correct use and techniques of grooming tools:

- Scissors
- stripping equipment
- clippers
- comb attachments

Trimming, styling and finishing different dog breeds of the range of different coat types, within realistic timescales, ensuring high levels of animal welfare and safe working practices:

- Appropriate handling techniques, restraining equipment and Personal Protective Equipment (PPE)
- Scissoring/ blending/ thinning – bull nosed, curved/straight, various sizes
- Hand stripping – coarse/fine stripping knife, stripping stone, stripping stick, powder, rubber thimble
- Clipping – fine clipper work, medium clipper work
- Tools are clean and fit for use, maintained and stored correctly
- Meeting customers' expectations

Completing grooming work confidently and safely, in accordance with the agreed plan and breed of dog, within realistic timescales (target duration 90 minutes):

- Head and body shapes specific to individual breeds and client requirements.
 - Head shapes, including ears, eyes, eye brows, top of head, muzzle
 - Body shapes, including skirt, chest, fore and hind legs, paws, back, tail
- safely and correctly maintain grooming tools, equipment and environment

Throughout the grooming session, dogs are required to be moved to different locations and at times, some may demonstrate reluctance to oblige which may result in increased anxieties, therefore being able to carry out appropriate moving techniques is essential.

Approach, handle and move animals in a manner that is appropriate, minimising stress and safely:

- Prepare the route for the movement of the animal
- Ensure the new location is suitable for the individual's requirements

Guidance for delivery

This unit is essential for learners to develop their knowledge and skills in order to confidently carry out techniques required specifically for the individual to style and finish the dog, meeting clients' expectations. It provides the learner with fundamental understanding of breed standards and the requirements of the groomer through activities such as scissoring, clipping and hand stripping. In addition to practical application, the learner will also develop knowledge of how to store and maintain equipment and tools, along with correct handling and restraint techniques.

Outside speakers and practical demonstrations could enhance delivery, such as a breed specialist to carry out professional styling on a specific breed. Visits to other grooming salons and grooming competitions would also enhance the delivery of this unit.

It is recommended that the delivery of this unit is fundamentally carried out within the grooming salon to enhance the learner experience in a real environment. Learners should be given the opportunity to deal with a range of dog breeds, temperaments, ages etc, and be exposed to a range of equipment, such as different types of muzzles, PPE etc, which reflects current industry practice.

Suggested learning resources

Books

All-breed dog grooming
Published by: Tfh Publications Inc., 2010
ISBN: 0-793-80647-X

Dobish, D., Ernst, G.M., Gutman, S.
and King, S.

Grooming Manual for the Dog and Cat
Published by: Wiley-Blackwell, 2006
ISBN: 1-405-11183-6
Dallas, S., North, D. and Angus, J.

Notes from the Grooming Table
Published by: Animus, Inc., 2004
ISBN: 0-975-41280-9
Verplank, M.

The Dog Groomer's Manual: A definitive
guide to the science, practice and art of dog
grooming
Published by: The Crowood Press Ltd., 2014
ISBN: 1-847-97590-9
Gould, S.

The Kennel Club's Illustrated Breed Standards
Published by: Ebury Press, 2003
ISBN: 0-091-89028-4
The Kennel Club

The Stone guide to dog grooming for all
breeds
Published by: Howell Book House Inc.,
1981.
ISBN: 9-780-87605403-1
Stone, B. and Stone, P.

Journals and magazines

Dogs Today

Total Grooming magazine -

<http://www.totalgroomingmagazine.co.uk/>

Your Dog

Pro Groomer

Dogs monthly

Websites

Christies Animal Grooming

www.christiesdirect.com

Pet Industry Federation

www.petcare.org

The Kennel Club

Groomers Online

www.groomers-online.com

Health and Safety Executive – Health and
Safety at Work Act 1974

<http://www.hse.gov.uk/legislation/hswa.htm>

Legislation.gov - Animal Welfare Act 2006

<http://www.legislation.gov.uk/ukpga/2006/45/contents>

Legislation.gov - Five Animal Welfare Needs	http://www.legislation.gov.uk/ukpga/2006/45/pdfs/ukpga_20060045_en.pdf
Mutneys Dog Grooming Supplies	www.mutneys.com
Redcape Grooming Equipment	www.redcape.co.uk
Royal Society for the Prevention of Cruelty to Animals	www.rspca.org.uk
Simpsons Online	www.simpsons-online.co.uk
Department for Environment, Food and Rural Affairs	www.defra.gov.uk
The Pet Industry Federation	www.petcare.org.uk

Unit 303

Health checking and handling a dog in a dog grooming environment

Level:	3
GLH:	35

What is this unit about?

The purpose of this unit is to allow the learner to develop their knowledge, understanding and skills required to care for a dog within the grooming salon. The learner will gain basic canine anatomy and physiology knowledge and be able to discuss methods to minimise risks and improve levels of animal welfare based on the individual requirements of the dog. The learner will be able to recognise normal and abnormal behaviours demonstrated in a range of breeds/temperaments/ages and be able to adjust grooming regime accordingly. The importance of ongoing health checking is emphasised throughout this unit allowing the groomer to modify techniques and grooming methods. This unit continues to embed animal welfare and high standards of health and safety, through behavioural observations, suitable handling and restraining techniques and using the appropriate personal protective equipment (PPE).

Learning outcomes

In this unit, learners will be able to:

1. Understand canine anatomy and physiology
2. Carry out health assessment on a dog in a grooming environment
3. Understand normal and abnormal behaviour in dogs

Scope of content

Throughout this unit, the emphasis should be on the promotion of the health and wellbeing of the dog in the groomers care. Learners should be exposed to a range of dog breeds, ages and physiological states to develop their normal and abnormal behaviour awareness as well as health care requirements. It is expected that the learners are guided towards safe working practices and maintaining the welfare of the animals by recognising and minimising stress.

Learning outcome:

1. Understand canine anatomy and physiology

Topics

1.1 Anatomy terminology and manipulation of the body

1.2 Individual breed anatomy relating to health

The emphasis of this learning outcome is anatomy and physiology and the effect that it has on grooming. It allows the learner to develop their biological understanding by identifying a range of locations on dogs of all breeds and appropriate movement of the joints. Particular emphasis is placed on how this affects the work of the groomer throughout the grooming process. Learners should be able to compare breeds and the effect that their anatomy has on their welfare within the salon. Methods should be put in place to reduce particular stresses and adjust the environment as required.

All practical work must follow animal welfare and safe working practices for the interest of the dog, groomer and client.

Topic 1.1

Location of anatomical points on a dog and appropriate manipulation of the body:

- Ears
- Nose
- Eye
- Stop
- Occiput
- Flew
- Jaw and teeth
- Neck
- Withers
- Topline
- Loin
- Flank
- Tuck up
- Croup
- Rump

- Point of rump
- Perineal area
- Tail
- Stifle
- Pastern
- Hock
- Metatarsal
- Digital and metatarsal pad
- Paw
- Dew claw
- Chest
- Point of shoulder
- Elbow
- Carpels

Topic 1.2

Common breed defects and predispositions that affect the health of the dog throughout the grooming process and adjustments to be made in grooming, drying and styling:

- Severe brachycephalic breeds
- Chondrodysplasia
- Common ear problems due to breed characteristics
- Eye problems due to breed characteristics
- Gastric torsion
- Patellar luxation
- Skin-fold dermatitis
- Syringomyelia
- Hip/elbow dysplasia
- Malocclusion
- Heart murmur

Learning outcome:

2. Carry out health assessment on a dog in a grooming environment

Topics

- 2.1 Signs of good and poor health in the dog
- 2.2 Health parameters
- 2.3 Endoparasites and ectoparasites
- 2.4 Diseases, disorders and disability
- 2.5 Zoonoses and anthraponosis

This outcome focuses on the learner carrying out thorough health checks on the dog and being able to explain the consequences of poor health may have on the grooming process. Learners will be aware of common conditions in the male and female and the effects that these may pose on the coat and the application of equipment used. Learners will be able to explain the legislative restrictions on administering preventive care as part of the Veterinary Surgeons Act 1966 (in particular schedule 3), the importance of keeping accurate records, informing owner of findings and when to seek veterinary advice. Learners to be given the opportunity to demonstrate health checking on a range of dogs from various ages, sizes, temperaments and breeds. Breeds with specific health issues maybe simulated, if unavailable, and a role play maybe carried out to discuss care requirements.

Topic 2.1

Handling the dog safely during a health assessment, using appropriate restraint equipment, and starting at the anterior of the dog to reduce the spread of infection.

Signs of good and poor health in a dog and the effect on grooming:

- Eyes, ear, muzzle, gums, teeth, nose
- Skin/coat
- Neck, chest, body cavity, tail, head
- Limbs, including paws, pads, nails
- Ano-genitals (male and female)
- Bodily functions
- Body condition

The requirements of the administration of prescription shampoo.

Topic 2.2

When grooming should be terminated to ensure welfare concerns do not escalate further:

- Behavioural signs eg signs of stress, vocalisations
- Physical signs eg increased heart/ breathing rate, panting
- Contraindications eg ringworm, open wounds, allergic reactions

Topic 2.3

Signs of ecto-parasites and endo-parasites, routes of transmission and treatments to prevent further infestation:

Ecto-parasites:

- Flea
- Tick
- Ear mites
- Harvest mites
- Demodex mites
- Cheyletiella mites

- Sarcoptic mange mites
- Biting and sucking louse

Endo-parasites:

- Roundworms
- Heart worms
- Whipworms
- Hookworms
- Threadworms
- Tapeworms
- Lung worms

Hygiene and biosecurity procedures to be followed throughout to prevent cross-infection and zoonotic spread.

Records updated as required.

Topic 2.4

The visual signs and applicable prevention of diseases, disorders and disabilities and modifications to handling a dog with such a condition:

- Ataxia
- Leptospirosis
- Distemper
- Parvovirus
- Hepatitis
- Cancer/ tumour
- Von willebrand disease
- Kennel cough
- Enteritis
- Epilepsy
- Diabetes
- Cushing's syndrome
- Addison's
- Hypo/ Hyper thyroid
- Blind
- Deaf
- Cataracts
- Loss of limb
- Arthritis

Topic 2.5

Definition of the terms 'zoonoses' and 'anthraponosis' and how these may affect the groomer:

- Common zoonoses and anthraponosis diseases and parasites affecting dogs in the UK
- Isolation procedures

- Levels of hygiene, sterilisation
- Reporting procedures

Learning outcome:

3. Understand typical and atypical behaviour in dogs

Topics

- 3.1 Typical behaviours
- 3.2 Common atypical behaviours
- 3.3 Signs of stress
- 3.4 Dog behaviour considerations

This learning outcome allows the learner to be able to recognise a range of normal and abnormal behaviours through a variety of visual signs displayed. Learners are encouraged to highlight the trigger of undesirable behaviours and implement preventive measures.

Learners need to be able to recognize typical and atypical behaviours but also appreciate the individual dogs will exhibit their own individual characteristics.

Topic 3.1

Visual signs of typical behaviours that dogs may exhibit:

- Panting (not excessive)
- Barking (not excessive)
- Drinking
- Eating
- Self cleaning (not excessive licking)
- Rest
- Play
- Socialisation
- Territory marking
- Sniffing

Topic 3.2

Signs of atypical behaviours:

- Destructive behaviours
- Aggression
- Increased drinking, defecating or urinating
- Fighting
- Submission
- Coprophagia

Adjustments grooming process to mitigate atypical behaviours:

- Frequent breaks
- Additional person to assist
- Use of PPE, e.g. muzzle, towel
- Alternative drying method to be used
- Grooming in stages, rather than all at once
- Handling and restraint methods
- Diversion techniques

Topic 3.3

Due to the nature of this topic, this could be discussed in the classroom and shown using videos or role plays. If and when stress is observed in the salon, learners will ensure that animal welfare is not compromised.

Early signs of stress:

- Displacement activity
- Yawning, lip licking, blinking
- Ears back/tail tucked under
- Appeasement gestures
- Panting, pupil dilation
- 'Body shake'
- Sweating paws
- Vocalisation
- Trembling/shaking
- Coughing/hacking
- Snarling
- Showing hackles
- Fight, flight or freeze
- Close mouth
- Showing teeth
- Growling
- Lunging
- Displaced tail

Topic 3.4

Factors specific to individual dogs that can impact their expected behaviour and modifications to grooming activities demonstrated (as necessary):

- History of dog e.g. rescued, abused, lack of socialisation with dogs and/or humans
- Previous grooming experience (or lack of)
- Separation from other members of the dogs' pack
- Separation from owner
- Dog suffering from hidden pain, early stages of hip dysplasia etc
- Stages of oestrus
- Presence of other dogs within the salon

- Breed specifics

Guidance for delivery

This unit is essential for learners to develop their practical biological knowledge and application to ensure that animal welfare is maintained throughout the grooming process. It will provide the learner with the confidence to carry out routine health checks and be able to recognise common behaviours, including escalating levels of stress which could compromise animal welfare and safety of the groomer if not addressed. The learner will also develop knowledge of how to recognise and promote wellbeing, providing suitable adjustments to the environment if required.

Outside speakers and practical demonstrations could enhance delivery, such as a veterinary nurse or a dog behaviourist. Visits to an animal welfare charity or boarding kennels to observe a range of normal and abnormal behaviours in dogs would also enhance the delivery and practical application to the learner.

It is recommended that the delivery of this unit is fundamentally carried out within the grooming salon to enhance the learner experience in a real environment. Learners should be given the opportunity to deal with a range of dog breeds, temperaments, ages etc, to demonstrate their care and individual requirements that may require suitable adjustments which reflect current industry practice. Role plays and simulation of tasks may be required if there is a chance of animal welfare being compromised.

Suggested learning resources

Books

- | | |
|--|---|
| All-breed Dog Grooming
Published by: Tfh Publications Inc., 2010
ISBN: 0-793-80647-X | Dobish, D., Ernst, G.M., Gutman, S.
and King, S. |
| Anatomy of the Dog: In straightforward terms
Published by: Cadmos Publishing Limited,
2010 ISBN: 3-86127-979-7 | Mielke, K |
| Animal Biology and Care
Published by: Blackwell Science Ltd., 2006
(2 nd edition)
ISBN: 7-814-0513795-9 | Dallas, S. |
| Encyclopaedia of Dog Breeds
Published by: Barron's Educational Series,
Inc., 2005 (2 nd edition)
ISBN: 0-764-15700-0 | Coile, D.C. |

Grooming Manual for the Dog and Cat Published by: Wiley-Blackwell, 2006 ISBN: 1-405-11183-6	Dallas, S., North, D. and Angus, J.
Mini Encyclopaedia of Dog Health Published by: Interpet Publishing, 2010 ISBN: 1-842-86230-8	Baxter, R.
Notes from the Grooming Table Published by: Animus, Inc., 2004 ISBN: 0-975-41280-9	Verplank, M.
The Dog: Its behaviour, nutrition and health Published by: Wiley-Blackwell, 2005 (2 nd edition) ISBN: 0-813-81254-2	Case, L.P.
The Dog Groomer's Manual: A definitive guide to the science, practice and art of dog grooming Published by: The Crowood Press Ltd., 2014 ISBN: 1-847-97590-9	Gould, S.
The Domestic Dog: Its evolution, behaviour and interaction with people Published by: Cambridge University Press, 1995 ISBN: 0-521-42537-9	Serpell, J.
The Stone guide to dog grooming for all breeds Published by: Howell Book House Inc., 1981. ISBN: 9-780-87605403-1	Stone, B. and Stone, P.
Veterinary Notes for Dog Owners Published by: Stanley Paul, 1990 ISBN: 0-091-73817-2	Turner, T.
What is my Dog Thinking? The essential guide to understanding pet behaviour Published by: Hamlyn, 2002 ISBN: 0-600-60423-3	Bailey, G.

Journals and magazines

Animal Behaviour
Applied Animal Behaviour Science
British Journal of Animal Behaviour
Dogs Today

Journal of Veterinary Medicine and
Animal Health

Total Grooming magazine -

<http://www.totalgroomingmagazine.co.uk/>

Veterinary Nursing

Your Dog

Websites

Association of Pet Behaviour Counsellors	www.apbc.org.uk/articles
Battersea Dogs & Cat Home	www.battersea.org.uk
Blue Cross – dog health and behaviour	www.bluecross.org.uk
Dogs Trust – dog behaviour and health	https://www.dogstrust.org.uk/help-advice/dog-behaviour-health/
Health and Safety Executive – Health and Safety at Work Act 1974	http://www.hse.gov.uk/legislation/hswa.htm
Legislation.gov - Animal Welfare Act 2006	http://www.legislation.gov.uk/ukpga/2006/45/contents
Legislation.gov - Five Animal Welfare Needs	http://www.legislation.gov.uk/ukpga/2006/45/pdfs/ukpga_20060045_en.pdf
PDSA – Dog Care	www.pdsa.org.uk
Royal Society for the Prevention of Cruelty to Animals	www.rspca.org.uk
The Kennel Club – dog health information	www.thekennelclub.org.uk/health
The Pet Professionals Guilds – dog behaviour	www.petprofessionalguild.com
Department for Environment, Food and Rural Affairs	www.defra.gov.uk
The Pet Industry Federation	www.petcare.org.uk

Unit 304

Customer service and record keeping in a dog grooming environment

Level:	3
GLH:	15

What is this unit about?

The purpose of this unit is to allow the learner to develop their experience with dealing with clients and understanding the importance of excellent customer service skills. It focuses on the administration aspect of the dog grooming salon and provides the learner with practical experience with managing the paperwork and dealing with financial matters.

Learning outcomes

In this unit, learners will be able to:

1. Carry out service skills
2. Prepare dog and client information records
3. Understand methods of managing finances

Scope of content

This unit plays an important role in the running of a grooming salon and should be related to the practical activities such as styling and finishing dogs throughout its delivery. Learners are to be encouraged to continuously apply the elements of this unit to their previous experience in the parlour and future planned activities. It is important that the learners do see the ongoing relevance of book keeping, customer service etc in order for them to develop their holistic understanding and expand their knowledge with the potential to set up their own business.

Learning outcome:

1. Carry out customer service skills

Topics

- 1.1 Communicating with clients
- 1.2 Recording information
- 1.3 Dealing with conflicts

The emphasis of this learning outcome is on customer service and the importance of creating strong relationships with clients within the dog grooming business. It focuses on the various forms of communication, including the most recent methods through social media and various mobile phone applications.

Topic 1.1

Methods used and appropriate language to communicate with potential and regular customers:

- Telephone
- Face to face
- Social media
- Website
- Email
- Text message
- Promotional material

Customer care skills for dog grooming business:

- Greet and communicate with customers appropriately
- Positive first impression
- Positive body language, including eye contact
- Knowledgeable
- Professional image
- Listening and questioning skills

Care and management of customers, whilst in the dog grooming environment that promotes their own safety and security in accordance with relevant policies.

Topic 1.2

Communication with customer to obtain and record required information:

- Dogs details
- Owner and emergency contact details
- Health status and current medication/ treatments
- Behaviour with dogs/people
- Previous grooming history
- Customers' expectations
- Individual requirements for each dog, taking into consideration pet trims, trims for ease of management, plus the traditional show styles to meet breed standards.
- Cost/ quote and duration

Topic 1.3

How to avoid conflict, ways to diffuse a situation and the potential effects on the business

- Payment disputes
- Invalid card/currency
- Accidental injury to dog
- Time management
- Dispute over grooming requirements
- Animal welfare issues

Learning outcome:

2. Prepare dog and client information records

Topics

2.1 Recording of information

2.2 Disposal and storage methods

This outcome allows the learner to understand the importance of maintaining accurate records to meet legal and business requirements.

Topic 2.1

Recording methods suitable to the size of the business and the consequences of failure to do so:

- Paper based records
- Computer based programmes including specific grooming software
- Applications on electronic devices

Topic 2.2

Storage methods of information within the business environment:

- Security of client information during the working day and overnight
- Data Protection Act 1998

Methods for disposing of records in line with relevant regulations, including HM Revenue and Customs (HMRC) and the Data Protection Act 1998:

- Length of time to retain information
- Paper records
- Computer records

Learning outcome:

3. Understand methods of managing finances

Topics

3.1 Payment methods

3.2 Managing accounts

3.3 Employment legislation

This outcomes provides the learner with the knowledge, understanding and skills required to confident receive payments from clients, following the correct processing procedures, checking payment methods and identifying discrepancies. It includes how to deal with payments face to face and over the phone.

Topic 3.1

Methods of payments:

- Cash and cash equivalent
- Bankers' Automated Clearing Services (BACS) transfer
- Online payments

Completion of payment documents and issuing of receipts required by the business and why these are important.

Management of the payment area and maintenance security procedures at all times.

Topic 3.2

The types of records that need to be kept within the business and their importance.

- Client/dog information records
- Client disclaimers

- Income
- Expenditure
- Health and safety records
- Employee records
- Human and animal accident records

Topic 3.3

Requirements of employment legislation:

- Equality Act 2010
- National Minimum Wage Act 1998
- Working Time Regulations 1998
- Work based pensions (2016)
- Employer's National Insurance Contributions (NICs)
- Pay as you earn (PAYE)
- Formulation of payslips
- Employment Rights Act 1996

Guidance for delivery

This unit is paramount to ensure a safe working environment for the dog(s), groomers and clients. It will provide the learner with industry specific safe work experiences and how to deal with a range of hazards that may arise. Learners will practice their customer care skills within the classroom and with a range of customers in various means. This will allow the learner to gain confidence in speaking to the public and dealing with issues as and when they arrive, under supervision. Learners will develop a clear understanding of basic business practices, including book keeping, dealing with records and a range of payments. Learners will be able to gain an effective customer service skills within this unit which will undoubtedly support them in their future careers as dog groomers.

Outside speakers such as successful small business people and bank representative could enhance delivery by speaking to learners about book keeping and the financial requirements of a business. Inviting a veterinary nurse into the classroom to demonstrate the safe application of common prescription products would also enhance delivery.

A large proportion of this unit will be carried out in the classroom, however once the basics have been covered in the theory lessons, it is expected that all of the outcomes within this unit will be continuous practiced by the learner, for example customer care and record keeping.

Suggested learning resources

Books

- Book-keeping and accounting for the small business Taylor, P.
Published by: How to Books, 2003 (7th edition)
ISBN: 1-857-03878-9
- Common Sense Customer Service: Improve your job skills and provide a great customer experience Wells, V.
Published by: CreateSpace Independent Publishing Platform, 2013
ISBN: 1-482-74615-8
- Customer Care Excellence: How to create an effective customer focus. Cook, Sarah
Published by: Kogan Page, 2010 (6th edition)
ISBN: 0-74945-705-8
- Dealing with Difficult People – Creating success Published by: Kogan Page, 2013 (2nd edition)
ISBN: 0-749-46694-4
- Grooming Manual for the Dog and Cat Dallas, S., North, D. and Angus, J.
Published by: Wiley-Blackwell, 2006
ISBN: 1-405-11183-6

Journals and magazines

- Hazards Magazine www.hazards.org
- Health and Safety at Work magazine www.healthandsafetyatwork.com
- Health and Safety Newsletter (HSE) <http://www.hse.gov.uk/pubns/books/newsletter.htm>
- Journal of Veterinary Medicine and Animal Health
- Occupational Safety and Health Journal
- Safety and Health at Work Journal

Websites

- Animal Medicines Training Regulatory Authority <http://www.amtra.org.uk/>
- British Safety Council <https://www.britsafe.org/policy-and-opinion/publications>

BSAVA Guide to Administering Medicines	https://www.bsava.com/Portals/4/knowledgevault/publications/files/Publications_2558_Medicines_Guide_update_March_2014.pdf
Business records	https://www.gov.uk/self-employed-records
Customer Care Skills	http://www.customerservicemanager.com/customer-service-skills/
Data Protection Act 1998	http://www.legislation.gov.uk/ukpga/1998/29/contents
Department for Environment, Food and Rural Affairs	www.defra.gov.uk
Groom Pro Pet Grooming Software	www.groom-pro.com
Health and Safety Executive – Health and Safety at Work Act 1974	http://www.hse.gov.uk/legislation/hswa.htm
HM Revenue and Customs	www.hmrc.gov.uk
Legislation.gov - Animal Welfare Act 2006	http://www.legislation.gov.uk/ukpga/2006/45/contents
Legislation.gov - Five Animal Welfare Needs	http://www.legislation.gov.uk/ukpga/2006/45/pdfs/ukpga_20060045_en.pdf
Office for National Statistics (annual wages)	http://www.ons.gov.uk/ons/rel/ashe/annual-survey-of-hours-and-earnings/index.html
Personal Protective Equipment	http://www.hse.gov.uk/coshh/basics/ppe.htm
Pet Grooming - record keeping	http://www.santanderbusinessguides.co.uk/bizguides/full/petgrooming/parkes-record_keeping.asp
The Kennel Club – dog health information	www.thekennelclub.org.uk/health
The Pet Industry Federation	www.petcare.org.uk

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

City & Guilds Centre Manual

This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. Specifically, the document includes sections on:

- the centre and qualification approval process
- assessment, internal quality assurance and examination roles at the centre
- registration and certification of candidates
- non-compliance and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

Our Quality Assurance Requirements

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

The **centre homepage** section of the City & Guilds website also contains useful information on

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Useful contacts

UK learners General qualification information	E: learnersupport@cityandguilds.com
International learners General qualification information	E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com

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City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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