

BTEC Level 2 Technical Diploma in

ANIMAL CARE

UNIT 4: ANIMAL WELFARE



SAMPLE ASSESSMENT MATERIALS (SAMs)

First teaching: September 2017 | First certification: Summer 2018

ISSUE 3

Edexcel, BTEC and LCCI qualifications

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Pearson BTEC Level 2 Technical Diploma

<p>Write your name here</p> <input type="text"/>		<p>Level</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>2</p> </div>
<p>Learner Registration Number</p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<p>Centre Number</p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input style="background-color: #ccc;" type="text"/>	
<p>Animal Care Set task: Unit 4 Animal Welfare</p>		<p>Marks</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p> </p> </div>
<p>Sample assessment material for first teaching September 2017</p>		<p>Supervised hours</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>2.5</p> </div>

Information

- This booklet contains material for the completion of the set task under supervised conditions.
- The set task is out of 50 marks.
- This booklet is specific to each timetabled period and this material must be issued only to learners who have been entered to take the task in the specified series/timetabled period.
- This booklet should be kept securely until the start of the 2.5-hour supervised assessment. This set task **must** be undertaken during the 2 day period timetabled by Pearson.

Paper reference

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Turn over ►



Instructions for teachers/tutors and/or invigilators

The set task must be carried out under supervised conditions. The set task **must** be completed during the 2 day period timetabled by Pearson. The set task can be in more than one supervised session.

Learners must complete the set task using this task and answer booklet.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the *Instructions for Conducting External Assessments (ICEA)* document, to ensure that the supervised period is conducted correctly and that learners have the opportunity to carry out the required activities independently. For further details please see the Pearson website.

Teachers/tutors and invigilators are responsible for maintaining security and for reporting issues to Pearson. In particular:

- only permitted materials for the set task can be brought into the supervised environment
- during any permitted break and at the end of the session, materials must be kept securely and no items removed from the supervised environment.

After the session the teacher/tutor or invigilator will confirm that all work was completed independently as part of the authentication submitted to Pearson.

Outcomes for submission

This task and answer booklet should be submitted to Pearson.

Each learner must complete an authentication sheet.

Instructions for learners

Read the set task information carefully.

You must plan your time and submit all the required evidence at the end of the supervised period. Your centre will advise you of the timing for the supervised period. You have a total of two and a half hours in this session to complete the task.

You will complete this set task under supervision and your work will be kept securely during any breaks taken.

You must work independently throughout the supervised assessment period and should not share your work with other learners.

Outcomes for submission

You should complete the task in this answer book.

You must complete an authentication sheet.

Set task information

You are working at the Dintone Boarding Kennels for Dogs, which is due its annual inspection by the local authority for its animal boarding establishment's licence.

You have been asked by your supervisor to produce a review of the boarding kennel's routines and procedures, to be discussed at a morning meeting in preparation for the inspection.

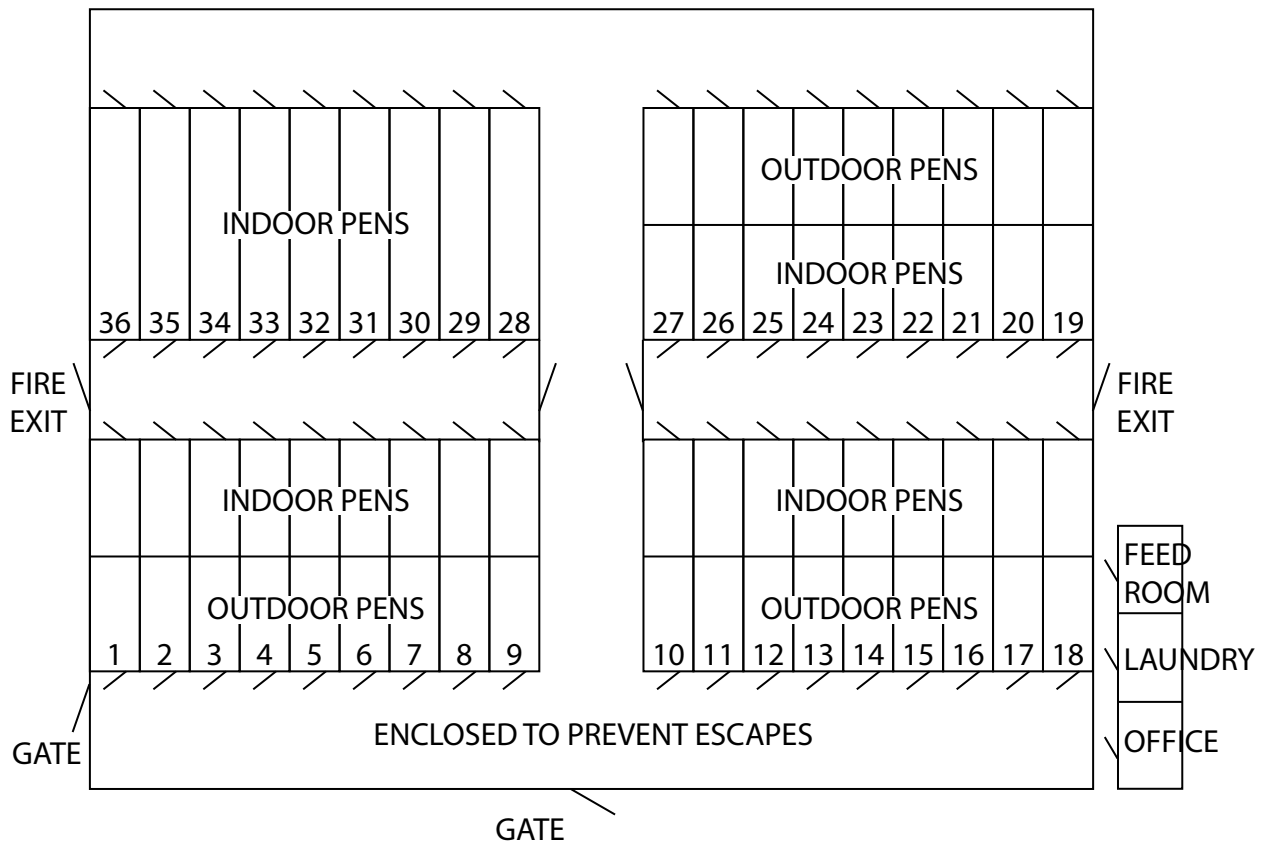
In your review, you must focus on routine procedures, health and safety and legal responsibilities.

Layout of the Dintone Boarding Kennels for Dogs

Pens 1–9 are suitable for small breeds.

Pens 10–27 are suitable for medium breeds.

Pens 28–36 are suitable for large breeds.



This diagram is not to scale.

Capacity of the Dintone Boarding Kennels for Dogs

- The Dintone Boarding Kennels have a capacity of 36 kennels.
- It frequently has in excess of 50 dogs boarding. This is because some owners have two or more dogs that are housed in the same kennels for companionship.
- Kennels 1–7, 10–18 and 28–33 are currently occupied.

Bookings for this week (the first week of the month)

Monday	Tuesday	Wednesday	Thursday
<p>Arriving</p> <ul style="list-style-type: none"> ○ Bill and Bert (2 large kennels) 7 days ○ Ebony (med kennel) 2 days ○ Pip and squeak (sharing med kennel) 14 days ○ Rufus (large kennel) 5 days <p>Going home</p> <ul style="list-style-type: none"> ○ None 	<p>Arriving</p> <ul style="list-style-type: none"> ○ Ziggy (med kennel) 5 days <p>Going home</p> <ul style="list-style-type: none"> ○ None 	<p>Arriving</p> <ul style="list-style-type: none"> ○ Lassie (med kennel) 7 days <p>Going home</p> <ul style="list-style-type: none"> ○ Ebony 	
Friday	Saturday	Sunday	To do
<p>Arriving</p> <ul style="list-style-type: none"> ○ Tyson (large kennel) 10 days <p>Going home</p> <ul style="list-style-type: none"> ○ None 	<p>Arriving</p> <ul style="list-style-type: none"> ○ Flo (small kennel) 2 days ○ Max (med kennel) 7 days <p>Going home</p> <ul style="list-style-type: none"> ○ Fudge and Pogo (sharing large kennels) ○ Rufus 		

Procedures at the Dintone Boarding Kennels for Dogs

Staffing: one member of staff to every 10 dogs.

Standard Operating Procedures (SOPs) for cleaning out kennels.

- 1 Raise the gate to allow the dog to go into the outside pen, wait for the dog to go outside and close the gate to lock it out.
- 2 Gather all tools and equipment: poo bags, bin liner, shovel, brush, squeegee, mop.
- 3 Mix water for cleaning – half a bucket of water, one pump of washing-up liquid plus one pump of disinfectant.
- 4 Remove all ancillary items – take to the sink, wash with hot soapy water and leave to dry.
- 5 Use poo bags to remove any faeces, place in bin liner.
- 6 Thoroughly sweep kennel out.
- 7 Tip water into kennel and mop kennel floor.
- 8 Squeegee kennel floor.
- 9 Set kennel back up with clean bedding, toys and water bowl.
- 10 Lock kennel door and open gate, allowing dog back in.
- 11 Put all equipment away.

Dog Registration Form

Owners Name	Phone number	Address
Dogs Photo	Dog's name	Breed
	Age	Sex
Veterinary practice	Any medical issues	
Normal Behaviour		
If my dog requires any treatment or emergency veterinary care I authorise this and understand that the Dintone Boarding Kennels for Dogs will provide the best care possible but boarding takes place at my own risk.		
Signed	Print	Date

The admission form used at the Dintone Boarding Kennels for Dogs

**Staff rota of the Dintone Boarding Kennels for Dogs for this week
(the first week of the month)**

Staff	Charlie	Ranjit	Sally	Caleb	Kaia	Paul
Mon a.m.	✓		✓		✓	✓
Mon p.m.	✓	✓		✓		✓
Tues a.m.	✓		✓	✓		✓
Tues p.m.		✓	✓	✓		✓
Weds a.m.	✓	✓	✓	✓	✓	
Weds p.m.	✓	✓	✓	✓	✓	✓
Thurs a.m.	✓	✓	✓	✓		
Thurs p.m.	✓			✓	✓	✓
Fri a.m.		✓		✓	✓	✓
Fri p.m.	✓		✓		✓	✓
Sat a.m.		✓	✓	✓	✓	
Sat p.m.	✓					✓
Sun a.m.					✓	
Sun p.m.		✓	✓			

Deliveries at the Dintone Boarding Kennels for Dogs this week

Monday: kennel fixtures and fittings and equipment as required.

Tuesday: disinfectant and cleaning products.

Wednesday: Cornshire Corn Mills delivery feed and ancillary items.

Daily routine	Weekly routine	Monthly routine
<p>07.00 Health check all dogs</p> <p>07.30 Put all dogs into outdoor runs and clean indoor kennels</p> <p>08.30 Walk all dogs</p> <p>10.00 Morning feeds</p> <p>10.30 BREAK</p> <p>10.45 Check computer and groom any dogs that require grooming</p> <p>11.30 Clean corridors, including drains</p> <p>12.00 Laundry</p> <p>12.30 Lunch</p> <p>13.30 Poop scoop all kennels</p> <p>14.00 Afternoon feeds</p> <p>15.00 BREAK</p> <p>15.15 Evening feeds</p> <p>15.45 Check computer and give long walks to any dogs that have paid for this extra</p> <p>16.15 Poop scoop and mop all kennels</p> <p>16.30 Short walks all dogs</p>	<p>Monday Check all kennels for any damage</p> <p>Wednesday Use Hoover to remove all dust from high areas</p> <p>Friday Deep clean all kennels in preparation for the weekend</p>	<p>First Monday of every month – disinfect all kennels and all kennel block with a DEFRA approved disinfectant.</p> <p>Second Monday of every month – wash all fabric bedding with disinfectant.</p> <p>Third Monday of every month – lift all drain grids clean drains and disinfect.</p> <p>Fourth Monday of the month – weed outside areas, clean windows, doors and outside sections of kennels.</p>

Council checklist for the licensing of boarding kennels

- 1 All kennels have kennel cards displayed that identify the dog contained, owner details, veterinary details, microchip number and other information about the dog.
- 2 Vaccination paperwork is photocopied and held on file in secure location.
- 3 All relevant paperwork is in place, including risk assessments.
- 4 All kennels are well constructed and safe.
- 5 All kennels are enclosed in a secure area to prevent escape.
- 6 Each kennel has a separate sleep area and exercise area.
- 7 Suitable isolation kennels are available in case of disease outbreak.
- 8 The kennels has a dog waste policy that involves double bagging, in line with council policy.
- 9 A secure exercise facility is available so all dogs can have some time off lead.
- 10 All feedstuffs are stored in a designated area away from the dog's kennels.

Set task

You must complete the following set task.

Use the information in this booklet to complete your review of the boarding kennel's routines and procedures.

You will complete your review under the following headings.

Activity 1: Review the **routine tasks and procedures** at the Dintone Boarding Kennels.

20 marks

Activity 2: Review the **Health and Safety** requirements at the Dintone Boarding Kennels.

15 marks

Activity 3: Review the **legal responsibilities** at the Dintone Boarding Kennels.

15 marks

END OF TASK

TOTAL FOR TASK = 50 MARKS

Activity 1: Review the **routine tasks and procedures** at the Dintone Boarding Kennels.

In your review you will need to consider how well the routine tasks and procedures:

- meet animal welfare needs
- follow a logical order
- have an appropriate frequency
- can be completed in the time available?

How do you think routine tasks and procedures should be improved and why?

20 marks

Handwriting practice area with 20 horizontal dotted lines.

A large rectangular area with a double-line border and rounded corners, containing 25 horizontal dotted lines for writing.

A large rectangular area with a double-line border and rounded corners, containing 25 horizontal dotted lines for writing.

Activity 2: Review the **Health and Safety** requirements at the Dintone Boarding Kennels.

In your review you will need to consider:

- how well health and safety requirements are being met.
- any changes to the day-to-day running of the kennels you would recommend and why.

15 marks

A large rectangular area containing horizontal dotted lines for writing the answer.

A large rectangular area with a double-line border and rounded corners, containing 25 horizontal dotted lines for writing.

Activity 3: Review the **legal responsibilities** at the Dintone Boarding Kennels.

In your review you will need to consider:

- how well legal responsibilities requirements are being met
- any changes to the day-to-day running of the kennels you would recommend and why.

15 marks

A large rectangular area with a solid top and bottom border and a dotted line for the left and right sides, containing 25 horizontal dotted lines for writing.

A large rectangular area with a double-line border and rounded corners, containing 25 horizontal dotted lines for writing.

Unit 4: Animal Welfare – mark grid

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should be prepared to award zero marks if the learner's response is not worthy of credit according to the mark grid.
- Where judgement is required, the mark grid will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The marking grids have been designed to assess learners' work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a levels-based marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Activity 1: Review the routine tasks and procedures at the Dintone Boarding Kennels

Indicative content

Answers should demonstrate understanding of why each issue could affect routine tasks and procedures and reasons why identified improvements could help.

Areas for discussion in response to the kennels, such as:

- kennels 28–36 do not have any outdoor pen
- there is no large kennel available for Tyson arriving on Friday
- in the SOP it states detergents and disinfectants are mixed together
- the bedding is being washed with soap powder
- the equipment not being washed and disinfected before being put away, ancillary items should be disinfected rather than washed with detergents, and no cleaning of outdoor pen.

Staffing issues such as:

- only one member of staff working Sunday a.m.
- only two members of staff working Saturday p.m. and Sunday p.m.
- time issues of completing all tasks and health and safety implications.
- staffing levels are inconsistent throughout the week.

Issues linked to daily, weekly and monthly routines such as:

- dogs are not given water
- not all feed times are appropriate, no final health checks take place
- kennel damage checks
- deep clean before weekend suggests weekend cleaning is less thorough
- use of disinfectants for both kennels and bedding materials
- drain cleaning frequency.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Routine tasks and procedures	0	1–5	6–10	11–15	16–20
	No rewardable material.	<ul style="list-style-type: none"> Limited understanding of how the five needs are met in the given context. Limited analysis of prioritising tasks according to the context. Limited evaluation of routines and procedures in the given context. Makes relevant connections, with limited justification, between routine tasks and how they meet animal welfare. 	<ul style="list-style-type: none"> Adequate understanding of how the five needs are met in the given context. Some analysis of prioritising tasks according to the context. Some evaluation of routines and procedures in the given context. Makes relevant connections, with some justification, between routine tasks and how they meet animal welfare. 	<ul style="list-style-type: none"> Detailed understanding of how the five needs are met in the given context. Detailed analysis of prioritising tasks according to the context. Detailed evaluation of routines and procedures in the given context. Makes relevant connections, with detailed justification, between routine tasks and how they meet animal welfare. 	<ul style="list-style-type: none"> Comprehensive understanding of how the five needs are met in the given context. Comprehensive analysis of prioritising tasks according to the context. Comprehensive evaluation of routines and procedures in the given context. Makes relevant connections, with comprehensive justification, between routine tasks and how they meet animal welfare.

Activity 2: Review the Health and Safety requirements at the Dintone Boarding Kennels

Indicative content

Answers should demonstrate understanding of how well health and safety is being achieved and reasons why identified changes to day-to-day running of kennels could help.

Areas for discussion in response to the kennels health and safety requirements, such as:

- the Kennel procedures states a ratio of one member of staff to 10 dogs, however this is not consistent throughout the stimulus material
- throughout the stimulus material in any policies or SOP there is no mention of any personal protective equipment (PPE) or instances/situations when it should be worn.

There are gaps in the stimulus material, such as:

- there are no details about policies/procedures for reading dog behaviour body language, any traffic light system so that junior members of staff cannot deal with aggressive dogs, handling and restraining and use of handling and restraining equipment.

Assessment focus	Band 0	Band 1	Band 2	Band 3
Health and safety Requirements	0 No rewardable material.	1–5 <ul style="list-style-type: none"> • Generic knowledge and understanding of health and safety with minimal reference to given context. • Limited analysis of routine tasks and how they meet health and safety. • Makes simple connections between the importance of safe working practices and the given context, with minimal evaluation. 	6–10 <ul style="list-style-type: none"> • Relevant knowledge and understanding of health and safety requirements with some appropriate references to the given context. • Some analysis of routine tasks and how they meet health and safety. • Makes some relevant connections between the importance of safe working practices and the given context, with some developed evaluation. 	11–15 <ul style="list-style-type: none"> • Relevant and detailed knowledge and understanding of health and safety requirements with appropriate references to the given context. • Detailed analysis of routine tasks and how they meet health and safety. • Makes relevant and appropriate connections between the importance of safe working practices and the given context, with a well-developed evaluation.

Activity 3: Review the legal responsibilities at the Dintone Boarding Kennels

Indicative content

Answers should demonstrate understanding of how well legal responsibilities are being met and reasons why identified changes to day-to-day running of kennels could help.

Areas for discussion in response to the legal requirements, such as:

- there is no mention or no presence of Control of Substances Hazardous to Health (COSHH) Regulations 2002 data sheets, or the name of disinfectant used, therefore in the case of ingestion/spillage etc. an active ingredient could not be identified.

Gaps in the stimulus material should be acknowledged, such as:

- there are no details about health and safety policy/procedure, risk assessment, nominated first aider etc.
- under the Animal Boarding Establishments Act 1963, dogs must have both an indoor and an outdoor area, and the large kennels do not have an outdoor area available to them
- also under this act there must be an isolation kennel and an exercise area, neither of which are present at the kennels
- there is no reference to the Dangerous Dogs Act 1991 or Microchipping of Dogs (England) Regulations 2015 on the admission form/any of the routine or procedures information provided
- there is no mention of lone working under the Health and Safety at Work etc. Act 1974 or Management of Health and Safety at Work Regulations 1999.

Assessment focus	Band 0	Band 1	Band 2	Band 3
Legal responsibilities	0 No rewardable material.	1–5 <ul style="list-style-type: none"> • Generic knowledge and understanding of legal responsibilities and requirements, with minimal reference to given context. • Limited analysis of routine tasks and how they meet legal responsibilities. • Makes simple connections between the importance of legal responsibilities and the given context, with minimal evaluation. 	6–10 <ul style="list-style-type: none"> • Relevant knowledge and understanding of legal responsibilities and requirements, with some appropriate references to the given context. • Some analysis of routine tasks and how they meet legal responsibilities. • Makes some relevant connections between the importance of legal responsibilities and the given context, with some developed evaluation. 	11–15 <ul style="list-style-type: none"> • Relevant and detailed knowledge and understanding of legal responsibilities and requirements, with appropriate references to the given context. • Detailed analysis of routine tasks and how they meet legal responsibilities. • Makes relevant and appropriate connections between the importance of legal responsibilities and the given context, with a well-developed evaluation.

SAMPLE ASSESSMENT MATERIALS (SAMs)



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