BTEC

BTEC Level 2 Technical Diploma in
ANIMAL CARE

SPECIFICATION

First teaching: September 2017 | First certification: Summer 2018

ISSUE 5

Pearson

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Edexcel, BTEC and LCCI qualifications

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About Pearson

Pearson is the world's leading learning company, with 25,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 5. The latest issue can be found on the Pearson website: qualifications.pearson.com

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Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace, either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In these new BTEC Level 2 Technicals, the focus is on the development of technical, practical and transferable work-related skills, and sector-specific knowledge. The development of these skills is key for learners to progress to work or to an Apprenticeship.

When creating the BTEC Level 2 Technicals, we worked with employers to ensure that the qualifications meet their needs. Employers are looking for recruits with the appropriate technical knowledge, and technical and transferable skills essential for employment.

The BTEC Level 2 Technicals meet these requirements through:

- a range of occupationally-related qualifications, each with a clear purpose, so that there is a qualification to suit each learner's plan for career progression
- up-to-date content that is closely aligned with employers' needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means that some assessments and projects are set by the centre to meet local needs, while others are set and marked by Pearson. This ensures that there is a core of skills and understanding common to all learners. For example, an externally-set test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We provide a wealth of support, both resources and people, to ensure that learners and their tutors have the best possible experience during their course. See *Section 11 Resources and support* for details of the support we offer.

A word to learners...

BTEC Level 2 Technicals will demand a lot of practical work from you. You will need to:

- complete a range of units
- be organised
- take some assessments that Pearson will set and mark
- take other assessments that will demonstrate your technical and practical skills
- keep a portfolio of your assignments.

But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to go on to work or to an Apprenticeship – success in your BTEC Level 2 Technical qualification will help you to progress to the next stage in your life.

Good luck, and we hope you enjoy your course.

Collaborative development

Learners completing their BTEC Level 2 Technicals will be aiming to go on to employment or to an Apprenticeship. It was essential therefore that we developed these qualifications in close collaboration with experts from professional bodies and businesses, and with the providers who will be delivering the qualifications. We are grateful to all the further education lecturers, tutors, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Employers, professional bodies and further education providers that have worked with us include:

British Veterinary Association

British Wildlife Centre

James Woodward, Head of Education, Drusillas Park

Pet Industry Federation

In addition, professional bodies and businesses have provided letters of support confirming that these qualifications meet their recruitment requirements. These letters can be viewed on our website.

Summary of Pearson BTEC Level 2 Technical Diploma in Animal Care specification Issue 4 changes

Summary of changes made between previous issues and this current issue	Page number
Unit 2: Animal Biology A4 'recessive' has been removed	Page 29
Unit 4: Animal Welfare B3, C3, D3, E3 and F3 Animal Welfare (England) 2006 has been replaced with Animal Welfare (Licensing of Activities Involving Animals 2018) (England) Regulations 2006.	Pages 54, 55, 56 and 57

Contents

Pearson BTEC Level 2 Technicals

Introduction

BTEC Level 2 Technicals are intermediate qualifications for post-16 learners who want to specialise in a specific occupation, occupational area or technical role. They prepare learners for work or an Apprenticeship by giving them the opportunity to develop sector-specific knowledge, technical and practical skills, and to apply these skills in work-related environments. The qualifications also provide progression to Level 3 Tech Level qualifications.

Developed in close conjunction with leading employers, BTEC Level 2 Technicals also develop transferable workplace skills, such as good communication and the ability to work in a team, which employers have identified as essential for gaining employment in the sector and for progression once the learner is working.

At the core of these qualifications is the concept of preparing young people for the working world. Through practical activities and occupationally-fit-for-purpose assessments, learners will gain the skills and behaviours needed for sustainable employment.

BTEC Level 2 Technicals are designed to be used flexibly, depending on their size and scope:

- as part of a full-time 16–19 study programme, alongside mathematics and English GCSEs and/or Functional Skills, work placement and enrichment activities
- as the technical qualification within an Apprenticeship or off-the-job training for those already in work
- as a roll-on, roll-off programme for those entering an Apprenticeship or employment.

Pearson has developed the BTEC Level 2 Technicals suite to meet the Department for Education (DfE) requirements for qualifications to be offered as Technical Certificates for 16–19 year olds.

This specification contains the information you need to deliver the Pearson BTEC Level 2 Technical Diploma in Animal Care (QN 603/0420/0). The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

1   Pearson BTEC Level 2 Technical Diploma in Animal Care

Purpose

Who is the qualification for?

This qualification is for learners who want to start a career in animal care. It is designed for post-16 learners and can be taken as part of a wider study programme. It is an ideal qualification for learners intending to progress directly to employment in animal care, or to an animal care Apprenticeship.

What does the qualification cover?

This qualification has been developed in consultation with employers in the animal care sector to ensure it enables learners to develop the skills and behaviours that will give them the best opportunity to be successful when applying for work.

All the content of the qualification is mandatory and relates directly to the skills, knowledge and behaviours expected by employers in the animal care sector. The areas learners will cover include:

- practical animal health
- animal biology and health
- animal care work placement
- animal welfare
- animal behaviour assessment and safe handling
- feeding, accommodation and moving animals.

Learners will also enhance their broader skills in literacy and numeracy, which will be invaluable in supporting progression in other areas. In addition, they will develop transferable technical and practical skills in communication (working with colleagues, customers and clients), and research and project work (providing you with an opportunity to demonstrate your reflective practice by suggesting alternative approaches to a problem).

What could this qualification lead to?

Achieving this qualification will give learners an advantage when applying for a job in animal care. The types of jobs they will be ready for are:

- animal care worker
- animal care assistant in an animal business, charity or wildlife trust
- kennel or cattery worker.

When studied as part of a full study programme, this qualification also gives learners a sound basis to progress further within the animal sector to a Level 3 qualification such as a Pearson BTEC Level 3 National Diploma in Animal Management.

About the animal care sector

The animal care sector is developing rapidly from a low-grade, largely manual sector into a service industry meeting the broad demands of the animal-owning and interested public.

Animal care is worth £1 billion to the UK economy. This sector has 20,000 businesses, 78,000 employees and many volunteers. There are many different career paths and opportunities for those wishing to work in animal care, which range from working with small to large animals, and domesticated to exotic animals, in subsector areas such animal welfare, business, science and wildlife conservation.

2 Structure

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 2 Technical Diploma in Animal Care is a qualification having:

- Total Qualification Time: 530 hours
- Guided Learning: 360 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the units.

Qualification structure

Learners are required to complete and achieve all the units included in this qualification.

Pearson BTEC Level 2 Technical Diploma in Animal Care				
Unit number	**Unit title**	**GLH**	**Type**	**How assessed**
1	Practical Animal Health	**60**	Mandatory	Internal
2	Introduction to Animal Biology and Health	**60**	Mandatory	External
3	Animal Care Work Placement	**60**	Mandatory	Internal
4	Animal Welfare	**60**	Mandatory	External
5	Animal Behaviour Assessment and Safe Handling	**60**	Mandatory	Internal
6	Feeding, Accommodating and Moving Animals	**60**	Mandatory	Internal Synoptic

This qualification has 100% mandatory content and 33.3% external assessment.

Qualification and unit content

Pearson has developed the content of this qualification in collaboration with employers and representatives from relevant professional bodies and further education providers. In this way, we have ensured that content is up to date and that it includes the knowledge, technical and practical skills and behaviours required to work in the sector and occupational area.

All units in this qualification are mandatory, which provides a balance of breadth and depth, ensuring that all learners develop the technical and practical skills required in the occupational area. Learners are then offered the opportunity to develop a range of transferable skills and attributes expected by employers. It is expected that learners will apply their learning to relevant employment and sector contexts during delivery and that they will have opportunities to engage meaningfully with employers.

BTECs have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing practical, work-related tasks that encourage the development of appropriate work-related behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, and planning and completing tasks to high standards, all of which are valued in the workplace.

Our approach provides rigour and balance and promotes the ability to apply learning immediately in new contexts.

Some of the units within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver subject to confirmation by your Standards Verifier.

Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to skills and occupationally-based qualifications at this level.

External assessment

In this qualification, there are two external assessments, which assess units that contribute 33.3% of the total qualification GLH. The external assessments for this qualification take the form of a task, which allows learners to apply their skills and knowledge in context to a realistic work-based activity, and an onscreen test that includes a variety of onscreen item types and allows learners to apply their knowledge to several work-related contexts. Each external assessment is linked to a specific unit as indicated in the qualification structure on the previous page.

These methods have been used to externally assess the identified units because they are best suited to draw out the evidence to exemplify the expectations of each unit. The task is appropriate for assessing the theory of animal routine welfare, health and safety in animal environments, and relevant legal responsibilities and how these relate to real animal work-based environments. The test is suitable for assessing the theory of the physical systems and structures of animals, their sensitivity to their environment, how they digest food and gain nutrition and how they reproduce. These methods allow learners to demonstrate their knowledge and understanding of these areas against the full grade range.

Each external assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners must achieve both external units at Pass grade or above to achieve the qualification. Learners are permitted to resit the external assessments once during their programme by taking a new assessment.

For further information on external assessment see *Section 7 External assessment*.

Internal assessment

Units 1, *3*, *5* and *6* are assessed through internal assessment. Internal assessment allows learners to apply technical knowledge and demonstrate mastery of practical and technical skills through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Internal assessment is through assignments that are subject to external standards verification. We provide suggestions in each unit for setting assignments. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final assessment for each unit.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners must achieve all the internal units at Pass grade or above to achieve the qualification. For further information on internal assessment, including resubmissions, see *Section 6 Internal assessment*.

Synoptic internal assessment

There is one internal unit that provides the main synoptic assessment for this qualification. This synoptic assessment is designed to take place towards the end of the programme and draws on the learning throughout. The design of this assessment ensures that there is sufficient stretch and challenge, enabling the assessment of sector-related knowledge and technical and practical skills at the end of the learning period.

The synoptic assessment for this qualification is based on *Unit 6* and takes the form of a practical demonstration of feeding, accommodating and moving animals. This will enable learners to apply their knowledge and skills from *Units 1*, *2*, *3*, *4* and *5* in an integrated way to a realistic work situation.

In delivering the unit, you need to encourage learners to draw on their broader learning so that they are prepared for the assessment.

Language of assessment

Assessment of the internal and external units for this qualification will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 8 Administrative arrangements*.

Grading of the qualification

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of the practical skills required for employment in the specific sector and successful development of transferable skills.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All units in the qualification contribute proportionately to the overall qualification grade.

The qualification is graded using a scale of PP to DD. Please see *Section 10 Understanding the qualification grade* for more details.

The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

Employer involvement

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and learners, and furthers collaboration between the learning and skills sector and industry.

You need to ensure that all learners have the opportunity to undertake meaningful activity involving employers during their course.

Examples of 'meaningful activity' include:

- structured work placements that develop skills and knowledge relevant to the qualification/industry
- project(s), exercise(s) and/or assessments/examination(s) set with input from industry practitioner(s)
- units delivered or co-delivered by an industry practitioner(s); this could take the form of master classes or guest lectures
- industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work of practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or all assessments for a qualification.

Meaningful employer involvement, as defined above, must be with employers from the animal care sector and must contribute significantly to at least one unit, in addition to work placement requirements.

For this qualification, the following unit has specified mandatory requirements for employer involvement in delivery and assessment:

- *Unit 3: Animal Care Work Placement* – this unit requires learners to spend 75 hours in a real working environment. Learners must have a work placement to facilitate this assessment. Please see the unit for information on the requirements for work placement. Suggested evidence records for the work placement can found on the Pearson website.

We have also provided suggestions, within the units, on how employers could become involved in the delivery and/or assessment of this qualification.

These are suggestions only and there will be other possibilities at local level. Centres may choose to use other approaches but must ensure that these meet the requirement for meaningful employer involvement as defined above. Centres must have an employer involvement plan in place at the start of the programme. It must detail their approach to employer involvement and how it will add value to the delivery and assessment of the qualification.

Each centre's approach to employer involvement will be monitored in two ways. It will be monitored at centre level as part of the annual quality management review process and captured as part of the standards verification process that addresses centre strategy for delivery, assessment and quality assurance, when we will ask you to show evidence of how employer involvement is provided for all learners. You will need to show evidence in order to gain reporting clearance for certification. It will also be monitored at programme level as part of the standards verification process to confirm that plans for employer involvement meet the requirements of the specification. These approaches are designed to ensure that additional activities can be scheduled where necessary so that learners are not disadvantaged (see *Section 9: Quality assurance*).

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- internal units
- external units.

This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Internal units

Section	Explanation
Unit number	The number is in a sequence for the qualification.
Unit title	This is the formal title of the qualification and appears on certificates.
Level	All units are at Level 2 on the national framework.
Unit type	This says if the unit is mandatory or optional for the qualification. See *Section 2 Qualification structure* for details.
Assessment type	This says how the unit is assessed – i.e. whether it is external, internal or synoptic internal. See *Section 2 Qualification structure* for details.
GLH	Units may have a GLH value of 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where learners should be developing and demonstrating their skills or where they should be actively researching or reviewing.
Unit summary	This section helps tutors to see at a glance the main content areas against the learning aims and the structure of the assessment. The forms of evidence given are suitable to fulfil the requirements.
Content	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
Assessment criteria	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades.
Essential information for assessment decisions	This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification. It is important that this is used carefully alongside the assessment criteria.
Assessment activity	This section provides information, suggested scenarios and tasks for summative assessment activities.
Further information for tutors and assessors	The section gives you information to support the delivery and assessment of the unit.
Delivery guidance	This section offers suggestions of ways of delivering the unit. It offers ideas on practical activities in a sector context that can be used to help develop relevant skills and to encourage progress.
Essential resources	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see *Section 11 Resources and support*.
Links to other units	This section shows you the main relationships of units to other units. This can help you to structure your programme and make the best use of available materials and resources.
Employer involvement	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

External units

Section	Explanation
Unit number	The number is in a sequence for the qualification.
Unit title	This is the formal title of the qualification and appears on certificates.
Level	All units are at Level 2 on the national framework.
Unit type	This says if the unit is mandatory or optional for the qualification. See *Section 2 Qualification structure* for details.
Assessment type	This says how the unit is assessed – i.e. whether it is external, internal or synoptic internal. See *Section 2 Qualification structure* for details.
GLH	Units may have a GLH value of 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
Summary of assessment	This sets out the type of external assessment used and the way in which it is used to assess achievement.
Assessment outcomes	These show the hierarchy of knowledge, understanding, skills and behaviours assessed. For tested units, they include information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
Essential content	For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.
Grade descriptors	We use grade descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
Key terms typically used in assessment	These definitions will help you to analyse requirements and to prepare learners for assessment.
Links to other units	This section shows the main relationships of units to other units. This section can help you to structure your programme and make the best use of available materials and resources.
Employer involvement	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

Units

Unit 1: Practical Animal Health

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners develop skills in practical animal health, disease/parasite prevention, cleaning and care, and essential animal grooming techniques for a range of animal species.

Unit introduction

Do you want to learn the best ways to care for animals? Working to promote animal health and welfare is important for anyone planning to work in the animal care sector, particularly when supporting both day-to-day animal health and practical care.

In this unit, you will develop the skills needed to monitor and maintain the health and wellbeing of animals, to promote animals' welfare. You will learn about common health disorders, their prevention and responses, and the principles and practices of animal first aid. You will be involved in realistic animal health situations, which will enable you to develop the skills and confidence needed for employment in the sector. On successful completion of this unit, you will have developed skills in everyday care routines that ensure optimum animal health and wellbeing, and an understanding of how good animal care can prevent ill health.

The skills and knowledge developed in this unit can be applied in a range of animal worker job roles, for example a cattery assistant, dog groomer, pet shop assistant and so on.

Learning aims

In this unit you will:

A Monitor and maintain the health and wellbeing of animals

B Groom animals and use preventative medications

C Apply animal first-aid principles and practices.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Monitor and maintain the health and wellbeing of animals	**A1** Signs of normal and abnormal health in animals **A2** Routine animal health checks and wellbeing strategies	A report on animal health, to include observation records/ witness statements that evidence practical activities.
B Groom animals and use preventative medications	**B1** Appropriate preventative medications for animals **B2** Requirements for grooming **B3** Practical grooming	Logbook of grooming and first-aid procedures, including authenticated audio-visual evidence, written reflections of feedback to practical work carried out.
C Apply animal first-aid principles and practices	**C1** Common animal emergencies and their responses **C2** Principles of animal first aid **C3** First-aid procedures for common animal injuries and ailments	

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Animal grooming • Animal health assessment • First-aid procedures • Preventative measures	• Animal first-aid processes • Grooming methods • Prevention of ill health • Signs of animal health	• Problem solving and communication • Managing information • Self-management and development • Thinking skills/adaptability • Working with others

Unit content

Knowledge and sector skills

Learning aim A: Monitor and maintain the health and wellbeing of animals

A1 Signs of normal and abnormal health in animals

- Signs of normal health:
  - o healthy eyes, ears, mouth, nose
  - o condition of skin/hair/fur/feathers
  - o good appetite
  - o normal bodily functions
  - o movement/posture
  - o normal temperature, pulse and respiration (TPR).
- Signs of abnormal/ill health:
  - o discharges from eyes, ears, mouth, nose
  - o poor condition, loss of skin/hair/fur/feathers
  - o unusual appetite/thirst
  - o unusual bodily functions, e.g. defecating, urination
  - o unusual movement/posture
  - o presence of unusual lumps, bumps, parasites, swellings
  - o change in socialisation
  - o abnormal TPR.

A2 Routine animal health checks and wellbeing strategies

- Monitoring health during young, old, ill, pregnant life stages:
  - o date and time
  - o individual/group health records
  - o recording outcomes
  - o appropriate frequency of monitoring
  - o typical causes of animal diseases/disorders
  - o common animal diseases and disorders (viral, bacterial, fungal, metabolic diseases, stress)
  - o common signs and symptoms for selected species, e.g. for a dog – parvovirus, kennel cough, diabetes
  - o routine responses to abnormal and ill health observed.
- Wellbeing strategies for animals contextualised for young, old, ill, pregnant, lactating life stages:
  - o social/emotional needs of animals
  - o exercise/stimulation
  - o environmental enrichment.

Learning aim B: Groom animals and use preventative medications

B1 Appropriate preventative medications for animals

Worming and flea medications:

- topical, oral, supplements
- methods of application
- dosage by species, age, size
- contraindications.

B2 Requirements for grooming

- Breed requirements and standards.
- Coat condition.
- Medical history.
- Owner's requirements, e.g. owner preference, length of fur around eyes/ears.
- Animal's temperament.
- Problems, e.g. poor animal health, matted coat, animal's behaviour, owner's temperament and requirements.

B3 Practical grooming

- Preparation:
  - assessment of animal
  - clean area
  - appropriate selection and maintenance of equipment, e.g. scissors, brushes, combs, rakes, de-matting equipment.
- Reasons for grooming:
  - aesthetic, health, hygiene, cleanliness, bonding and socialisation.
- Practical tasks related to showing animals:
  - wash and shampoo the fur/hair (breed specific)
  - coat preparation, e.g. de-matting, combing, brushing.
- Grooming for dogs, cats, rabbits, guinea pigs:
  - use grooming equipment, e.g. de-shedding tools, scissors, brushes, combs, rakes, de-matting equipment
  - nail trimming.
- Correct handling:
  - use of muzzles and other restraining equipment appropriate to species
  - identification of stress
  - management of stress
  - ensure owner is content with the standard of grooming when complete.

Learning aim C: Apply animal first-aid principles and practices

C1 Common animal emergencies and their responses

- Poisoning, fractures, seizures, bleeding, burns, heatstroke, shock.

C2 Principles of animal first aid

- Rules and aims of first aid and how to apply to situations.
- Reporting emergencies.
- Legal limitations and implications of first aid.
- Contents of first-aid box (bandages, dressings, surgical tape, cotton wool, towel, scissors, disposable gloves, tweezers).
- How to deal with an emergency situation, lines of reporting problems.

C3 First-aid procedures for common animal injuries and ailments

- Recognition of when first aid can be applied and own personal limitations – identification of when it should be referred to a veterinary surgeon.
- First-aid processes and procedures:
  - bandaging techniques, wound cleaning
  - resuscitation
  - splinting
  - tourniquets
  - dealing with shock
  - dealing with internal/external bleeding
  - contents of first-aid box/kit (bandages, dressings, surgical tape, cotton wool, towel, scissors, disposable gloves, tweezers).
- First-aid situations:
  - road traffic accident
  - poisoning (both internal and external)
  - shock
  - sting/bite and severe allergies
  - cut pads/injured hooves, foreign bodies, e.g. grass seeds.

Transferable skills

Problem solving and communication

- Communicating effectively to ensure stress during handling and restraint is kept to a minimum and the safety of all involved is maintained.

Managing information

- Reporting on signs of health and ill health to ensure a trail of signs is kept.

Self-management and development

- Development of skills in animal grooming and first aid.

Thinking skills/adaptability

- Quickly adapting own actions in response to animal health scenarios.

Working with others

- Interpreting the needs of colleagues when working around animals.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Monitor and maintain the health and wellbeing of animals		
A.P1 Identify normal and abnormal signs of health in animals.	**A.M1** Assess the causes of abnormal/ill health in animals.	**A.D1** Evaluate different wellbeing strategies in the prevention of abnormal/ill health in animals.
A.P2 Complete routine health checks on animals safely.		
A.P3 Identify wellbeing strategies for animals.		
Learning aim B: Groom animals and use preventative medications		
B.P4 Complete preparation for, and appropriate grooming of, animals.	**B.M2** Describe reasons for the selection and use of grooming techniques carried out for different coat types.	**B.D2** Explain the benefits of grooming techniques and animal medication carried out for animals.
B.P5 Carry out routine animal medications safely.		
Learning aim C: Apply animal first-aid principles and practices		
C.P6 Identify the contents of an animal first-aid box.	**C.M3** Describe how the contents of an animal first-aid box can be used to treat common injuries/disorders.	**C.D3** Evaluate the appropriate response to a given first-aid situation.
C.P7 Demonstrate first-aid procedures on different animal species.		

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

- confidently carry out animal health checks without any intervention

- accurately provide comprehensive information on how different social, physical and environmental wellbeing strategies can be tailored to prevent animal abnormal/ill health, relating to scenarios addressed for merit

- relate information to animal health assessments carried out wherever possible, however good quality audio-visual materials can be used.

For merit standard, learners will:

- carry out animal health checks effectively

- provide detailed information that demonstrates understanding of how the key causes of abnormal/ill health can be identified by poor health signs

- cover the abnormal/ill health examples listed in the unit content. These should be in the context of different animal species, to include a minimum of two examples each from: mammal, avian **or** aquatic, reptile **or** amphibian (to a total of 6). Good quality audio-visual materials can be used when naturally occurring animal health or abnormal health examples are not available at the time of assessment.

For pass standard, learners will:

- cover the signs of normal and abnormal health as listed in the unit content

- carry out animal health checks on different animal species in real-life situations, however good-quality audio-visual materials can be used when naturally occurring animal health or abnormal health examples are not available at the time of assessment

- provide essential information on appropriate wellbeing strategies. Animal species must include a minimum of two examples each from (to a total of 6): mammal, avian **or** aquatic, reptile **or** amphibian.

Learning aim B

For distinction standard, learners will:

- demonstrate excellent grooming of animals

- demonstrate confident application of worming and flea treatments without intervention

- provide accurate information on the benefits of grooming techniques and preventative medications, taking into account the species and breed requirements, temperament and individual health needs

- show evidence of excellent animal welfare throughout the practical element.

For merit standard, learners will:

- demonstrate effective animal grooming to meet the need, style and coat type for three animals including at least one cat or dog

- administer worming and flea treatments to two different animal species

- provide information and justification for own selection and use of different grooming techniques

- show evidence of good animal welfare throughout the practical element.

For pass standard, learners will:

- demonstrate appropriate animal grooming of three animals including at least one cat or dog

- administer worming and flea treatments to two different animal species

- show evidence of animal welfare throughout the practical element.

Learning aim C

For distinction standard, learners will:

- demonstrate their understanding of a given first-aid event, including related factors

- complete a practical case study or simulation, detailing how they would carry out emergency first aid in a given unfamiliar scenario.

For merit standard, learners will:

- demonstrate their knowledge of how the different first-aid materials can be used to treat common injuries/disorders

- cover the items listed in the unit content.

For pass standard, learners will:

- provide information on the items in a typical animal first-aid kit, as listed in the unit content

- demonstrate first-aid responses to three different animal species.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

Suggested scenario

You have recently been employed by an animal rescue centre that accommodates a range of species from small animals to dogs and horses. Part of your new role is to maintain the health and welfare of the animals that are staying there and to carry out health checks on animals that have been rescued and brought to the centre. You need to show you can care for these animals and know when to refer them for additional treatment from a veterinary practice.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

As above, but with alternative animal species.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners could participate in a range of animal health monitoring situations to explore existing skills and develop new ones. The correct identification of good health indicators will support the recognition of ill health and what may need to be done to support the animal's welfare.

Learners should be encouraged to develop their observational skills and compare a range of animals.

Learners can build their understanding of how to care for animals' wellbeing and how they can use preventative strategies to ensure animals do not become ill.

Suggested time: about 3 hours.

Activity: Signs of animal health

Learners could visit an animal rescue centre and observe a range of animals to record signs of health and any ill health they may identify. Learners need to develop their ability and confidence to carry out routine health checks; they can create their own recording documentation and list parts of the animal they would observe and note any abnormalities.

Learners can administer strategies, e.g. flea treatments, and identify what they have observed with the animal to warrant the particular treatment.

Suggested time: about 6 hours.

Activity: Animal grooming

Learners can prepare an animal for grooming, looking at the general health of the animal. Before grooming, the animal can be weighed and its diet discussed with the owner to explore the condition of the animal. The history of the animal needs to be established to ensure its welfare is considered, so information such as vaccinations and previous parasitic treatments will allow learners to have a better understanding of the animal's health before grooming.

Preparation for the grooming activity should be planned by learners, to include equipment needed (appropriate to the species and breed), the restraint and approach and any other factors such as the animal's temperament.

Suggested time: about 8 hours.

Activity: Animal health

Tutors can arrange access to a veterinary practice or a guest speaker to discuss common ailments, disorders and injuries, and how they could be prevented. Learners could either observe different animals that show a range of diseases, or the guest speaker can use high-quality videos/photographs to show common diseases and disorders that animals can suffer from.

Learners could be given laminated cards with appropriate photos/diagrams of common animal injuries, and they would have to describe first-aid techniques that would be appropriate.

Suggested time: about 8 hours.

Activity: Animal health assessment

Learners have to complete practical assessments of animals' health by carrying out routine observations and monitoring each animal's temperature, pulse and respiration rates.

Learners should research the normal rates for a range of species and then make judgements on the animals they complete the health checks on to decide if the animal has a normal or abnormal rate. Learners can explain the reasons for common abnormalities and when they might refer an animal to a veterinary surgeon.

Suggested time: about 4 hours.

Essential resources

For this unit, learners must have access to:

- a range of individual animals from domestic and captive species, to include:
  - o at least two small/companion animals, e.g. cat, rabbit, guinea pig, hamster
  - o at least one reptile animal, e.g. lizard, snake, tortoise
  - o at least one avian animal, e.g. duck, chicken, budgie, cockatiel
  - o at least one large/livestock animal, e.g. pig, sheep, goat
- essential animal grooming equipment such as brushes, scissors, combs.

Learners should have the opportunity to practise animal health situations with a variety of animals from the categories above. All learners should have access to these animals, and at all times there must be an emphasis on the welfare of the animals used and the health and safety of learners. It is essential to plan the use of all the animals required to ensure that the animals are not stressed or overused.

Links to other units

This unit has strong links to:

- Unit 3: Animal Care Work Placement
- Unit 5: Animal Behaviour Assessment and Safe Handling
- Unit 6: Feeding, Accommodating and Moving Animals.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers talking about how they respond to animal emergency scenarios
- work placement that could give learners the opportunity to continue development of animal health assessment skills and grooming techniques
- own business materials as exemplars, e.g. literature from a wildlife rescue centre
- support from local business staff as mentors, e.g. a zoo worker could demonstrate how they check on animal health.

Unit 2: Introduction to Animal Biology and Health

Level: **2**
Unit type: **Mandatory**
Assessment type: **External**
Guided learning hours: **60**

Unit in brief

Learners gain the knowledge and understanding of animal biology needed for practical animal health and disease management.

Unit introduction

Have you ever thought about the astonishing variety of animals in the world? How they control their actions and stay healthy? There are lots of ways in which animals are amazing: from the ways they can use different parts of food to make their bodies work to how they are built to defend against disease.

In this unit, you will study the ways in which the structure of animals is related to their normal health and function, as well as instances where they are not considered to be healthy and how to recognise this. You will look at the structure and functions of the circulatory and respiratory systems in gaining and moving important materials around the body, and the structure of digestive systems in different animals. Along with this, you will develop an awareness of the different types and preparations of feeds, and gain an understanding of why adaptations to digestive systems in different animals mean that they can only be healthy when they are fed appropriate diets. You will study how animals interact with and react to their environments, along with how they reproduce, which can help those working with animals to plan for and understand their different housing and handling needs. In addition, you will learn about the different pathogens that can cause animals to be ill and the different ways in which animals have developed to prevent and deal with this, as well as how humans can play a part in preventing and treating diseases in animals.

When you have finished this unit, you will have gained knowledge and understanding about animal biology and how this links with health, which will help you in an assistant role when working with animals.

Summary of assessment

This unit is assessed using an onscreen test, set and marked by Pearson. The test contains different types of question and is worth 60 marks. The test duration is 75 minutes. The assessment is available on demand. The first assessment is available in January 2018. Sample assessment materials will be available to help centres prepare learners for assessment.

The examination consists of a variety of question types, including fixed-response and short-answer questions. A number of short-answer questions will be followed by contextualised, structured questions with sub-questions. Some questions and sub-questions will be based on background and stimulus information given in the examination paper, such as images, text and data. These will assess learners' knowledge and understanding of the structure and function of animal body systems and processes, the methods used to monitor and assess animal health, and to prevent, control and treat diseases in animals caused by pathogens and parasites.

UNIT 2: INTRODUCTION TO ANIMAL BIOLOGY AND HEALTH

Assessment outcomes

AO1 Demonstrate knowledge and understanding of structure, function and biological processes in animal body systems

Command words: apply, complete, define, describe, explain, give, identify, label, name, state, select

Marks: ranges from 1 to 4 marks

AO2 Analyse information about biological processes related to animal health

Command words: analyse, compare, complete, explain, select

Marks: ranges from 1 to 4 marks

AO3 Apply knowledge and understanding to assessing and responding to animal health needs

Command words: analyse, calculate, compare, describe, discuss, explain, give, identify, match, name, select, state

Marks: ranges from 1 to 4 marks

AO4 Make reasoned connections between animal biology and health in realistic scenarios

Command words: analyse, assess, compare, describe, discuss, identify, explain, select, state

Marks: ranges from 1 to 4 marks

Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

Ranges considered normal for animal heart rates, temperature, weights and respiratory rates will be given to learners in the test.

A Mammals

Learners must know and understand the relationships between mammalian biology and health in cats, dogs, pigs, sheep, cows, rabbits, guinea pigs and hedgehogs. They must be able to demonstrate their understanding and interpret and apply relevant information to each of these named species in the following care contexts, as appropriate: companion animals in boarding establishments, livestock in a smallholding, small animals in pet shops and British wildlife in rehabilitation centres.

A1 Structure and sensitivity to the environment

Learners should understand how the basic anatomy and sensitivity of mammals is linked to how they interpret the environment, and the impact of this on suitable handling, housing and health.

- Identification of anatomy, adaptations and sensitivity to external stimuli where appropriate:
  - eyes
  - ears
  - whiskers
  - tongue and nose
  - skin, fur and spines.
- Considerations for housing and handling to prevent injury to handlers and animals, to include space requirements and use of materials that reduce chances of injury to handlers and animals.

A2 Digestion and nutrition

Learners should understand the relationships between digestive biology of mammals, provision of suitable diets and the effects of them on mammalian health.

- Basic anatomy and primary roles of features in monogastric digestive systems: mouth, tongue, saliva, oesophagus, stomach, small and large intestines, rectum, anus.
- Differences in digestive system structure (stomach chambers and caecum) and role of bacteria in ruminants and hindgut fermenters.
- Purpose of rumination and coprophagy.
- Structure and function of teeth:
  - general structure – enamel, dentine, pulp, nerves, crown, neck and root
  - different classes – incisors, canines, molars, dental pads, diastema
  - growth patterns in rodents.
- Dietary sources and functions of: water, carbohydrates, lipids (fats and oils), protein, fibre, vitamins and minerals (vitamins C, D and A, calcium and iron).
- Effects of different feed preparations on nutritional value: dry, wet, cooked, raw, concentrate.
- Normal weight ranges in g or kg as appropriate to breed or life stage.
- Methods of measuring weight, to include:
  - digital and analogue weight scales.

- Blood sugar regulation in relation to diabetes, to include the roles of insulin and glucagon.
- Common reasons for and signs and treatments of the following nutritional issues:
    o diarrhoea and constipation
    o obesity
    o starvation
    o dehydration
    o diabetes
    o vitamin A toxicity in cats
    o vitamin C deficiency (scurvy) in guinea pigs
    o chocolate toxicity in dogs.

A3 Cardiovascular system

Learners must understand the importance of the cardiovascular system in mammals and how its structure allows measurement of vital signs, which contribute to an interpretation of their health.

- The structure, function and locations of features of the double circulatory system, to include:
    o arteries and veins (relative thickness of walls, presence of valves)
    o heart (ventricles, atria, valves)
    o lungs (trachea, bronchi, bronchioles, spongy tissue).
- Functions of blood and purpose of transporting nutrients, oxygen, carbon dioxide, waste, heat, hormones.
- Normal resting heart rate ranges in beats per minute (BPM).
- Methods of measuring and calculating heart rate, to include:
    o location of pulse readings
    o use of stethoscopes and manual pulse taking
    o measuring pulse rate in 15- and 30-second intervals and multiplying to give units of BPM.
- Normal resting respiratory rate ranges in breaths per minute.
- Methods of measuring and calculating respiratory rate, to include:
    o observation of breaths taken in 15- and 30-second intervals and multiplying to give units of breaths per minute.
- Normal endothermic body temperature ranges in degrees Celsius (°C).
- Methods of taking body temperature, to include:
    o digital and analogue thermometers.

A4 Reproduction

Learners should be aware of how mammals reproduce, the progress and monitoring of reproduction for given purposes, and the link between reproduction, inherited disorders and health.

- Basic anatomy and roles of features of reproductive systems in normal function:
    o female – ovaries, uterus, vagina, vulva
    o male – testes, scrotum, epididymis, vas deferens, urethra, accessory glands, penis, sigmoid flexure, sheath
    o foetus – foetal membranes, amniotic fluid.
- Purpose of artificial insemination.
- Normal age of sexual maturity and first breeding, gestation length, use of gestation tables.
- Methods of diagnosing pregnancy carried out by professionals: abdominal palpation and ultrasound.

- Awareness of the potential for transmission of genetic disorders which may be seen in offspring even if parents are not sufferers, to include:
  o progressive retinal atrophy (PRA) in cocker spaniels
  o polycystic kidney disease (PKD) in Persian and related cat breeds
  o degenerative myelopathy (DM) in German shepherds and Pembroke Welsh corgis.

B Birds

Learners must know and understand the relationships between avian biology and health in chickens, parrots, budgerigars and mallards. They must be able to demonstrate their understanding and interpret and apply relevant information to each of the named species within the following care contexts, as appropriate: livestock in a smallholding, exotic animals in small collections and British wildlife in rehabilitation centres.

B1 Structure and sensitivity to the environment

Learners should understand how the basic anatomy and sensitivity of birds is linked to how they interpret the environment, and the impact of this on suitable handling, housing and health.

- Anatomical features, their functions, adaptations and sensitivity to external stimuli where appropriate:
  o eyes
  o feathers – primary and secondary flight feathers, down
  o wings – scapula, coracoid, humerus, radius, ulna, radiale, ulnare, metacarpus, phalanges
  o limbs and claws.
- Suitability of environment and housing in terms of space, enrichment and provision of feed and water.

B2 Digestion and nutrition

Learners should understand the relationships between the digestive biology of birds, the provision of suitable diets and the impact of them on avian health.

- Basic anatomy and roles of features in avian digestive systems: saliva, tongue, crop, proventriculus, liver, pancreas, gizzard, intestine, cloaca.
- Beak shape and sensitivity related to normal feeding patterns, to include dabbling and the role of lamellae.
- Dietary sources and functions of: water, carbohydrates, lipids (fats and oils), protein, fibre, vitamins and minerals (vitamins C, D and A, calcium and iron) in the wild and in captivity.
- Purposes, requirements and nutritional content of feed, as appropriate: 'complete' pellets, grain, fruit, vegetables, calcium supplements, grit (cuttlebone, oyster shell).
- Normal weight ranges in g or kg as appropriate to breed or life stage.
- Methods of measuring weight, to include digital and analogue:
  o spring scales, cloth bags
  o balances with perches.
- Reasons for, signs and treatments of the following nutritional issues:
  o obesity
  o starvation.

B3 Cardiovascular system

Learners must understand the importance of the cardiovascular system in birds and how its structural similarity to the mammalian cardiovascular system allows measurement of vital signs, which contribute to an interpretation of their health.

* Normal resting heart rate ranges in BPM.
* Importance of air sacs in terms of handling birds.
* Normal resting respiratory rate ranges in breaths per minute.
* Methods of measuring and calculating respiratory rate, to include:
  o observation of breaths taken in 15- and 30-second intervals and multiplying to give units of breaths per minute.
* Normal endothermic body temperature ranges in degrees Celsius (°C).

B4 Reproduction

Learners should understand how birds reproduce and potential health problems associated with reproduction.

* Structure and function of egg components: shell, air cell, albumen, chalazae, yolk.
* Signs of egg-bound birds.
* Normal incubation periods, temperatures and reasons for egg turning.

C   Herptiles

Learners must know and understand the general relationships between biology and health in bearded dragons, White's tree frogs and leopard tortoises. They must be able to demonstrate their understanding and interpret and apply relevant information to each of the named species as appropriate to their care as exotic animals in small collections.

C1 Digestion and nutrition

Learners should understand the relationships between the digestive biology of herptiles, the provision of suitable diets and the impact of them on herptile health.

* Feed ingestion, as appropriate: use of tongue, beak, jaws, suck and gape feeding.
* Purposes, requirements and nutritional content of feed in appropriate diets: live, dried, wet, complete.
* Dietary sources and functions of: water, carbohydrates, lipids (fats and oils), protein, fibre, vitamins and minerals (vitamins C, D and A, calcium and iron).
* Normal weight ranges in g or kg as appropriate to species or life stage.
* Methods of measuring weight, to include digital and analogue:
  o platform scales
  o spring scales.
* Reasons for, signs and treatments of the following nutritional issues:
  o obesity
  o starvation
  o dehydration
  o metabolic bone disease.

C2 Thermoregulation and external environment

Learners must be aware of the relationship between herptile thermoregulation and how the environment can be monitored to ensure herptile health.

- Normal ectothermic body temperature ranges in degrees Celsius (°C) and relationship to environmental temperature.
- Considerations for housing and handling to prevent injury to handlers and herptiles, to include space requirements and use of materials that reduce chances of injury to handlers and herptiles:
  - o effects of changes to environmental temperature, humidity and UV spectrum required for species, to include temperature gradients and need for misting
  - o use of heat and UV lamps in enclosures, to include ideal distances from the animal and use of timers
  - o brumation and aestivation.

C3 Reproduction

Learners should understand the life cycles of herptiles.

- Normal incubation periods, conditions for successful egg development.
- Life cycles of White's tree frogs: observations, timeframes and conditions required for each stage, to include:
  - o egg spawning, fertilisation and hatching
  - o tadpole development (metamorphosis)
  - o maturation of juvenile.

D Fish

Learners must know and understand the general relationships between biology and health in tropical and cold water fish. They must be able to demonstrate their understanding and interpret and apply relevant information to each group as appropriate to their care as exotic animals in small collections.

D1 Structure and sensitivity to the environment

Learners should understand how the basic anatomy and sensitivity of fish is linked to how they interpret the environment, and the impact of this on suitable handling, housing and health.

- Identification of anatomy, adaptations and sensitivity to external stimuli where appropriate:
  - o eye
  - o operculum
  - o dorsal, pectoral, pelvic, anal and caudal fins
  - o lateral line
  - o swim bladder.
- Considerations for housing and handling to prevent injury to handlers and fish, to include space requirements and methods of transport (nets and bags).

D2 Body systems, thermoregulation and reproduction

Learners should understand the structure and function of body systems, processes involved in the life cycle of fish and the importance of maintaining the aquatic environment to ensure fish health.

- Purposes, requirements and nutritional content of feed as appropriate: live, 'complete' (flake, pellet).
- Methods of comparing size of fish as related to stocking densities.

* Reasons for, signs and treatments of the following nutritional issues:
  o temporary overeating
  o obesity
  o starvation.
* Normal ectothermic body temperature ranges in degrees Celsius (°C) and effects of changes to environmental temperature.
* Structure and function of gills and gill components related to oxygen and carbon dioxide exchange, to include filaments, rakers and arches.
* Life cycles of fish: observations, timeframes and conditions required as appropriate for each stage, to include livebearers and spawning fish:
  o egg spawning and fertilisation/gravid spot in female livebearers
  o fry development
  o maturation to adult.
* Line breeding for strength, size and colour.

D3 Aquatic environments

* Purpose and need for filtration, aeration and heaters, as appropriate to cold water and tropical fish.
* Nitrate cycles in aquaria: unsuitable levels of nitrite, nitrate and ammonia in parts per million (ppm) and milligrams per litre (mg/l) in relation to fish health.
* Purpose and processes involved in introducing new fish to aquaria, to include:
  o tank cycling to prepare biological filters
  o acclimatisation.

E   Diseases and infestations in animals

Learners must apply the following to each of the species covered in the previous parts of the unit content, as appropriate.

E1 Indicators of good and poor health

Learners should consider how the behaviour and appearance of animals is linked to their health status and the potential causes of ill health.

* Obvious signs of ill health:
  o discharge
  o hair or feather loss (alopecia)
  o lameness
  o lethargy
  o presence of parasites
  o redness
  o swelling.
* Abnormal appetite and/or thirst.
* Skin and coat condition, including cold and hot sweats.
* Form and consistency of faecal matter.
* Colour and volume of urine.
* Whole body posture and behaviour.
* Limb movement.
* Signs of overheating and hypothermia.

E2 How animals defend against disease

Learners should be aware of the structures and processes involved in defending against diseases in animals.

- Physical barriers to pathogens:
  - structure and maintenance of outer body coverings, to include preening, shedding, moulting, dust bathing, scab formation (blood clotting)
  - function and locations of mucous membranes and cilia.
- Symptoms of illness and their role in dealing with pathogens: inflammation, localised pain, fever, behavioural changes.

E3 Pathogens and the spread of infectious disease

Learners must be aware of pathogens that can cause disease, factors affecting the likelihood of animals transmitting and suffering from diseases and how humans can reduce the spread of disease between animals.

- How bacteria, fungi, viruses and parasites are spread: direct contact, oral, fomites, air, vectors.
- Relevance of stocking density.
- How and why the spread of disease can be controlled using biosecurity measures: antiseptics, hand washing, hand sanitisers, isolation/quarantine of new animals, checking quality and freshness of feeds, cleaning of equipment, cleaning and/or changing of bedding.
- Recognition of diseases caused by pathogenic bacteria, fungi, viruses and parasites, including those which are zoonotic and/or notifiable to the Animal and Plant Health Agency (APHA), to include:
  - avian influenza
  - brucellosis
  - canine parvovirus
  - myxomatosis
  - rabbit viral haemorrhagic disease (RVHD)
  - ringworm
  - roundworms
  - flukes.

E4 Dealing with animal diseases, infestations and emergencies

Learners must understand how animal diseases and infestations can be prevented, controlled and treated, along with suitable responses to the common emergency situations that can arise when working with animals.

- How vaccinations and other preventative medications are administered (oral and subcutaneous injection) and work to protect against disease, as illustrated by canine parvovirus, tetanus and feline leukaemia (knowledge of immune response limited to the function of antibodies).
- Prevention, control and treatment of primary and secondary bacterial infections using antibiotics:
  - administration (oral, subcutaneous injection, topical routes and administration into aquatic environments)
  - completion of recommended courses to prevent development of antibiotic resistance in bacteria.

- Prevention, control and treatment of parasitic infestations affecting birds, mammals and fish, to include disruption to life cycles and physical methods of removal where appropriate:
  - o red mites in poultry
  - o liver flukes
  - o cat fleas
  - o roundworms
  - o dog ticks
  - o fish lice.
- Handling of injured or diseased animals:
  - o safety for handler and animal, to include personal protective equipment (PPE), as appropriate
  - o handling and transport equipment, to include bags, boxes and cages appropriate to species.
- Symptoms, common causes of the following emergency situations, along with the methods and equipment, how first-aid treatment works to help the animal and the potential consequences if first aid is not applied:
  - o bleeding (internal and external)
  - o fractures (open and closed)
  - o poisoning
  - o shock
  - o burns
  - o heatstroke.

Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 2 Pass

Learners will be able to identify relevant anatomical features of body systems and link them to their function. They will be able to describe the biological basis for how animals respond to their environments. Learners will demonstrate an understanding of the need for hygiene in relation to pathogens and be able to recall some common causes and symptoms of diseases, as well as methods of treating them.

Level 2 Distinction

Learners will be able to link the structure of animal body systems to how they function during good health, applying this knowledge to demonstrate why changes in function can lead to poor health in specific examples. Learners will be able to link the signs, symptoms, prevention and treatment of common nutritional disorders to their origins. Learners will be able to link the signs, symptoms, prevention and treatment of infectious diseases, and describe a range of ways in which biosecurity measures can be used to try and prevent or control their spread.

Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Analyse	Learners present the outcome of methodical and detailed examination of information, or data, to interpret and study key trends and interrelationships. For example, 'Analyse the information below…'
Apply	Put knowledge, understanding or skills into action in a particular context.
Assess	Evaluate or estimate the nature, ability or quality of something. For example, 'Assess whether the animal is in good or poor health using the signs given…'
Calculate	Use mathematical skill to produce a numerical answer. For example, 'Calculate the heart rate in beats per minute…'
Compare	Identify the main factors relating to two or more items, situations or aspects of a subject that are extended to explain the similarities, differences, advantages and disadvantages. Answers must relate to both (or all) things mentioned in the question. For example, 'Compare the eating patterns of the two animals…'
Complete	Place a word, words or numbers in a sentence, paragraph, table or graph to give the correct answer/sense.
Consider	Think carefully about the information given, related to the knowledge already gained. For example, 'Consider the ways that the health of an animal can be assessed.'
Define	Learners state or describe the nature, scope or meaning of a subject as objective facts. For example, 'Define the term obesity.'
Describe	Learners give a clear, objective account in their own words showing recall, and in some cases application, of the relevant features and information about a subject. For example, 'Describe how this vaccination works…'

Command or term	Definition
Discuss	Learners consider different aspects of a topic, how they interrelate and the extent to which they are important.
	For example, 'Discuss two factors affecting the health of…'
Explain	Learners show they understand the origins, functions and objectives of a subject and its suitability for purpose. They give reasons to support an opinion, view or argument, with clear details.
	For example, 'Explain one way the digestive system…'
Give	Learners provide one or more piece(s) of information.
	For example, 'Give the name of one host of the parasite…'
Identify	Usually requires some key information to be selected from a given stimulus/resource.
	For example, 'Identify where on the cat the pulse reading should be taken…'
Label	Learners name or provide key information about a stimulus material.
	For example, 'Label the diagram…'
Link	Information is matched, or a description or explanation is used, to give a clearer indication or answer.
	For example, 'Link the parasite to its normal host…'
Match	Sets of information, categories or examples are linked together.
	For example, 'Match the animal with its most suitable…'
Measure	Read information from a piece of equipment to give a numerical value or range.
Name	Learners give the correct term for something.
	For example, 'Name one piece of equipment required to weigh…'
Suggest	Give an example or explain something.
State	Learners express the condition of, or facts about, something definitely or clearly.
	For example, 'State the term that describes…'

Links to other units

This unit assesses the underpinning knowledge in *Unit 1: Practical Animal Health*.

It links to:

- Unit 1: Practical Animal Health
- Unit 4: Animal Welfare
- Unit 5: Animal Behaviour Assessment and Safe Handling
- Unit 6: Feeding, Accommodating and Moving Animals.

Employer involvement

This unit would benefit from employer involvement in the form of:

- visits to a range of animal collections and veterinary surgeries to see how animal health is assessed and maintained
- work placement to apply the concepts of monitoring, assessing and maintaining animal health in practical contexts.

Unit 3: Animal Care Work Placement

Level: **2**
Unit type: **Mandatory**
Assessment type: **Internal**
Guided learning hours: **60**

Unit in brief

Learners develop skills and behaviours required for successful working in the animal care sector.

Unit introduction

Do you think you could work well with animals? In this unit, you can learn new skills and experience hands-on animal care. Work placement gives a unique insight into working life and can help you to work out what you might want to do as an animal worker. You will also gain new skills in communication and teamwork that you can add to your CV.

In this unit, you will develop and apply the important skills needed to function confidently, and to a high standard, in a working environment. You will look for and take part in a work placement, ideally in an animal care industry that appeals to you. Talking to, listening to and watching those in industry is the best way of learning about the work involved and what is required of an employee.

This unit will give you the fundamental work skills needed to apply for, and gain employment as, an animal worker. The unit includes 75 hours of real-life working with/around animals.

Learning aims

In this unit you will:

A Investigate and apply for an animal care work placement

B Demonstrate work skills relevant to an animal care work placement

C Appraise own animal care work placement.

Unit summary

	Learning aim	Key teaching areas	Summary of suggested assessment evidence
A	Investigate and apply for an animal care work placement	**A1** Investigating a work placement **A2** Applying for a work placement	A portfolio of work-related research and completed application documents, evidenced by observation records or video evidence.
B	Demonstrate work skills relevant to an animal care work placement	**B1** Professional behaviours **B2** Communication skills **B3** Safe working with/around animals	A work placement report supported by: • observation records/witness statements • video and/or photographic evidence of all practical activities • reported evidence of appropriate work skills and hours.
C	Appraise own animal care work placement	**C1** Appraisal of animal care industry work placement **C2** Self-development	Written evidence of review and appraisal.

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Job searching • Work research/application processes • Workplace behaviour/techniques • Work skills with animals	• Effective teamwork • Effective communication • Self-development	• Communication • Problem solving • Self-management and development • Thinking skills/adaptability • Working with others

Unit content

Knowledge and sector skills

Learning aim A: Investigate and apply for an animal care work placement

A1 Investigating a work placement

- Work search resources, e.g. industry magazines, newspapers, internet job sites, social media, local advertisements.
- Documents:
  - o job advertisement
  - o job/role description
  - o essential and desirable personal requirements
  - o using these documents in an appropriate way.
- Identifying skills required to work in the sector, e.g. interpersonal skills, communication, technical knowledge, practical skills.

A2 Applying for a work placement

- Different methods of applying, e.g. application forms, CVs, covering letters, online applications, telephone enquiries, applying in person.
- How and where to find work application information, e.g. from human resource (HR) departments, company/organisation websites, job websites, local and national information sources, media, employment agencies.
- Job research: paying attention to all details of the job application so that nothing relevant is left out, ordering different types of information in a logical manner in the application document, checking whether or not supporting documents need to be included, e.g. work permits, certificates, personal identification, using personal statements to create positive impression of skills and interests.

Learning aim B: Demonstrate work skills relevant to an animal care work placement

B1 Professional behaviours

- Working environment skills: appropriate attendance, appropriate personal presentation, positive attitude (appropriate demeanour, use of own initiative).
- Time management, including arriving at work on time, completing tasks in allocated time, e.g. mucking out, health checking or serving customers.
- Administrative skills, e.g. maintaining records, using email/phone, using workplace documents, using electronic equipment.
- Problem solving, e.g. finding alternative solution to problems, using technology to work more efficiently.
- Working with others, e.g. team briefing, completing feeding and cleaning tasks, handling, communicating and implementing changes.
- Appreciation of others' needs and points of view, respecting equality laws/social diversity in the workplace.

B2 Communication skills

- Interpersonal skills, including appropriate speaking and listening skills.
- Use of appropriate and professional language.
- Use of initiative/asks for advice if unsure.
- Ability to receive and follow instructions.
- Interacting with visitors and staff appropriately.
- Communicating tasks completed, e.g. animal intake forms, completing of feed charts, animal and staff activity logs.

B2 Safe working with/around animals

- Safe working following protocols that ensure animal welfare, following other work placement policies and procedures.
- Working with legal/good practice frameworks, e.g. Health and Safety at Work etc. Act 1974, Control of Substances Hazardous to Health (COSHH) Regulations 2002.
- Use of personal protective equipment (PPE).
- Safe animal handling procedures.
- Safe working with tools and equipment.
- Risk assessment.

Learning aim C: Appraise own animal care work placement

C1 Appraisal of animal care industry work placement

- SWOT (strengths, weaknesses, opportunities, threats) relating to work placement.
- Identifying what went well and what did not go so well, including time taken to complete tasks, interaction with supervisors/managers, how well tasks were completed, factors taken into account to maintain animal welfare.
- Using feedback from employers when evaluating performance.

C2 Self-development

- Planning self-development: methods of appraising own training and development needs, including skills audit.
- Appraising self-development: methods, e.g. meeting/discussion with supervisor, self-review.
- Suggesting areas for improvement: based on own assessment (and feedback from others, if appropriate), e.g. get feedback and suggestions from all team members before deciding on solution to problem in the team task.

Transferable skills

Communication

- Verbal, written and face-to-face communication with colleagues and tutors.
- Applying for placements in appropriate formats.
- Appraising own performance.
- Reading feedback from employers.
- Speaking to customers/clients.

Problem solving

- Solving customers' problems.
- Carrying out practical tasks.
- Identifying and choosing the right equipment.

Self-management and development

- Appraising own performance after a placement.
- Identifying areas for improvement.
- Creating personal action plans for development.

Thinking skills/adaptability

- How to tackle job advertisements.
- Using information and relating own skills.
- Identifying own skills and areas for improvement.

Working with others

- Working with individuals or teams while on work placement.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate and apply for an animal care work placement		
A.P1 Demonstrate appropriate work placement investigation. **A.P2** Use appropriate work application skills.	**A.M1** Demonstrate effective use of work search and work application documents.	**A.D1** Justify own work application activities carried out, recommending improvements.
Learning aim B: Demonstrate work skills relevant to an animal care work placement		
B.P3 Demonstrate work skills adequately during an animal care work placement. **B.P4** Work with others during an animal care work placement.	**B.M2** Demonstrate work skills competently, working effectively with others during an animal care work placement.	**B.D2** Show initiative while demonstrating work skills confidently and flexibly, working consistently and effectively with others.
Learning aim C: Appraise own animal care work placement		
C.P5 Describe tasks and activities carried out during own work placement. **C.P6** Identify own strengths and weaknesses during a work placement.	**C.M3** Review own performance during tasks and activities carried out using feedback from others.	**C.D3** Recommend appropriate own training and development opportunities based on feedback from others.

Essential information for assessment decisions

In order to provide evidence for assessment and to achieve this unit, learners complete 75 hours of work placement. The work placement must be with an employer, i.e. in an external setting. Work placement must be in working environments with animals and could be with more than one provider if necessary.

Learning aim A

For distinction standard, learners will:

- show understanding of their own limitations during a work application process and of how their work application skills could be improved going forward
- provide evidence of their suitability for the work placement in question.

For merit standard, learners will:

- use skills to provide an appropriate and developed CV and letter of application for a suitable work placement.

For pass standard, learners will:

- use work searching skills to locate two appropriate work advertisements and job descriptions
- use work searching skills to find one potential animal care sector work placement
- use skills to apply for a suitable animal care work placement
- provide a CV and completed application form for a work placement
- demonstrate acceptable use of spelling, punctuation, grammar and word sense.

(Note: application for, as opposed to securing, a work placement is the focus of assessment for Pass.)

Learning aims B and C

It is a requirement that all learners complete 75 hours of valid work placement in an external setting. This must be in addition to the 60 guided learning hours required for the delivery of this unit. Work placement need not be limited to one provider, however work placement in animal working environments run by, and/or on the site of the centre is not appropriate. Suggested evidence records for the work placement can be found on our website.

For distinction standard, learners will:

- show evidence of consistently appropriate personal presentation and positive attitude during work placement
- show evidence of excellent time management and problem-solving skills
- need little, if any, intervention by supervisor(s)
- demonstrate effective working with others in the work placement and some appreciation of others and other points of view
- consistently demonstrate effective safe working with/around animals
- show self-development routes and understanding of how feedback from others can shape them constructively.

For merit standard, learners will:

- show evidence of appropriate personal presentation and positive attitude during work placement
- show evidence of effective time management and problem-solving skills
- need some intervention by supervisor(s)
- demonstrate effective working with others in the work placement and some appreciation of others and other points of view

- demonstrate effective safe working with/around animals
- provide reflective information on how they could benefit from training and development in relation to their own career aspirations, using feedback from others.

For pass standard, learners will:
- show evidence of adequate use of professional behaviours, communication skills and safe working with/around animals
- need much intervention from supervisor(s)
- provide information on the tasks and work activities they carried out, their strengths and weaknesses, and how they worked in respect of legal rights and responsibilities, as detailed in the unit content
- include evidence of interpersonal and communication skills, time management and teamwork.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

Learners should look for a work placement in an animal care working environment and investigate the steps involved in applying for a placement and how these could be improved. Once on a work placement, each learner will show that they have the appropriate skills and behaviours that an employer would expect. When the placement is completed, learners will review their experience and consider appropriate training and development they could progress to following their work placement. Learners need to take account of feedback received from others, for example workplace supervisors and tutors.

In planning the timing of assessment, you need to consider opportunities for retaking for learning aim B.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Poster making; work skills and behaviours for employment in animal care.

Suggested time: about 4 hours.

Activity: Work placement investigation

Small group work/teamwork on scenario-based projects; searching for and applying for jobs of interest in the animal care sector.

Suggested time: about 8 hours.

Activity: Work skills

Holding group meetings to develop communication and teamwork skills, scenario-based such as recruitment in an animal collection or other animal care businesses.

Suggested time: about 4 hours.

Activity: Demonstrating work skills

Role play developing other working skills and behaviours in varying scenarios.

Suggested time: about 3 hours.

Activity: Work review

Work placement appraisal of own performance.

Suggested time: about 4 hours.

Essential resources

For this unit, learners must have access to:

- a suitable site(s) for work placement
- appropriate transport to suitable sites (centres may need to organise)
- first-aid facilities and appropriately trained staff (wherever practical activities are undertaken).

Links to other units

This unit has strong links to:

- Unit 1: Practical Animal Health
- Unit 5: Animal Behaviour Assessment and Safe Handling
- Unit 6: Feeding, Accommodating and Moving Animals.

Employer involvement

This unit requires employer involvement in the form of fit-for-purpose work placements.

This unit would benefit from employer involvement in the form of:

- guest speakers, e.g. an animal boarding supervisor who could talk about the skills needed when dealing with customers and their animals
- own business materials as exemplars, e.g. use of workplace literature and information sources.

Unit 4: Animal Welfare

Level: **2**

Unit type: **Mandatory**

Assessment type: **External**

Guided learning hours: **60**

Unit in brief

Learners study the approaches to animal welfare, including the five animal needs, health and safety, and animal law.

Unit introduction

In this unit, you will learn about the husbandry requirements for different animals in boarding establishments, on farms, in a pet shop, exotic animals in small collections and in wildlife rehabilitation centres.

You will learn about the variation of different animal welfare routines, health and safety, and legal responsibilities in different establishments in the industry. In order to work at an operational level in the animal care industry, it is essential that you have a good level of knowledge and understanding of animal welfare.

Animals have protection under animal welfare legislation and some of the establishments in the animal care sector have specific laws that ensure these animals are kept and cared for correctly. You will learn about the laws that link to animal welfare and your legal responsibilities under these laws.

Summary of assessment

This unit is assessed using a task, set and marked during a 2-day period timetabled by Pearson. The task is worth 50 marks. The final outcome must be completed in a 2.5-hour supervised assessment, scheduled anytime within the 2-day timetabled period. All final outcomes will be submitted in a format specified by Pearson. The timetabled period is twice a year in March and June. The first assessment is available in March 2018.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment outcomes

AO1 Demonstrate knowledge and understanding of animal welfare needs in the animal industry

AO2 Analyse principles and practices of routine husbandry in relation to animal welfare needs

AO3 Evaluate the extent to which principles and practices of animal welfare are applied to different areas of the animal industry

AO4 Make connections between animal welfare and the importance of animal establishment principles and practices

Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

A   Animal welfare

Learners should understand how animal welfare standards are measured and how these standards are maintained.

A1 Maintaining animal welfare

- Learners should understand good animal welfare skills for different animals and assess whether an animal's welfare needs are being met.
- Understanding the five needs of animals and how these can be applied:
  - o the animal's need for a suitable environment
  - o the animal's need for a suitable diet
  - o the animal's need to be able to exhibit normal behaviour patterns
  - o the need the animal has to be housed with, or apart from, other animals
  - o the animal's need to be protected from pain, suffering, injury and disease.
- The importance of governmental departments relevant to animal organisations in this sector.

A2 Cleaning and disinfectants

Learners should understand the principles and practices of cleaning and disinfectants, and their safe use in the workplace.

- Routine cleaning and the frequency in various settings, to include full clean, spot clean, deep litter, pasture maintenance.
- Use of disinfectants and consideration to type, purpose, species, temperature, contact time, frequency and Control of Substances Hazardous to Health (COSHH) Regulations 2002.
- Safe use of disinfectant, to include personal protective equipment (PPE), COSHH data sheets, animal-safe disinfectant and mixing of products.

B   Companion animals in a boarding establishment

B1 Routine welfare

Learners must know how to carry out routine care and understand the frequency and the structure required.

- Daily husbandry routine: the day-to-day care of animals in boarding establishments to ensure welfare needs are met, including health checking, feeding, shelter, cleaning, exercise, handling, grooming and any specialist care.
- The frequency that these tasks should be carried out and the order in which tasks should be completed to ensure that welfare standards are maintained and the demands of the public are met.
- Staffing levels.
- Preparation for the arrival of the animal – necessary equipment, specific plan.
- The different methods of identifying, such as cage record cards and microchipping.
- The different preventative healthcare use of vaccinations, use of preventative treatments, use of preventative procedures, including nail trimming, neutering.

B2 Health and safety

Learners should understand safe working with animals in a boarding establishment and the purpose of:

- specialist handling equipment for a range of animal species, which may include catch pole, leads and collars, harnesses, cat bags, clickers
- PPE for dealing with dogs and cats – using suitable work attire, gloves, boots and safe working, including hygiene, long hair and jewellery
- level of routine veterinary care required for the animal, registration at a local veterinary practice that is able to deal with that species
- understanding the protocol when working with aggressive or challenging cats and dogs.

B3 Your legal responsibilities when working with animals in a boarding establishment

- Responsibilities under the Animal Boarding Establishments Act 1963 and how this legislation may affect working in the industry.
- The Microchipping of Dogs Regulations 2014 and how these regulations serve to ensure that dogs can be monitored and returned to their owners in the event of them going missing by accessing information on a central database.
- Responsibilities under the Animal Welfare (Licensing of Activities Involving Animals 2018) (England) Regulations 2006 – the importance of this act, the impact it has had on animal welfare in the UK and how it affects working in the industry.
- Responsibilities under the Dangerous Dogs Act 1991 and 1997 and how this legislation affects working in the industry.

C Livestock animals on a farm

Learners must know and understand the principles and practices of animal welfare relating to farm animals, including sheep, cow, poultry and pigs.

C1 Routine welfare

Learners must know and understand:

- daily routine care – the day-to-day care of livestock to ensure welfare needs are met, including health checking, feeding, shelter, cleaning, exercise, handling, grooming and any specialist care
- the frequency that these tasks should be carried out and the order in which tasks should be completed to ensure that welfare standards are maintained and that the demands of the public are met
- the different methods of identifying, such as ear tagging, freeze marking, branding, tattoo
- the different preventative healthcare use of vaccinations, use of preventative treatments and procedures, including foot trimming, dipping.

C2 Health and safety

Learners should know and understand safe working with livestock.

- Risk assessments.
- PPE for dealing with a range of livestock – suitable work attire, gloves, boots and safe working, including hygiene, long hair and jewellery.
- The importance of good hygiene and the risks associated with working with livestock, to include Lyme disease, leptospirosis and campylobacter.
- Avoiding unnecessary stress when moving animals safely.

C3 Legal responsibilities when working with farm animals

Learners must know and understand the impact on both animal owners and animal businesses when working with farm animals.

- Responsibilities under the Animal Welfare (Licensing of Activities Involving Animals 2018) (England) Regulations 2006 – the importance of this act, the impact it has had on animal welfare in the UK and how it affects working in the industry.

- Responsibilities under the Welfare of Animals (Transport) (England) Order 2006 and how it affects working in the industry.

D   Small animals in a pet shop

Learners must know and understand the principles and practices of animal welfare relating to small animals in a pet shop, including rabbits and rodents.

D1 Routine welfare

Learners must know and understand:

- daily routine care – the day-to-day care of animals in pet shops to ensure that their welfare needs are met, including prioritising care before opening, health checking, feeding, shelter, cleaning, handling and any specialist care

- the frequency that these tasks should be carried out and the order in which tasks should be completed to ensure that welfare standards are maintained and that the demands of the public are met

- the different methods of identifying, such as cage record cards and photographs

- preventative healthcare – use of preventative treatments and procedures, including nail trimming

- responsibilities under the Pet Animals Act 1951 – the impact this legislation has had on pet shops in the UK and how it affects working in the industry.

D2 Health and safety

Learners should be able to demonstrate safe working with animals in a pet shop, including:

- risk assessments

- specialist handling equipment for a range of animal species, which may include gloves and nets

- PPE for dealing with rabbits and rodents – using suitable work attire, gloves and safe working, including hygiene, long hair and jewellery.

D3 Your legal responsibilities when working with small animals

Learners must know and understand the impact to both animal owners and animal businesses.

- Animal Welfare (Licensing of Activities Involving Animals 2018) (England) Regulations 2006 – the basis of this act, how it encompasses the five animal needs and codes of practice and their importance for prosecution. The importance of this act and the impact it has had on animal welfare in the UK.

UNIT 4: ANIMAL WELFARE

E Exotic animals in a small collection

Learners must know and understand the principles and practices of animal welfare relating to exotic animals in a small collection, including birds, reptiles, amphibians, Chelonia, spiders, invertebrates and fish.

E1 Routine welfare

Learners must know and understand:

- daily routine care – the day-to-day care of animals in a collection to ensure that their welfare needs are met, including prioritising care before opening, health checking, feeding, shelter, cleaning, handling and any specialist care
- the frequency that these tasks should be carried out and the order in which tasks should be completed to ensure that welfare standards are maintained and that the demands of the public are met
- the different methods of identifying, such as cage record cards and photographs, import paperwork
- preventative healthcare – use of preventative treatments and procedures, including nail trimming, beak trimming.

E2 Health and safety

Learners should be able to demonstrate safe working with a range of exotic species.

- Risk assessments.
- PPE for dealing with a range of species – suitable work attire, gloves, googles and safe working, including hygiene, long hair and jewellery.
- Understanding the importance of good hygiene and the risks associated with working with exotic animals, to include salmonella and psittacosis.
- Safety when dealing with a range of animals to avoid unnecessary stress.

E3 Your legal responsibilities when working with exotic animals

Learners must know and understand the impact on both animal owners and animal businesses when working with exotic animals.

- Animal Welfare (Licensing of Activities Involving Animals 2018) (England) Regulations 2006 – the basis of this act, how it encompasses the five animal needs and codes of practice and the importance of this throughout prosecution. The impact it has had on animal welfare in the UK.
- Ensuring all species have the necessary paperwork, such as a dangerous wild animals licence, Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) paperwork, UK Border Force paperwork.
- Licensing of zoos and aquaria and affiliation with zoo animal organisations.

F British wildlife in a rehabilitation centre

F1 Routine welfare

Learners must know and understand:

- daily routine care – the day-to-day care of animals to ensure their welfare needs are met in a rehabilitation centre, including prioritising care and management, health checking, feeding, shelter, cleaning, handling and any specialist care such as only handling if essential
- the frequency that these tasks should be carried out and the order in which tasks should be completed to ensure that welfare standards are maintained and the demands of the public are met
- the different methods of identifying animals, such as cage record cards, photographs, ear tags, radio tracking.

F2 Health and safety

Learners should be able to demonstrate safe working with a range of wildlife.

- PPE for dealing with a range of species – suitable work attire, gloves, boots, mask and safe working, including hygiene, long hair and jewellery.

- Understanding the importance of good hygiene and the risks associated with working with wild animals, to include tuberculosis (TB), ringworm, leptospirosis, Lyme disease, hepatitis.

- Safety when dealing with wildlife to avoid unnecessary stress to the animals.

- Wildlife and Countryside Act 1981 – responsibilities under this act and how this legislation affects working in the industry.

F3 Your legal responsibilities when working with wild animals

Learners must know and understand the impact to both animal owners and animal businesses.

- Responsibilities under the Animal Boarding Establishments Act 1963 and how this legislation may affect working in the industry.

- Animal Welfare (Licensing of Activities Involving Animals 2018) (England) Regulations 2006 – the basis of this act and how it encompasses the five animal needs and codes of practice and their importance for prosecution. The importance of this act and the impact it has had on animal welfare in the UK.

- Ensuring all species have the necessary paperwork, such as a dangerous wild animals licence, Convention on International Trade in Endangered Species of Wild fauna and Flora (CITES) paperwork, UK Border Force paperwork.

Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 2 Pass

Learners will demonstrate knowledge and understanding of meeting animal needs in different establishments. They will understand the importance of animal welfare routines and procedures, how to review them and the application of health and safety when working with animals. They will have an understanding of related legal responsibilities and how these should be met.

Level 3 Distinction

Learners will demonstrate extensive knowledge and understanding of meeting the needs of a range of animals in different animal establishments. They will show thorough understanding of the importance of routines and procedures and how to review them, making relevant proposals with justification. Learners are able to apply comprehensive knowledge and understanding of health and safety requirements and legal responsibilities to working procedures in different animal establishments.

Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Health and safety requirements	Application of health and safety legislation and other safety standards.
Justify/justification	Learners give reasons or evidence to: • support an opinion and/or decision • prove something right or reasonable.
Legal responsibilities	In the context of the law, refers to legal obligation.
Recommendations	Learners put forward (someone or something) with approval as being suitable for a particular purpose or role.
Review	Learners use evidence to explore the relative significance of something, giving consideration to all factors.
Routine procedures	A sequence of actions regularly followed

Links to other units

This unit assesses the underpinning knowledge in:
- Unit 1: Practical Animal Health
- Unit 5: Animal Behaviour Assessment and Safe Handling
- Unit 6: Feeding, Accommodating and Moving Animals.

Employer involvement

This unit would benefit from employer involvement in the form of:
- guest speakers
- technical workshops, including staff from local animal businesses
- support from local animal business staff as mentors.

Unit 5: Animal Behaviour Assessment and Safe Handling

Level: **2**
Unit type: **Mandatory**
Assessment type: **Internal**
Guided learning hours: **60**

Unit in brief

Learners develop skills in recognising normal and abnormal behaviours in a range of animal species and apply safe handling and restraint techniques that minimise stress in animals.

Unit introduction

Have you ever wondered how animals communicate? Working with animals requires the ability to interpret what they are trying to communicate to you. Animals use a wide range of species-specific behaviours to exhibit important signals, such as fear, aggression, pain, play and stress. You will develop skills to interpret animal behaviour in order to work safely and efficiently.

In this unit, you will learn how to recognise the key animal behaviour signals that enable you to approach and handle animals safely. You will determine which behaviour signs are normal for a particular species and which could be a cause for concern.

The skills developed in this unit are essential to any job role working with animals. They could specifically lead to employment as an animal worker in roles such as pet behaviour counsellor, conservationist or animal trainer in a zoo, aquarium or animal charity.

Learning aims

In this unit you will:

A Explore normal and abnormal behaviours in animal species

B Explore animals' behaviour to determine their mood

C Handle and restrain animals safely.

UNIT 5: ANIMAL BEHAVIOUR ASSESSMENT AND SAFE HANDLING

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore normal and abnormal behaviours in animal species	**A1** Signs of normal animal behaviour **A2** Signs of abnormal animal behaviour	A report on different animal behaviours.
B Explore animals' behaviour to determine their mood	**B1** Specific signs of stress **B2** Common stressors **B3** Observation and risk assessment of animals on approach	A portfolio of work evidencing learners' explanations, practical skills in animal behaviour assessment and safe handling/restraint, including observation records or video evidence.
C Handle and restrain animals safely	**C1** Equipment and personal protective equipment (PPE) **C2** Methods to reduce stress **C3** Correct handling and restraint techniques	

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Animal behaviour assessment • Animal mood assessment • Animal handling • Animal restraint	• Normal and abnormal animal behaviours • Animal stressors/signs of stress • Animal stress management • Animal handling methods	• Communication • Working with others • Thinking skills/adaptability • Problem solving

Unit content

Knowledge and sector skills

Learning aim A: Explore normal and abnormal behaviours in animal species

A1 Signs of normal animal behaviour

- Normal behaviours as an indicator of emotional state.
- Signs of normal behaviour relevant to species:
  - feeding (browser, grazer, forager, predator), frequency of feeds
  - movement and body posture
  - grooming (auto and allogrooming)
  - sociality.
- Ear position, e.g. upright or slightly forward in dogs, upright or wide-set in cats.
- Tail position, e.g. held down and loose or horizontal and relaxed in dogs; straight upright in cats.
- Body postures, e.g. mounting in puppies, play-bow in dogs, laying on side with legs relaxed in cats.
- Vocal cues, e.g. growling and barking in dogs and purring and hissing in cats.
- Differences due to life stage and environmental factors, e.g. age, gender, stocking density.
- Breed differences, e.g. limited facial expressions in Pugs, inability to raise ears in Spaniels, the Akita's curly tail.
- Species differences, e.g. meaning of tail wag in dogs versus cats.

A2 Signs of abnormal animal behaviour

- Abnormal behaviours as an indicator of emotional state.
- Stereotypical behaviours, e.g. feather plucking in birds, tail chasing in kennelled dogs, pacing in captive big cats.
- Medical and environmental factors in abnormal behaviour development.

Learning aim B: Explore animals' behaviour to determine their mood

B1 Specific signs of stress

- Tail position, e.g. tucked or stiffly upright in dogs, held stiffly down or upright and quivering in cats.
- Ear position, e.g. held back in dogs, upright and quivering or flat back in cats.
- Eyes, e.g. dilated pupils as indicator of stress, indirect eye gaze as indicator of fear.
- Body posture and movement, e.g. tensing, pacing, trembling, inactivity, hiding.
- Species-specific signs, e.g. panting, lip licking, growling, inappropriate urination/defecation.

B2 Common stressors

- Environmental, e.g. unusual noises, unusual odours, unknown places, extreme temperatures.
- Unpredictable handling.
- Restraint.
- Pain or discomfort.

B3 Observation and risk assessment of animals on approach

- Considerations when assessing an animal's behavioural signals on approach, e.g. whether it is a known animal, distractions, observation from a distance prior to approach.
- Alter own movement accordingly, e.g. approaching a dog slowly following a curved line.
- Risk assessment, e.g. whether the animal becomes more distressed on approach, whether aggression signals are extreme.
- Reasons for deciding when not to proceed, e.g. fearful, distressed or aggressive signals observed.

Learning aim C: Handle and restrain animals safely

C1 Equipment and personal protective equipment (PPE)

- Range of equipment available relevant to species, e.g. collar and lead, halter, head collar, cat bag, gauntlet, net, snake hook.
- Selection of suitable equipment for handling and restraint, e.g. protective footwear, overalls, gloves, face mask, ear guards.
- Correct use of equipment and PPE.
- Assessment of risk(s) to handler and animal before handling or restraint, safety and welfare.

C2 Methods to reduce stress

- Use of voice to de-escalate an animal's stress levels, e.g. quiet, calm, soothing tone and longer, lower-pitch sounds.
- Use of posture to reduce an animal's stress levels, e.g. avoiding looming over a dog.
- Altering eye contact to reduce stress, e.g. avoiding direct gaze to a dog that is anxious or aggressive.
- Correct presentation and positioning of equipment to avoid stress, e.g. introduce equipment in the animal's eye line.
- Environmental management and enrichment, e.g. presentation of food, toys, habitat, behavioural/social and sensory enrichment.

C3 Correct handling and restraint techniques

- Handling techniques that avoid or reduce stress in a range of species.
- Consideration of health status.
- Safety and welfare of animal and handler.

Transferable skills

Communication

- Describing and interpreting an animal's behaviour.

Working with others

- Communicating effectively to ensure that stress is kept to a minimum during handling and restraint, and that the safety of all involved is maintained.

Thinking skills/adaptability

- Quickly adapting own actions in response to an animal's behaviour.

Problem solving

- Analysing a given situation for potential animal stressors and mitigate against them.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore normal and abnormal behaviours in animal species		
A.P1 Identify signs of normal and abnormal behaviour in animals.	**A.M1** Accurately interpret behaviour signs in animals.	**A.D1** Assess the likely emotional state of animals based on interpretation of exhibited behaviours.
A.P2 Describe the meaning of behaviour signs in animals.		
Learning aim B: Explore animals' behaviour to determine their mood		
B.P3 Identify specific signs of stress in animals.	**B.M2** Analyse given situations to identify and reduce possible stressors.	
B.P4 Interpret given situations to identify possible stressors.		**BC.D2** Evaluate the effectiveness of handling and restraint techniques in reducing stress and risks.
Learning aim C: Handle and restrain animals safely		
C.P5 Select appropriate PPE and equipment for handling and restraint of specific animals.	**C.M3** Demonstrate confident handling and restraint of animals, minimising stress wherever possible.	
C.P6 Demonstrate appropriate methods to reduce stress on approaching and handling/restraining specific animals.		

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

- come to a valid conclusion about the emotional state of each animal referenced at merit, giving their reasons based on what they have observed.

For merit standard, learners will:

- demonstrate confidence and accuracy in the identification and interpretation of animal behaviour signs
- apply knowledge of behaviour signs accurately to a wide selection of different animal species.

For pass standard, learners will:

- identify and interpret the signs of normal and abnormal behaviour listed in the unit content across at least one each of companion animal, farm livestock animal, small animal and exotic **or** wild animal. This must be assessed in practical situations wherever possible, e.g. observation of animals in a given scenario. However, the use of high-quality audio-visual materials can be used in circumstances where behaviours are not naturally occurring at the time of assessment.

Learning aims B and C

For distinction standard, learners will:

- provide comprehensive information on the relative success or otherwise of each of the animal handling/restraint situations featured for merit, including justification of techniques used to mitigate against potential risks/stressors to both the animal and themselves.

For merit standard, learners will:

- provide detailed information on given situations relating to potential stressors/risks and how the animal and handler can remain calm at all times
- demonstrate ease when comfortably handling and restraining a selection of different animal species, adapting approach in response to different needs
- ensure stress is minimised for all animals when handling/restraining.

For pass standard, learners will:

- provide information on the causes, and contexts of, animal stress in different situations linked to two companion animals, one species of farm livestock, one small and one exotic or wild animal
- select and use PPE, from a range of equipment options, which is appropriate to the handling of two companion animals, one species of farm livestock, one small and one exotic or wild animal.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

Suggested scenario

You have been asked by your manager to assist with the routine health checks of both a dog and a cat being boarded at the animal boarding establishment where you work. Your manager has asked you which signs of stress you will look out for, and you must give a response that identifies possible signs and any potential stressors.

You will select any PPE you need and approach each animal, making a verbal assessment of its emotional state by identifying what behavioural signs it is exhibiting and whether they are normal or of concern.

You are also expected to demonstrate the techniques you have learned to reduce stress in different animal species as you approach and make an assessment of whether it is safe to handle them. When safe, you will be required to handle and/or restrain animals appropriately without causing undue stress to the animals.

If a resit assessment is necessary, an alternative example must be used. The following is an example of a resit assessment activity.

As above, but with alternative animal species.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners should begin by developing their understanding both of how animals communicate and the importance of being able to correctly interpret visual observations of behaviour.

Learners should then spend time directly observing a range of animals and recording all of the behaviours that they see. They will describe the observed behaviours in detail, ensuring that their language is consistent with other learners. This may be reinforced with high-quality images or video footage.

Learners should discuss what the animal is communicating when exhibiting each behaviour. A good way to open discussion may be to show images of a dog exhibiting appeasement behaviours, which is often interpreted by pet owners as looking 'guilty'.

Suggested time: about 6 hours.

Activity: Signs of normal and abnormal behaviour

Learners should compile a list of which behaviours are considered normal in a range of common domestic and captive animal species. For each of them, the emphasis should be on what can be directly observed.

This can then be consolidated by creating an example of what a normal, relaxed animal would look like across a range of species.

Learners discuss which signs would be indicators of an abnormality, such as pain, distress or illness. These again should be described from the perspective of what can be observed; this could be further consolidated by creating an example in which an animal is in pain or distress.

Suggested time: about 18 hours.

Activity: Environmental management and enrichment

Learners design and implement a range of enrichment items for a captive animal. They should be encouraged to think of a variety of methods to address different enrichment types.

Learners can then evaluate each other's efforts.

Suggested time: about 12 hours.

Activity: Assessment of stress

Using video footage, learners could undertake an evaluation of the likely stressors to an animal.

Learners should be guided by tutors to give specific reasons why they believe the animal to be stressed. Questions such as, 'What is it about the animal's posture that lead you to believe this animal is distressed?' could be used to open discussion.

Learners can suggest methods that could be used to de-escalate an animal from a stressed state.

Suggested time: about 8 hours.

Activity: Skills development

Learners should be given ample opportunity to interact with a range of individual animals from different species and be encouraged to interpret the signals being communicated.

Learners should be given time to practise handling animals and be given feedback from tutors. Ideally, these early interactions could be filmed to allow learners to review the footage and analyse the impact their behaviour had on the behavioural signs exhibited by the animal.

Suggested time: about 8 hours.

Essential resources

For this unit, learners must have access to a range of individual animals from domestic and captive species, to include:

- at least two different companion animals, e.g. cat, dog
- at least one large/livestock animal
- small animals
- exotic animals
- wildlife.

Learners must have the opportunity to practise animal handling techniques with a variety of animals from the categories above. At all times, there must be an overriding emphasis on health and safety and the welfare of the animals used. It is essential to plan for the use of all animals required to ensure that they are not stressed or overused.

Links to other units

This unit has strong links to:

- Unit 1: Practical Animal Health
- Unit 3: Animal Care Work Placement
- Unit 6: Feeding, Accommodating and Moving Animals.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers, e.g. zoo keepers who can talk about their use of behavioural observation to assess welfare in captive wild animals and their use of environmental enrichment, companion animal behaviourists to demonstrate cases of stress resulting in abnormal behaviour and how removal of stressors resulted in reduction of abnormal behaviour
- work placement, e.g. skills development or assessment could take place in the workplace, witness statements to show learners are becoming more confident at reading dogs in a boarding establishment to assess whether it is safe to handle them
- own business materials as exemplars, e.g. use of images or video footage
- support from local business staff as mentors, particularly local animal care assistants who have a keen eye for behavioural signals.

Unit 6: Feeding, Accommodating and Moving Animals

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal Synoptic**

Guided learning hours: **60**

Unit in brief

Learners study a range of practical skills concerned with the day-to-day care of animals, including feeding, handling and providing appropriate accommodation.

Unit introduction

Are you planning to work with animals? Many animal care job roles require staff who can provide food, water and safe accommodation to animals to ensure their welfare. Employers expect a high standard of animal husbandry and care to ensure animal wellbeing and efficient working.

In this unit, you will build on the skills and knowledge developed in *Units 1*, 2, *3*, *4* and *5*, by applying them to a range of contexts to handle and care for animals, ensuring their needs are met safely. You will carry out a plan for feeding and watering and ensure that animals have the correct accommodation and that it is maintained properly. In order to do this, you will learn how to handle animals correctly and safely move them when needed.

This unit is essential for any career working with animals. It will give you an excellent route to assistant job roles in animal boarding centres, animal rescue centres, animal husbandry/grooming businesses, animal training businesses, pet retail centres, animal collections and so on.

Learning aims

In this unit you will:

A Plan and provide food and water for animals

B Provide and maintain accommodation for animals

C Move animals safely.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan and provide food and water for animals	**A1** Preparing feed and water for animals **A2** Providing feed and water for animals	A project based on the feeding and watering needs of animals, including feeding plans and a logbook. Observation records or video evidence of safe handling, restraint and movement of animals.
B Provide and maintain accommodation for animals	**B1** Selecting animal accommodation and equipment **B2** Maintaining animal accommodation	
C Move animals safely	**C1** Handling and restraining animals safely **C2** Moving animals	

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Providing animal feed and water • Selecting/maintaining animal accommodation • Handling and restraining animals • Moving animals	• Animal feeding planning • Animal nutrition • Accommodation and equipment needs of animals	• Communication • Managing information • Problem solving • Self-management and development • Thinking skills/adaptability • Working with others

Unit content

Knowledge and sector skills

Learning aim A: Plan and provide food and water for animals

Synoptic link – developing sector skills to ensure healthy animal nutrition.

A1 Preparing feed and water for animals

- The five needs/freedoms in relation to the provision of feed and water for animals.
- Feeding equipment, e.g. knives, chopping boards, troughs, feeders, bowls.
- Watering equipment, e.g. buckets, bowls, drinkers, drippers.
- Types of animal feed, e.g. live animals, concentrates, supplements, frozen, tinned, dried.

A2 Providing feed and water for animals

- Developing feeding plans according to influencing factors, e.g. age, work, condition, pregnancy.
- Presenting animal food and water correctly, including type of feed, time of feed, amount of feed, method of feeding and providing water.
- Recording feed and water consumption.
- Typical industry workplace standard (time efficiency, accuracy, resource efficiency).

Learning aim B: Provide and maintain accommodation for animals

Synoptic link – ensuring the selection and maintenance of animal accommodation and equipment meets animal welfare standards.

B1 Selecting animal accommodation and equipment

- Types of accommodation, e.g. materials, structure, design, cost, position.
- Fixtures and fittings, e.g. feeders, drinkers, heating, filtration, lighting, security, safety, enrichment features.
- Bedding – types and uses, problems with incorrect bedding.

B2 Maintaining animal accommodation

- Cleaning animal accommodation and equipment, spot cleans, full clean, use of cleaning products and materials, e.g. brushes, cloths, mops.
- Ensuring safety and security, use of personal protective equipment (PPE), securing the animal while cleaning accommodation.
- Safe disposal of waste in accordance with environmental laws and guidance.
- Typical industry workplace standard (time efficiency, accuracy, resource efficiency).

Learning aim C: Move animals safely

Synoptic link – interpretation of animal health and welfare in the selection of appropriate handling, restraint and transport techniques and equipment.

C1 Handling and restraining animals safely

* Handling and restraint techniques and procedures, reasons for handling, methods of catching and holding animals.
* Selection and use of appropriate PPE.
* Equipment used for handling and restraint, use of nets, cages, animal pens.

C2 Moving animals

* Types of animal transport, e.g. baskets, trailers, cages, tanks.
* Loading and unloading animal transport.
* Legislation, e.g. movement orders, welfare of animals in transit orders.

Transferable skills

Communication

* When moving animals and/or communicating with others.

Managing information

* When using nutritional information on animal feeds.

Problem solving

* When maintaining animal accommodation.

Self-management and development

* When developing animal feeding skills.

Thinking skills/adaptability

* When moving problem animals.

Working with others

* When loading and unloading animals.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan and provide food and water for animals		
A.P1 Select appropriate feed and equipment to provide food and water for animal species.	**A.M1** Carry out and justify own food and water planning for selected animal species.	**A.D1** Evaluate own feeding plan for a selected animal species, suggesting improvements.
A.P2 Plan and present appropriate food and water for selected animal species.		
Learning aim B: Provide and maintain accommodation for animals		
B.P3 Select appropriate accommodation, equipment and bedding for a variety of animal species.	**B.M2** Maintain animal accommodation, equipment and bedding for a selected animal species.	**B.D2** Explain the importance of correctly maintaining animal accommodation, equipment and bedding.
B.P4 Maintain accommodation, equipment and bedding for a selected animal species.		
Learning aim C: Move animals safely		
C.P5 Demonstrate safe handling and restraint of a named species using appropriate equipment.	**C.M3** Confidently select and use handling and restraint techniques and equipment to minimise stress when moving different animal species, singly and in a group.	**C.D3** Review own handling and movement of a specific animal species, suggesting areas for improvement, using the feedback of others.
C.P6 Demonstrate the safe movement of animals, singly and in a group, using appropriate techniques and equipment.		

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

- consistently and confidently select the correct feed and equipment for four animal species
- provide detailed information on how feeding plans take into account nutritional factors, including the type and quantity of feed and the time and method of feeding and watering
- fully justify their choices and detail improvements that could be made, both in the choice of feed and equipment, and the presentation of food and water.

For merit standard, learners will:

- consistently and confidently select the correct feed and equipment for four animal species
- prepare and follow a feeding plan for each animal species
- complete feeding and watering activities to a standard that reflects typical industry expectation relating to accuracy, resource efficiency and given timescales
- justify their choices, giving valid reasons for making them and including the feed composition, time of feed, amount of feed and method of feeding and providing water.

For pass standard, learners will:

- select the correct feed and related equipment for four different animal species. Animal species to include: mammal, avian **or** aquatic, insect **or** arachnid, reptile **or** amphibian
- prepare feeding plans and present food and water correctly, safely and with regard to the needs of the specific animals.

Learning aim B

For distinction standard, learners will:

- provide detailed information on how the specific needs of three animal species can be met by the correct selection and use of accommodation, fixtures, fittings and bedding
- draw on a variety of sources, including their own practical experience, to explain why correct maintenance of accommodation, fixtures, fittings and bedding is essential for animal safety and security, giving specific examples to illustrate this.

For merit standard, learners will:

- work efficiently to a typical industry workplace standard, requiring little or no supervision
- show that they understand the need for the correct selection and use of accommodation, fixtures, fittings and bedding
- complete accommodation maintenance in a timescale and standard that reflects industry expectations, e.g. the needs and expectations of an employer relating to accuracy, time and resource efficiency in appropriate timescales.

For pass standard, learners will:

- select appropriate accommodation, fixtures, fittings and bedding for three animal species, taking account of their differing needs and requirements. Animal species to include a mammal and two selected from the following groups: avian **or** aquatic, insect **or** arachnid, reptile **or** amphibian
- maintain, with supervision, accommodation, fixtures and fittings for a named animal species, providing or replacing bedding where required
- maintain appropriate animal accommodation, fixtures, fittings and bedding to ensure that animal welfare needs are met and that animals are kept safely and securely.

Learning aim C

For distinction standard, learners will:

- safely and efficiently handle, restrain and move animals singly and in groups, using appropriate techniques and equipment; they must do so without intervention from supervisors, minimising stress to the animal and complying with animal welfare and appropriate legislation

- review own performance in handling, restraining and moving a named animal species, identifying areas where techniques and use of equipment could be improved and the means of achieving this.

For merit standard, learners will:

- select appropriate handling and restraint techniques and equipment with ease for four animal species, taking account of their differing needs and requirements. Animal species to include two mammals and two selected from the following groups: avian **or** aquatic, insect **or** arachnid, reptile **or** amphibian

- account for the differing needs of the animals by adapting use of equipment and techniques as appropriate. They will select and use appropriate techniques and equipment to minimise stress to the animals and ensure safe working practices are followed at all times

- respond confidently to problems that occur during handling, restraint and movement of animals

- comply fully with appropriate animal welfare legislation and other laws concerning the handling and movement of animals.

For pass standard, learners will:

- handle and restrain a named animal species using suitable techniques and appropriate equipment. They will safely move specified animals singly and in groups, minimising stress to the animals and observing animal freedoms or needs

- move animals singly and in groups using a variety of techniques and equipment

- comply with current licensing and movement regulations.

UNIT 6: FEEDING, ACCOMMODATING AND MOVING ANIMALS

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

Suggested scenario

You are part of a small team of trainee animal workers employed by a city zoo. In seven days' time, three new groups of animals are expected to arrive; guinea fowl, iguanas and two goats.

You must research the following for each of the new arrivals:

* feeding and watering requirements
* accommodation requirements, including fixtures, fittings and bedding requirements
* techniques and equipment needed for handling, restraining and moving each of the three types of animals.

You must speak with experienced animal workers and consult other sources of information, including published material to prepare husbandry information on the animals. Discuss with your tutor one of these animal species to focus on. For your agreed animal you need to:

* prepare its accommodation, fixtures, fittings and bedding (as appropriate) in time for its arrival
* receive the animal and, using correct handling techniques, establish it in its new home
* look after the animal for a period of 14 days, ensuring its needs are met
* move the animal, ensuring its integration with other animals following completion of health checks and quarantine procedures, as appropriate
* ensure animal welfare procedures and other appropriate legislation and documentation is completed.

If a resit assessment is necessary, an alternative example must be used. The following is an example of a resit assessment activity.

Repeat the activity using different animals.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Practical activity – learners investigate a range of feeds and associated equipment, accommodation, fixtures, fittings and bedding suitable for different animal species. Learners complete a worksheet that matches specific animal needs to the provision made for them.

Classroom activities:

- unit introduction – tutor presentation to summarise the unit themes
- presentation – the animal needs/freedoms welfare standards are reinforced
- group activity – matching cards that detail accommodation, feed, equipment to different species.

Practical activity – tutor-led finding of accommodation, fixtures, fittings, bedding. Learners complete worksheet recording 'faults'.

Suggested time: about 5 hours.

Activity: Handling animals

Classroom/practical activity – handling, restraint and movement techniques and equipment. Tutor-led introduction using appropriate equipment and live/simulated animals.

Classroom activity – tutor-led presentation/discussion on laws concerning animal handling and movement.

Practical activity – in pairs, learners are allocated an animal to handle, feed, water and accommodate appropriately. They should:

- prepare food, water and bedding, as appropriate, according to a given plan
- be shown the correct handling technique(s) for the animal (and movement, where appropriate), under supervision
- check on/maintain the accommodation, fixtures and fittings, as appropriate
- present food and water.

Suggested time: about 10 hours.

Activity: Feeding plans

Classroom activity – researching animal feeding plans, tutor-led presentation.

Individual self-study – using manufacturers' guidance, government advice and animal welfare factsheets, learners prepare feeding plans for different animal species. Plans to include food type, amount, times, presentation of food/water.

Suggested time: about 5 hours.

Activity: Meeting typical industry workplace standards

Case study of an appropriate animal centre, e.g. farm, kennels or zoo.

Tutor-led presentation on quality standards and time allocation for tending to animal feed/water/accommodation needs.

Practical activity – learners are allocated a variety of animals to:

- prepare feed, water, bedding, as appropriate, according to given plans
- use the correct handling/moving techniques for animals, as appropriate
- check on/maintain animal accommodation, fixtures and fittings, as appropriate
- present food and water.

Suggested time: about 8 hours.

Activity: Assignment brief – animal husbandry project

Tutor-led introduction to the assignment brief followed by assessment of an individual learner's project on developing a feeding/watering plan for a named species, including practical evidence of:

- feeding/watering
- accommodation preparation and maintenance
- handling, restraint and movement, as appropriate.

Suggested time: about 20 hours.

Essential resources

For this unit, learners must have access to a range of animals, animal feed, bedding and animal husbandry equipment, as detailed in the unit aims and content, to include:

- at least two different small/companion animals, e.g. cat, rabbit, guinea pig, hamster
- at least one reptile animal, e.g. lizard, snake, tortoise
- at least one avian animal, e.g. duck, chicken, budgie, cockatiel
- at least one large/livestock animal, e.g. pig, sheep, goat.

Learners must have the opportunity to practise animal handling techniques with a variety of animals from the categories above. At all times, there must be an overriding emphasis on health and safety and the welfare of the animals used. It is essential to plan the use of all the animals required to ensure that the animals are not stressed or overused.

Synoptic links to other units

This unit draws on the skills and understanding taught in:

- *Unit 1: Practical Animal Health* and *Unit 2: Introduction to Animal Biology and Health* – links to animal health needs
- *Unit 3: Animal Care Work Placement* – links to animal practical husbandry skills
- *Unit 4: Animal Welfare* – links to animal welfare needs
- *Unit 5: Animal Behaviour Assessment and Safe Handling* – links to handling.

Employer involvement

This unit would benefit from real-life employer involvement in the form of:

- guest speakers, e.g. a farmer could talk about their responsibilities in the movement of cattle
- design/ideas to contribute to unit assignment/case study/project materials
- work placement
- own animal care materials as exemplars
- support from local business staff as mentors.

4 Planning your programme

Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that recruited learners have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 1.

- Learners are most likely to succeed if they have:
- three or four GCSEs at intermediate grades and/or
- BTEC qualification(s) at Level 1 or Level 1/2
- Level 1 equivalent achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work placement or specific aptitude shown through diagnostic tests or non-education experience.

What is involved in becoming an approved centre?

All centres must be approved before they can offer this qualification – so that you are ready to assess learners and so that we can provide the support needed. Further information is given in *Section 8 Administrative arrangements*.

What level of sector knowledge is needed to deliver this qualification?

We do not set any requirements for tutors but expect centres to assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date with current industry practice. This will give learners a rich programme to prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualification. For some units, specific resources are required.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each unit includes delivery guidance and suggested assessment tasks. Using the delivery guidance and suggested assessment tasks and our additional free delivery guidance and assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This will naturally draw in the kind of broader attributes valued in the sector, for example teamworking when feeding and handling large animals, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork, independent learning.

What are the requirements for meaningful employer involvement?

This qualification has been designed as a Technical Certificate qualification and as an approved centre you are required to ensure that during their study, every learner has access to meaningful activity involving employers. See *Section 2 Structure* for the requirements for employer involvement.

Support for employer involvement

It is important that you give learners opportunities that are of a high quality and which are directly relevant to their study. We will support you in this through guidance materials and by giving you examples of best practice. See *Section 11 Resources and support* for details of the support available, including the Work Experience Toolkit.

What support is available for delivery and assessment?

We provide a wealth of support materials, including schemes of learning, delivery plans, assignment briefs, additional papers for external assessments and examples of marked learner work.

To support you with planning your assessments, you will be allocated a Standards Verifier early in the planning stage. There will be extensive training programmes and support from our Subject Advisor team.

For further details see *Section 11 Resources and support*.

How will my learners become more employable through this qualification?

This qualification has underpinning links to relevant animal care occupational standards.

Learners will be acquiring the key technical and sector knowledge, and practical and technical skills that employers need. Employability skills, such as team working and entrepreneurialism, and completing realistic tasks have also been built into the design of the learning aims and content. This gives tutors the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

5   Assessment structure

The Pearson BTEC Level 2 Technical Diploma is assessed using a combination of *internal assessments*, which are set and marked by tutors, and *external assessments*, which are set and marked by Pearson.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from employers.

In developing an overall plan for delivery and assessment for the programme you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

One internally-assessed unit in the qualification is defined as synoptic (see *Section 2 Structure*). A synoptic assessment is one that a learner should take later in a programme and in which they will be expected to apply learning from a range of units. As such, you must plan the assignments that learners can demonstrate learning from across their programme.

We have addressed the need to ensure that the time allocated to final assessment of internal and external units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and external assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 8 Administration arrangements*.

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Guide to Quality Assurance* available on our website. All members of the assessment team need to refer to this document.

For this qualification, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. You can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

Principles of internal assessment

Our approach to internal assessment for this qualification offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 8 Administrative arrangements*.

Operating internal assessment

The assessment team

It is important that there is an effective team for internal assessment so that all assessment is planned and verified. For this qualification it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full information is given in the *Pearson Guide to Quality Assurance*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for the planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor.
- assessors set or use assignments to assess learners to national standards.

Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the internally-assessed units and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Guide to Quality Assurance*.

Effective organisation

Internal assessment needs to be well organised so that learners' progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 11 Resources and support* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

You are encouraged to employ a range of formative assessment approaches before putting learners through to the assignments to formally assess the units. Formative assessment supports teaching and learning, and should be ongoing throughout the learning process. It enables tutors to enhance learning by giving learners constructive feedback so that they can identify their strengths and weaknesses, and to put measures in place to target areas that need work. Formative assessment approaches that incorporate reflective learning and regular skills assessment are important in encouraging self-development and reflective practice, to ensure that learners progress.

Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. This assignment will be separate from the practice and exploration activities that have been used during the learning period, and learners must understand that the assignment is being used to judge the learning aims. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria.

When setting your assignments, you need to work with the information given in the *Essential information for assessment decisions* and the *Assessment activity* sections of the units. You can choose to use the suggested scenarios or to adapt them to take account of local circumstances, provided that assignments are verified.

In designing your own assignment briefs you should bear in mind the following points.

- A learning aim must always be assessed as a whole and must not be spilt into two or more tasks.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- Learners should be given clear tasks, activities and structures for evidence; the criteria should not be given as tasks.
- You must ensure that assignments for synoptic assessment are designed to enable learners to draw on the specific units identified and demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge in an integrated way. Assignments for the synoptic unit will be monitored at programme level as part of the standards verification process to ensure that they encourage learners to select and apply their learning from across the qualification in an integrated way.
- Where there is a requirement for assessment to be conducted in the real work environment (mandatory work placement), assignments must be designed to facilitate this. You must ensure that the work placement setting gives learners the opportunity to achieve at all grade levels.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning objective. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out a practical performance, then they must address all the relevant range of content that applies in that instance.

An assignment brief should have:

- a vocational scenario or context that motivates the learner to apply their learning through the assignment
- an audience or purpose for which the evidence is being provided
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks.

Forms of evidence

The units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information on suitable forms of evidence that would give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

The main forms of evidence include:

- observation and recordings of practical tasks or performance in the workplace with supporting evidence
- projects
- recordings of role play, interviews and other types of simulated activities
- oral or written presentations with assessor questioning
- work placement logbooks, reflective journals.

It is important to note that an observation record is a source of evidence and does not confer an assessment decision. It must be sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance and must clearly document the rationale for the assessment decision. Observation records should be accompanied by supporting evidence, which may take the form of videos, audio recordings, photographs, preparation notes, learner logs and other similar types of record.

The form(s) of evidence selected must allow:

- the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- the learner to produce evidence that is their own independent work
- a verifier to independently reassess the learner to check the assessor's decisions.

Centres need to take particular care in ensuring that learners produce independent work.

Making valid assessment decisions

Assessment decisions through applying unit-based criteria

Assessment decisions for this qualification are based on the specific criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of sector-specific knowledge, technical and practical skills, and transferable skills appropriate to the purpose of the qualification.

Pass, Merit and Distinction criteria all relate to individual learning aims. The assessment criteria for a unit are hierarchical and holistic where in satisfying the M criteria a learner would also have satisfied the P criteria. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the learner's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and all the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and all the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 2 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information provided in units and training materials. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

Authenticity of learner work

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

- Assessors must complete a declaration that:
- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 8 Administrative arrangements*.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected

- making sure that giving a further opportunity does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners

- checking that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who did not complete assignments by your planned deadline or an authorised extension deadline, if one was given for specific circumstances, may not have the opportunity to subsequently resubmit. Similarly, learners who submit work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assignment by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in the relevant learning aims **after resubmission** of an assignment may be offered a single retake opportunity using a new assignment. The highest grade that may be awarded is a Pass.

The Lead IV must authorise a retake with a new assignment only in exceptional circumstances and where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment* available on our website. We provide information on writing assignments for retakes on our website (www.btec.co.uk/keydocuments).

7 External assessment

A summary of the type and availability of external assessment for this qualification is given below. These external assessments assess units that are 33.3% of the total qualification GLH and are weighted to contribute the same proportion of the overall qualification grade. They are available so that learners may be assessed at any suitable point in their programme.

See the units and sample assessment materials for more information.

Unit	Type	Availability
Unit 2: Introduction to Animal Biology and Health	• Onscreen test set and marked by Pearson. • 75 minutes. • 60 marks.	On demand First assessment January 2018
Unit 4: Animal Welfare	• A task set and marked by Pearson and completed under supervised conditions. • Task to be completed using the answer booklet provided by Pearson • The supervised assessment is 2.5 hours over a maximum of two days, timetabled by Pearson • 50 marks • The set task can be completed in more than one supervised session.	Two timetabled periods, each year in March and June First assessment March 2018

For *Unit 2*, onscreen tests are available on demand starting from January 2018. These tests use a range of question types, including examiner-marked. As tests have a full marking process, results for individual learners will be released once the process is complete and the time to issue results will vary.

For *Unit 4*, we will issue two different tasks each year (March and June). Learners can complete the task at any time during the the 2-day timetabled period, set by Pearson. The duration and control of the supervised assessment is the same whenever it is completed within the timetabled period, and learner evidence can be submitted to Pearson for marking at any time, up to the scheduled end of the task period. We will issue results for each task after the marking period for that task.

We will provide a detailed timetable for entries, assessment and results annually in our *Information Manual*. Resits cannot be scheduled until a learner's result has been issued.

Learners must be prepared for external assessment by the time they undertake it. In preparing learners for assessment, you will want to take account of required learning time and opportunities for resits. Learners who take an external assessment and who do not perform as expected may have one further opportunity using a later external assessment. Learners cannot take a further assessment until they have a result from the first assessment. For *Unit 4*, learners may only take the set task once within the timetabled period. Learners who attempt an external assessment twice will have the better of the grades achieved used in the final grade calculation for the qualification.

Units

The externally-assessed units have a specific format which we explain in *Section 3 Units*. The content of units will be sampled across external assessments over time through appropriate tests and tasks. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors.

Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website.

Conducting external assessments

Centres must make arrangements for the secure delivery of external assessments. You need to ensure that learners are aware that they need to work independently and be aware of the requirements for any external assessment.

Each external assessment has a defined degree of control under which it must take place. We define degrees of control as follows.

High control

This is the completion of assessment in formal invigilated examination conditions. This applies to onscreen tests.

Medium control

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the task. This applies to task-based assessments.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website.

8 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification.
It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual.* Records must be maintained as specified as we may ask to audit them.

Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration only in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment being conducted unfairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and appeals about Pearson Vocational Qualifications*.

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors to include the:

- needs of the learner with the disability
- effectiveness of the adjustment
- cost of the adjustment; and
- likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* (www.jcq.org.uk).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for external assessments
- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from heads of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required units for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Results for external assessment will be issued once marking is complete.

Qualification results will be issued once a learner has completed all components of the qualification and you have claimed certification. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. Our *Information Manual* gives further information.

Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You must decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- *Instructions for the Conduct of External Assessments*: explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- Regulatory policies: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - o adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - o age of learners
  - o centre guidance for dealing with malpractice
  - o recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

9 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the Pearson Quality Assurance Handbook. It contains detailed guidance on the quality processes required to underpin robust assessment, internal verification and planning of appropriate employer involvement.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Technical Certificate and Diploma qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- undertaking an overarching review and assessment of a centre's strategy for ensuring sufficient and appropriate engagement with employers at the beginning of delivery of any BTEC programme(s)
- undertaking a review of the employer involvement planned at programme level to ensure its appropriateness at a time when additional activities can be scheduled where necessary
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Technical Certificate and Diploma qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

10 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in providing an overall qualification grade for each learner. The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

Eligibility for an award

In order to be awarded the qualification, a learner must complete all units and achieve a Pass or above in all units. See the structure in *Section 2 Structure* for full details.

To achieve the qualification grade, learners must:

- achieve and **report a grade** (D, M or P) for all units within a valid combination
- achieve the **minimum number of points** at a grade threshold.

Where there are optional units in a qualification, it is the responsibility of the centre to ensure that a correct unit combination is adhered to. Learners who do not pass all the required units shown in the structure will not achieve the qualification. For example, learners who have not passed the required external units or who have not taken all mandatory units will not achieve that qualification even if they have enough points.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units (where available), the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

The qualification is awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Diploma	PP to DD

The *Calculation of qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full information.

Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	60 GLH
U	0
Pass	16
Merit	24
Distinction	32

Points available for the external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The points scores available for each external unit at grade boundaries are as follows.

	60 GLH
U	0
Pass	16
Merit	24
Distinction	32

We will automatically calculate the points for each external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

Claiming the qualification grade

Subject to eligibility, we will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant calculation of qualification grade table for the cohort.

Calculation of qualification grade table

Diploma	
Grade	**Points threshold**
PP	96
MP	112
MM	128
DM	152
DD	176

The table is subject to review over the lifetime of the qualification.
The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from September 2017

Example 1: Achievement of a Technical Diploma with a PP grade

Unit	GLH	Type	Grade	Points
1	60	Internal	Pass	16
2	60	External	Pass	16
3	60	Internal	Pass	16
4	60	External	Pass	16
5	60	Internal	Pass	16
6	60	Internal	Merit	24
	360		**PP**	**104**

The learner has achieved a Pass or above in all units.

The learner has sufficient points for a PP grade.

Example 2: Achievement of a Technical Diploma with a DD grade

Unit	GLH	Type	Grade	Points
1	60	Internal	Distinction	32
2	60	External	Merit	24
3	60	Internal	Distinction	32
4	60	External	Merit	24
5	60	Internal	Distinction	32
6	60	Internal	Distinction	32
	360		**DD**	**176**

The learner has sufficient points for a DD grade.

Example 3: Achievement of a Technical Diploma with an Unclassified result

Unit	GLH	Type	Grade	Points
1	60	Internal	Pass	16
2	60	External	Merit	24
3	60	Internal	Unclassified	0
4	60	External	Merit	24
5	60	Internal	Pass	16
6	30	Internal	Distinction	32
	360		**U**	**112**

The learner has a U in Unit 3.

The learner has sufficient points for a MP but has not met the requirement for a Pass, or above, in all units.

11 Resources and support

Our aim is to give you support to enable you to deliver Pearson BTEC Level 2 Technicals with confidence. You will find resources to support teaching and learning, assessing, and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Learning

Our free Schemes of Learning give you suggestions and ideas for how to deliver the units in the qualifications, including opportunities to develop employability skills, tips on embedding mathematics and English, and how to link units through holistic assessments.

Delivery planner

High-level models showing how the course can be delivered over different timescales, for example six months, one year or two years.

myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTEC qualifications in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website.

Support for teaching and learning

Work Experience Toolkit

Our free Work Experience Toolkit gives guidance for tutors, assessors, work-based supervisors and learners on how to make the most of work placements and work experience.

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications.

Teaching and learning resources may also be available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources are on our website.

Support for assessment

Sample assessment materials for externally-assessed units

Sample assessment materials (SAMs) are available for externally-assessed units and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for externally-assessed units will also be available, giving your learners further opportunities for practice.

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

We provide assignment briefs which are approved by Pearson Standards Verifiers.

Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of sample marked learner work will be made available on our website.

Training and support from Pearson

People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your Pearson BTEC Level 2 Technicals. They include the following.

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, in preparing learner work and providing quality assurance through sampling.
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of the Pearson BTEC Level 2 Technicals.

These sector-specific events, developed and delivered by specialists, are available both face to face and online.

BTEC SPECIFICATION

BTEC Level 2 Technical Diploma in
ANIMAL CARE

Like what you see?

- Discover the full range of BTEC Level 2 Technicals available.
- Explore free course materials and training events.
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All this and more at: quals.pearson.com/btecL2techAC

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