

Unit 2: Animal Handling

Scheme of work

Guided learning hours (GLH): 30

Number of lessons: 20

Duration of lessons: 1.5 hours. Lessons can be divided or combined as necessary.

Learners should spend lesson time and non-supervised time working on assignments.

***See the specification for full details of unit content.**

†Complete activity later in unit or during GLH for other unit.

Lesson	Unit content*	Activities	Links to other units
1	Unit introduction	Teacher presentation (approx. 10 minutes): Outline the learning aims and the assignments that learners will do.	
Learning aim A: Understand safe handling and restraint techniques			
1 (cont.)	<p>Topic A.1 Risk assessment and accident reporting procedures</p> <p>Know the risks associated with working with animals, such as being bitten, scratched, kicked, knocked down, crushed by the animal, or catching zoonotic diseases from animals.</p> <p>Know how to carry out risk assessments.</p> <p>Recognise the difference between hazards and risks:</p> <ul style="list-style-type: none"> • a hazard is something with the potential to cause harm in a situation • a risk is the likelihood of someone being harmed by a particular hazard. <p>Use control measures to reduce the risks posed by hazards.</p>	<p>Teacher presentation: Introduce examples of different hazards, such as biting, kicking, scratching and transmission of disease. Explain the difference between hazards and risks. Using real-life incidences or contextualised examples from different workplaces will allow the learners to relate and understand the relevance of this topic.</p> <p>Group activity: Card-matching – match hazards to the associated risks.</p> <p>Group discussion: What is a risk assessment and what does it include? Compile suggestions on the whiteboard.</p> <p>Paired activity: Complete a risk assessment for an everyday task, such as making a cup of tea or making a sandwich. Then complete a risk assessment for a simple animal care task, e.g. cleaning out a guinea pig cage or handling a rabbit.</p> <p>Paired activity: Look at examples of animal risk assessments and compare this with a checklist of the features of risk assessments (supplied by the teacher) to</p>	Unit 5: Principles of Animal Behaviour

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		check whether all of the risks have been identified. Teacher-led group activity: Card-matching – match each risk/hazard pair from the earlier card-matching activity to a suitable example of a control measure.	
2	Topic A.1 Risk assessment and accident reporting procedures (continued) Know how to report minor and major accidents when working with animals by: <ul style="list-style-type: none"> • using incident forms • knowing the purpose and use of an incident record book. The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013.	Teacher presentation: Introduce the reasons why minor and major accidents need to be reported. Explain what the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 are and how they relate to reporting incidences. Group activity: Card-matching activity – match examples of minor and major accidents with the correct method of reporting each incident. Group discussion: What should be recorded on an incident form? Compile suggestions on the whiteboard. Paired activity: Complete an incident form for a minor accident such as an animal bite. Teacher-led small group activity: Divide the class into small groups and give each group a different animal-handling scenario in which an incident occurs. Each group should then record the incident in an incident record book.	
3	Topic A.2 Appropriate personal protective equipment (PPE) Select and use correct PPE which is relevant to the species being handled or restrained, e.g.: <ul style="list-style-type: none"> • protective footwear • overalls • gloves • face mask • hearing protection. Know the purposes of PPE, e.g.: <ul style="list-style-type: none"> • prevention of cross-contamination (e.g. wearing a 	Teacher presentation: Introduce the purposes of PPE, such as: prevention cross-contamination, prevention of injury to handler and animal. Whole class activity: Card-matching – identify and match the correct PPE equipment to that required for given animal-handling scenarios. Whole class discussion: The importance of wearing PPE and identification of associated risks if PPE is not worn. Compile suggestions on the whiteboard. Paired activity: Learners create a poster on why wearing PPE is important and the consequences of not wearing PPE.	Unit 1: Animal Health Unit 3: Animal Welfare Unit 5: Principles of Animal Behaviour

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	<p>plastic bodysuit for an animal inspection, which is sterilised or disposed of when the inspection is complete)</p> <ul style="list-style-type: none"> • prevention of injury to the handler (e.g. wearing handling gloves to prevent injury from biting) • prevention of injury to the animal. 		
4	<p>Topic A.2 Appropriate personal protective equipment (PPE) (continued)</p> <p>Know safe behaviour and the risks associated with handling and restraining animals, in accordance with health and safety legislation and animal welfare legislation:</p> <ul style="list-style-type: none"> • not wearing jewellery • not running while holding an animal • not shouting. <p>Know the relevance of the following health and safety legislation and animal welfare legislation:</p> <ul style="list-style-type: none"> • Animal Welfare Act 2006 (in particular the five animal welfare needs defined in Section 9) • Health and Safety at Work etc Act (HASAWA) 1974 (e.g. following the correct codes of practice) • Manual Handling Operations Regulations 1992 (e.g. lifting and moving heavy items safely and correctly) • Control of Substances Hazardous to Health (COSHH) Regulations 2002 (e.g. keeping cleaning products safety stored). 	<p>Teacher presentation: Introduction to health and safety legislation and animal welfare legislation; including why we have them, what they are and how they are relevant when working with and handling animals.</p> <p>Paired activity: Divide the class into pairs. Learners complete a card-sorting activity, matching the names of different pieces of legislation to 1) the correct description and 2) how it relates to animal handling.</p> <p>Teacher-led group activity: Compile a list of health and safety rules, safe working behaviour and the risks involved with handling and restraining animals.</p> <p>Individual activity: Learners create a poster about health and safety when working with animals from the rules compiled during the teacher-led activity. Include information about relevant legislation on posters.</p>	Unit 3: Animal Welfare (Topic B.1 Animal welfare)
5 and 6	<p>Topic A.3 Reasons for handling and restraining animals</p> <p>Understand the reasons for handling and restraining animals:</p>	<p>NOTE: The teaching of Topic A.3 should be split across lessons 5 and 6.</p> <p>Group discussion: Identify and discuss the reasons for handling and restraining animals.</p>	Unit 1: Animal Health Unit 5: Principles of Animal Behaviour Practical paired

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	<ul style="list-style-type: none"> • health checking • grooming • sexing • giving medication. <p>Know the appropriate handling and restraining techniques to use in the following situations, depending on the animal:</p> <ul style="list-style-type: none"> • techniques available to handle and restrain animals (e.g. the scruff method, the claw method, the supporting upper and lower body method, the body hug method, the use of restraint equipment) • health checking (e.g. the claw method, the supporting upper and lower body method) • administering medication (e.g. the scruff method or use of two people if more restraint needed, the claw method, the supporting upper and lower body method, the body hug method, livestock handling equipment, the use of restraint equipment) • transportation to veterinary surgery (e.g. in a carry cage, box or other container) • sexing (e.g. the claw method, the scruff method) • grooming (e.g. the supporting upper and lower body method, placing one hand over the animal for support) • removing animal from an emergency situation (e.g. the use of restraint equipment, the claw method, the scruff method, the supporting upper and lower body method) • cleaning accommodation (e.g. placing the animal in a carry cage or similar while primary accommodation is cleaned). <p>Understand how handling techniques will differ and</p>	<p>Teacher presentation: Make learners aware of all the different handling and restraining methods that can be used for different situations and when handling techniques will differ. Include photos and videos to enable visual learning.</p> <p>Practical teacher demonstration: Demonstrate a variety of handling and restraining techniques that can be used for a variety of animals following the different situations identified in topic A.3.</p> <p>Paired activity: Divide the class into pairs and give each pair an animal-handling scenario. Learners should identify the correct handling and restraint method to use.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1 You need to sex some rats that have been delivered to your pet shop. How would you handle and restrain the rats for sexing? What handling technique would you use? 2 You need to temporarily house a guinea pig in a carry cage while cleaning its enclosure. How would you handle and restrain the guinea pig when placing it in a carry cage? What handling technique would you use? 	<p>activity: Learners to be given the opportunity to practise animal handling and restraining techniques with a wide variety of animals in pairs. †</p>

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	appropriate applications of each handling technique (e.g. the claw method would be used for sexing a rat whereas the scruff method would be used for giving medication to a rabbit).		
7	<p>Topic A.4 Reasons not to handle animals</p> <p>Know the reasons why an animal should not be handled if handling could endanger the safety of the animal and/or handler:</p> <ul style="list-style-type: none"> • animal's health status (e.g. ill, injured, pregnant, at a particular life stage, e.g. infant, juvenile, adult, senior, geriatric) • animal's stress levels (e.g. showing signs such as shaking, curling lips, stamping feet, excessive breathing) • animal's welfare (e.g. risk of injuring or distressing the animal) • animal's aggression (e.g. showing warning signs such as showing teeth, stamping feet, biting, being vocal). <p>Be aware when intervention from a more experienced person is needed to ensure the safety of animal and handler (e.g. recognising that an injury could occur for either handler or animal) and the procedure to follow if the animal cannot be handled (e.g. reporting to a member of staff/colleague or getting assistance).</p>	<p>Paired activity: Identify situations in which it would not be appropriate to handle or restrain an animal.</p> <p>Whole group activity: Using footage from animal welfare organisations, learners are to observe animal warning signs of stress and aggression. Learners identify and discuss the signs that they see as part of their observations.</p> <p>Teacher-led discussion: When would it not be suitable to handle an animal? Ask learners what procedure they would follow if the animal cannot be handled?</p> <p>Individual activity: Learners write down what they would do if they cannot handle an animal and the reasons for this.</p>	Unit 1: Animal Health Unit 3: Animal Welfare Unit 5: Principles of Animal Behaviour
8	Guest speaker	Guest speaker: Arrange for a guest speaker to come in to discuss animal handling in a work-based environment. A class visit could also be arranged to see animal handling in a work-based environment, so the learners understand the vocational relevance of the unit.	
9	Assignment 1	<p>Teacher: Issue assignment brief.</p> <p>Individual activity: Work on assignment.</p>	

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10	Assignment 1	Individual activity: Complete assignment in lesson and in own time.	
Learning aim B: Demonstrate safe handling and restraint techniques used with animals			
11	<p>Topic B.1 Correct handling and restraint of animals</p> <p>Understand suitable methods of approach:</p> <ul style="list-style-type: none"> • calm • confident • quiet • slow • cautious. <p>Select, and adapt, appropriate methods of approach to specified animals in the following situations:</p> <ul style="list-style-type: none"> • handling the animal • restraining the animal • grooming the animal • exercising the animal • checking the animal's health • identifying the different life stages of animals (e.g. infant, juvenile, adult, senior, geriatric, pregnant) • identifying the different health statuses of animals (e.g. healthy, unhealthy, receiving medication, injured, etc.). 	<p>Group discussion: Develop learner knowledge by leading a group discussion to identify suitable methods of approaching animals. Provide learners with relevant scenarios or visual material such as photos or videos. For example, footage of approaching an animal slowly but confidently.</p> <p>Teacher-led discussion: Discuss how the different life stages or health statuses of animals will affect the method of approach.</p> <p>Individual activity: Produce a poster about the appropriate methods of handling, restraining, grooming and exercising animals in relevant scenarios. For example, how to handle and restrain a snake for health checking.</p> <p>Whole class activity: Learners practise handling, restraining, grooming and exercising techniques in the classroom using toys in preparation for practical activities in lessons 12, 13 and 14.</p>	Unit 1: Animal Health (Topic A.1 Monitoring signs of good and ill health in animals)

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12, 13 and 14	<p>Topic B.1 Correct handling and restraint of animals (continued)</p> <p>Know the techniques available to handle and restrain animals:</p> <ul style="list-style-type: none"> ● the scruff method ● the claw method ● the supporting upper and lower body method ● the body hug method ● the use of restraint equipment. <p>Know correct handling and restraint skills for a range of specified animals, including:</p> <ul style="list-style-type: none"> ● at least two small/companion animals (rabbit, guinea pig, hamster, etc.) ● at least one reptile animal (lizard, snake, tortoise, etc.) ● at least one avian animal (duck, chicken or small bird, e.g. budgie, cockatiel) ● at least one large/livestock animal (pig, sheep, goat, etc.). 	<p>NOTE: The teaching of Topic B.1 should be split across lessons 12, 13 and 14.</p> <p>Practical teacher demonstration: Demonstrate handling and restraining techniques for small/companion animals, reptiles, avian animals and large/livestock animals.</p> <p>Practical individual activity: Learners need to demonstrate correct handling and restraining techniques for:</p> <ul style="list-style-type: none"> ● at least two small/companion animals (rabbit, guinea pig, hamster, etc.) ● at least one reptile animal (lizard, snake, tortoise, etc.) ● at least one avian animal (duck, chicken or small bird, e.g. budgie, cockatiel) ● at least one large/livestock animal (pig, sheep, goat, etc.). <p>Learners should take photographic evidence of the correct methods they have used to handle and restrain the animals.</p>	Unit 1: Animal Health (Topic A.1 Monitoring signs of good and ill health in animals)
15	<p>Topic B.2 Selecting and using appropriate handling and restraint equipment</p> <p>Select and use the appropriate handling and restraint equipment to handle and restrain different animals, while ensuring the animals' safety:</p> <ul style="list-style-type: none"> ● know basic equipment, e.g. collar and lead, gauntlet, net, snake hook ● know complex equipment, e.g. harness, head collar, rope halter, cat bag ● select the appropriate equipment for different animals ● identify the purposes of handling and restraint 	<p>Group discussion: Given a range of different types of restraining equipment, learners identify the different items and discuss their use and purpose in a teacher-led discussion.</p> <p>Individual activity: Learners write down the purposes of the equipment identified in the group discussion and how they are a useful aid in preventing injuries.</p> <p>Practical teacher demonstration: Demonstrate the use of handling and restraining equipment.</p> <p>Practical individual activity: Learners show evidence of correctly fitting and safe use of the equipment with the full variety of animals identified in the specification.</p>	Unit 4: Animal Housing and Accommodation (Topic C.1 Cleaning animal accommodation and disposing of waste)

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	equipment <ul style="list-style-type: none"> demonstrate the correct fitting and safe use of the equipment. 		
16 and 17	<p>Topic B.3 Reasons for maintaining and cleaning equipment for handling and restraining animals</p> <p>Maintain and clean equipment that has been used to handle and restrain animals.</p> <p>Know reasons for maintaining and carrying out cleaning of equipment:</p> <ul style="list-style-type: none"> prevent cross-contamination maintain good hygiene for animal and handler remove dirt, debris and hair general maintenance of the equipment. <p>Show evidence of:</p> <ul style="list-style-type: none"> care cleaning storage. 	<p>NOTE: The teaching of Topic B.3 should be split across lessons 16 and 17.</p> <p>Group discussion: Learners identify and discuss reasons why equipment needs to be cleaned and maintained.</p> <p>Practical individual activity: Learners show evidence of maintaining and cleaning equipment after use and explain why they need to do this.</p> <p>Individual activity: Learners can demonstrate understanding by creating a vodcast (video podcast) or a paper guide of the maintenance and cleaning of the equipment they have used when handling and restraining an animal. They should highlight the reasons why this needs to be done.</p>	Unit 1: Animal Health Unit 3: Animal Welfare
18	Assignment 2	<p>Teacher activity: Issue assignment brief.</p> <p>Individual activity: Work on assignment in lesson and in own time.</p>	
19	Assignment 2	<p>Individual activity: Work on assignment in lesson and in own time.</p>	
20	Assignment 2	<p>Individual activity: Complete assignment in lesson and in own time.</p>	
TOTAL: 30 hours			