

Title:	Moving and Storing Animal Supplies Safely
Level:	Level 1
Credit value:	2
GLH:	18
Unique Reference Number:	M/651/9922
Sector Subject Area:	14.1 Foundations for Learning and Life
Aim:	The aim of this unit is to provide learners with the knowledge and skills to move and store animal care supplies safely under supervision. Learners will carry out basic handling and storage tasks, follow instructions, and apply safe working practices to reduce risk to themselves and others. This unit supports employability by developing practical skills commonly required in entry-level animal care roles.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity and direct observation should form the main source of evidence, supported by discussion, annotated photographs, or witness statements.</p> <p>Skills-based assessment must be carried out over an appropriate period of time.</p> <p>Evidence must confirm that the learner can move and store supplies safely, follow instructions, and work within their level of responsibility under supervision.</p>

Learning outcomes

The learner will:

1. Be able to move animal care supplies safely.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to move animal care supplies safely during routine activities. Learners should practise handling items carefully, using safe techniques, and following instructions while working in animal care settings.

The learner must demonstrate that they can:

<p>1.1 Move animal care supplies safely as instructed.</p> <p>1.2 Use safe handling techniques when moving supplies.</p>
<p>2. Be able to store animal care supplies appropriately.</p>
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide the learners with the knowledge and skills to store animal care supplies correctly. Learners should practise placing supplies in suitable locations, keeping storage areas organised, and following instructions to reduce risks.</p> <p>The learner must demonstrate that they are able to:</p> <p style="padding-left: 20px;">2.1 Store animal care supplies appropriately.</p> <p style="padding-left: 20px;">2.2 Maintain safe and tidy storage areas.</p>
<p>3. Be able to follow safe working practices when handling supplies.</p>
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide the learners with the knowledge and skills to handle supplies safely and responsibly. Learners should practise working within their role, recognising hazards, and reporting concerns during moving and storage tasks.</p> <p>The learner must demonstrate that they are able to:</p> <p style="padding-left: 20px;">3.1 Follow safe working practices when handling supplies.</p> <p style="padding-left: 20px;">3.2 Report hazards or concerns appropriately.</p>

<p>Scope of Training</p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>	
<p>Requirements</p>	
<p>Animal care supplies:</p>	<p>Definition:</p> <p>Items used in animal care settings, such as feed, bedding, equipment, or tools.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Identifying common animal care supplies. • Handling supplies carefully to avoid damage.

	<ul style="list-style-type: none"> • Following instructions for moving supplies. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Different types of supplies used in animal care. • Discussion of why careful handling matters. • Demonstrations of safe handling.
<p>Safe handling techniques:</p>	<p>Definition: Methods used to move items in a way that reduces the risk of injury.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Using correct posture when lifting. • Carrying items securely. • Knowing when to ask for help. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Tutor demonstrations of handling techniques. • Use of trolleys or simple aids if available. • Discussion of risks linked to poor handling.
<p>Appropriate storage:</p>	<p>Definition: Placing supplies in suitable locations where they are safe, accessible, and organised.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Storing supplies in designated areas. • Keeping supplies off walkways where required. • Following site rules for storage. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Labelling storage areas. • Separating different types of supplies. • Checking storage conditions.
<p>Safe and tidy storage areas:</p>	<p>Definition: Storage spaces that are organised and free from unnecessary hazards.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Keeping storage areas clear and organised. • Returning supplies after use. • Reducing trip or spill hazards.

	<p>Teaching could include:</p> <ul style="list-style-type: none"> • Examples of good and poor storage practice. • Discussion of how tidy areas improve safety. • Visual checks of storage spaces.
<p>Safe working practices:</p>	<p>Definition: Ways of working that reduce risk when handling and storing supplies.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Following instructions and supervision. • Being aware of surroundings. • Working calmly and carefully. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Use of basic personal protective equipment if required. • Maintaining clear communication with others. • Adjusting pace to work safely.
<p>Hazards or concerns:</p>	<p>Definition: Risks or issues identified while moving or storing supplies.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Recognising damaged items or unsafe storage. • Reporting concerns to a supervisor. • Understanding why reporting matters. <p>Teaching could include:</p> <ul style="list-style-type: none"> • Examples of common hazards. • Discussion of what could happen if hazards are ignored. • Practising how to report concerns clearly.