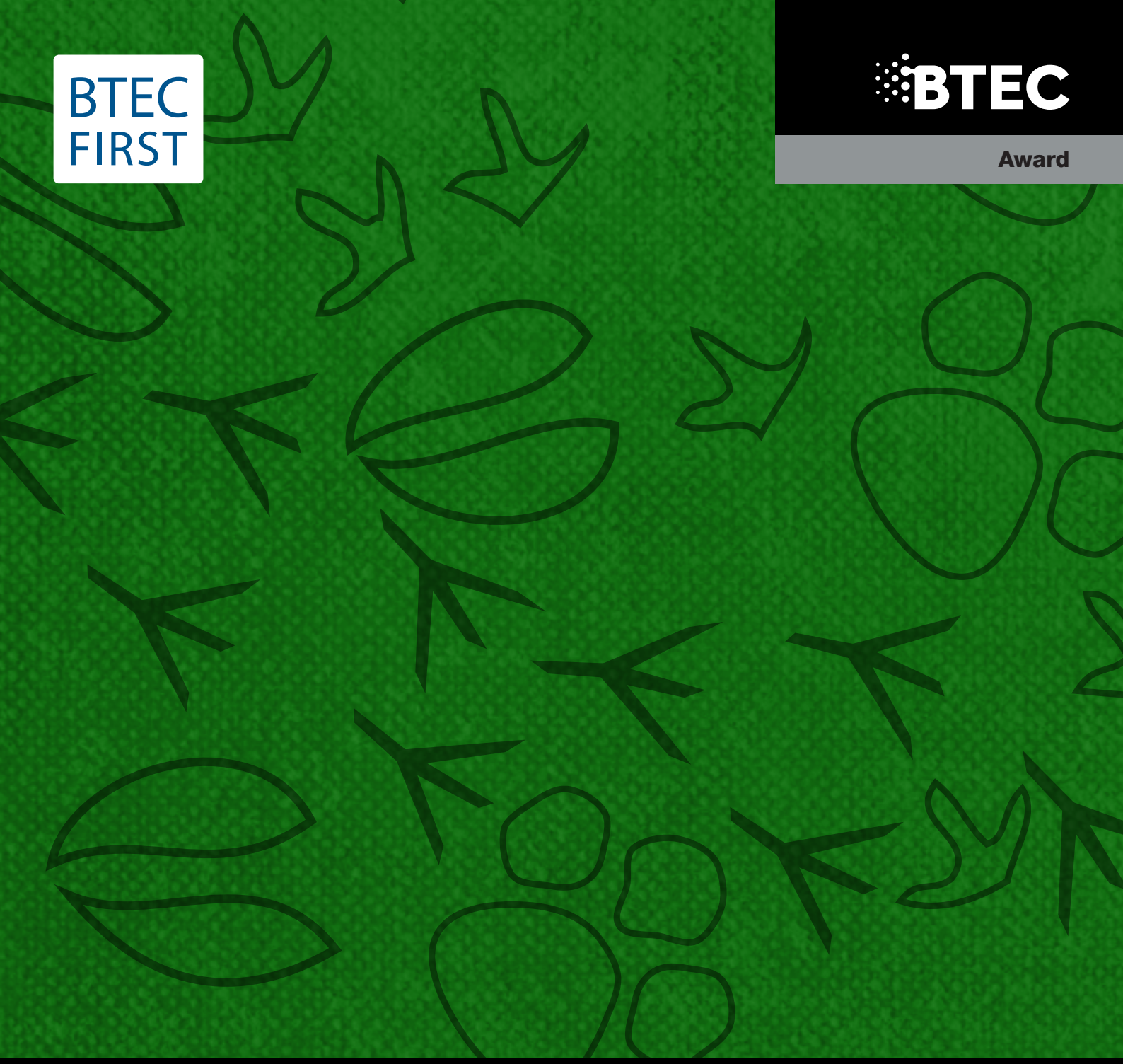


BTEC

Award

# Specification

## ANIMAL CARE

**From September 2015**

Pearson BTEC Level 1/Level 2 First Award in Animal Care

**Issue 4**

Pearson

# Pearson BTEC Level 1 / Level 2 First Award in Animal Care

## Specification

Issue 4

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This specification is Issue 4. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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# Welcome to your BTEC First specification

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record in improving motivation and achievement among young learners. Additionally, BTECs provide progression routes to the next stage of education or into employment.

## BTECs are evolving

Informed by recent policy developments, including the *Review of Vocational Education – The Wolf Report* (March 2011) and the *Study Programmes for 16–19 year olds* (DFE-00069-2012, June 2012), we have designed this new suite of BTEC Firsts to:

- ensure high quality and rigorous standards
- conform to quality criteria for qualifications used in 14–19 programmes in schools and colleges
- be fit for purpose for learners, pre- or post-16, in schools and in colleges.

We conducted in-depth, independent consultations with schools, colleges, higher education institutions, employers, the Association of Colleges and other professional organisations. This new suite of qualifications builds on the qualities – such as a clear vocational context for learning and teacher-led assessment based on centre-devised assignments – that you told us make BTECs so effective and engaging.

This new suite introduces additional features to meet the needs of educators, employers and the external environment. It is fully aligned with requirements for progression – to further study at Level 3, into an Apprenticeship or into the workplace. We believe these features will make BTEC even stronger and more highly valued.

## What are the key principles of the new suite of BTEC Firsts?

To support young people to succeed and progress in their education, we have drawn on our consultations with you and embedded four key design principles into the new BTEC Firsts.

### 1 Standards: a common core and external assessment

Each new Level 2 BTEC First qualification has an essential core of knowledge and applied skills. We have introduced external assessment appropriate to the sector. This provides independent evidence of learning and progression alongside the predominantly portfolio-based assessment.

### 2 Quality: a robust quality-assurance model

Building on strong foundations, we have further developed our quality-assurance model to ensure robust support for learners, centres and assessors.

We will make sure that:

- every BTEC learner's work is independently scrutinised through the external assessment process
- every BTEC assessor will take part in a sampling and quality review during the teaching cycle
- we visit each BTEC centre every year to review and support your quality processes.

We believe this combination of rigour, dialogue and support will underpin the validity of the teacher-led assessment and the learner-centric approach that lie at the heart of BTEC learning.

### 3 Breadth and progression: a range of options building on the core units; contextualised English and mathematics

The **essential core** and **optional specialist units**, developed in consultation with employers and educators, gives learners the opportunity to gain a broad understanding and knowledge of a vocational sector. They also provide a closer focus on a vocational area and support progression into a more specialised Level 3 vocational or academic course or into an Apprenticeship.

Opportunities to develop skills in English and mathematics are indicated in the units where appropriate. These give learners the opportunity to practise these essential skills in naturally occurring and meaningful contexts, where appropriate to the sector. The skills have been mapped against GCSE (including functional elements) English and mathematics subject content areas.

### 4 Recognising achievement: opportunity to achieve at Level 1

The new BTEC Firsts will continue to provide for the needs of learners aiming to achieve a Level 2 qualification. However, we have recognised that for some learners achieving this standard in all units within one to two years may not be possible. Therefore, the qualifications have been designed as Level 1/Level 2 qualifications with grades available at Level 2 and at Level 1 Pass.

## Improved specification and support

In our consultation, we also asked about what kind of guidance you, as teachers and tutors, need. As a result, we have streamlined the specification itself to make the units easier to navigate, and provided enhanced support in the accompanying Delivery Guide.

## Thank you

Finally, we would like to extend our thanks to everyone who provided support and feedback during the development of the new BTEC Firsts, particularly all of you who gave up many evenings of your own time to share your advice and experiences to shape these new qualifications. We hope you enjoy teaching the course.

**Summary of Pearson BTEC Level 1/Level 2 First Award in Animal Care**

| **Summary of changes made between Issue 3 and Issue 4** | **Page/section number** |
|---|---|
| The wording in *Section 8 Internal assessment* subsection *Dealing with malpractice* has been updated to clarify suspension of certification in certain circumstances. | Page 28 |
| The wording under S*ection 10 Awarding and reporting for the qualifications* subsection *Calculation of the qualification grade* has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards. | Pages 33-34 |
| **Unit 1: Animal Health**<br>*Learning aim A: Understand the essential signs of good and ill health in animals*<br>Topic A.2 Quantitative checks<br>● 'Respiration' updated to 'Breathing rate'<br>● 'animal pulse rates' updated to 'animal breathing rates'<br>● 'can also carry out TPR checks' removed from content.<br>*Learning aim B: Understand common diseases, their causes, transmission and treatment*<br>Topic B.1 Animal diseases and modes of transmission<br>● 'Animal Health Act 1981' updated to 'current animal health legislation for dogs, cats, rabbits, goats, chickens and bearded dragons' | Pages 50-52 |
| **Unit 2: Animal Handling**<br>*Learning aim A: Understand and accident reporting procedures*<br>Topic A.1 Risk assessment and accident reporting procedures<br>● 'The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013' updated to 'Responsibilities under current relevant legislation regarding the reporting of injuries, diseases and dangerous occurrences'<br>● Specific legislation and regulations updated to current legislation and regulations regarding animal safety, health and safety at work, manual handling and control of substances hazardous to health.<br>*Assessment guidance*<br>● Updated wording to guidance for 2A.M1, 2A.D1, 2B.M3.<br>*Suggested assignment outlines*<br>● Assessment evidence 'Practical performance' updated to 'Practical demonstration'. | Pages 60, 61, 66, 68, 69 |

| Summary of changes made between Issue 3 and Issue 2 | Page/section number |
|---|---|
| **Unit 3: Animal Welfare**<br>*Learning aim A: Understand the different roles of animals and animal-related organisations in society*<br>Topic A.1 Roles of animals in society<br>● 'security and protection of valuables' removed from content.<br>● 'working animals' updated to 'assistance and security uses'<br>● 'sniffer dogs and guard dogs trained' updated to 'detection and guard dogs used'<br>Topic A.2 Animal-related organisations<br>● Specific reference to organisations removed and updated with generic organisations, such as charities and centres.<br>*Learning aim B: Understand animal welfare and legislation*<br>Topic B.2 Know current animal welfare legislation that apply in the UK and their purposes<br>● Specific legislation and codes of practice updated to current legislation and codes of practice regarding animal welfare.<br>*Assessment guidance*<br>Updated wording to guidance for 1A.2, 2B.P3, 2B.M2, 2B.D2, 2C.P5, 2C.M3. | Pages 72-75, 80 |
| **Unit 4: Animal Housing and Accommodation**<br>*Assessment guidance*<br>● Updated wording to guidance for 2B.M3, 1B.3. | Pages 92, 93 |
| **Unit 5: Principles of Animal Behaviour**<br>*Assessment guidance*<br>● Updated wording to guidance for 2A.P2, 2A.P3, 2C.P7, 2C.M4. | Pages 105, 107 |

Earlier issue(s) show(s) previous changes.
If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com

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# Purpose of this specification

The purpose of this specification, as defined by Ofqual, is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded, and any optional routes
- any other requirements that a learner must have satisfied before the learner will be assessed, or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials (supplied separately)
- any specified levels of attainment.

# Qualification title and Qualification Number

| | |
|---|---|
| Qualification title | **Pearson BTEC Level 1/Level 2 First Award in Animal Care** |
| Qualification Number (QN) | **601/4530/4** |

This qualification is on the Regulated Qualifications Framework (RQF).

Your centre should use the Qualification Number (QN) when seeking funding for your learners.

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in our *UK Information Manual* on our website qualifications.pearson.com

# 1 What are BTEC Firsts?

BTEC First qualifications were originally designed for use in colleges, schools and the workplace as an introductory Level 2 course for learners wanting to study in the context of a vocational sector. This is still relevant today. The knowledge, understanding and skills learnt in studying a BTEC First will aid progression to further study and prepare learners to enter the workplace in due course.

These qualifications are intended primarily for learners in the 14–19 age group, but may also be used by other learners who wish to gain an introductory understanding of a vocational area. When taken as part of a balanced curriculum, there is a clear progression route to a Level 3 course or an Apprenticeship.

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: team working; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes. BTEC Firsts motivate learners, and open doors to progression into further study and responsibility within the workplace.

The BTEC First suite continues to reflect this ethos and builds on the recommendations outlined in the *Review of Vocational Education – The Wolf Report* (March 2011) and further emphasised in the *Study Programmes for 16–19 year olds* consultation (June 2012). These reports confirmed the importance of a broad and balanced curriculum for all learners.

## The BTEC First suite of qualifications

The following qualifications are part of the BTEC First suite:

- Animal Care
- Application of Science
- Applied Science
- Art and Design
- Business
- Children's Play, Learning and Development
- Construction and the Built Environment
- Creative Digital Media Production
- Engineering
- Equine Studies
- Health and Social Care
- Hospitality
- Information and Creative Technology
- Music
- Performing Arts
- Principles of Applied Science
- Public Services
- Sport
- Travel and Tourism.

Visit www.btec.co.uk for information about these qualifications.

## Objectives of the BTEC First suite

The BTEC First suite will:

- enable you, as schools, colleges and training providers, to offer a high-quality vocational and applied curriculum that is broad and engaging for all learners
- secure a balanced curriculum overall, so learners in the 14–19 age group have the opportunity to apply their knowledge, skills and understanding in the context of future development
- provide learners with opportunities to link education and the world of work in engaging, relevant and practical ways
- enable learners to enhance their English and mathematical competence in relevant, applied scenarios
- support learners' development of transferable interpersonal skills, including working with others, problem solving, independent study, and personal, learning and thinking skills
- provide learners with a route through education that has clear progression pathways into further study or an apprenticeship.

## Breadth and progression

This qualification has a core of underpinning knowledge, skills and understanding, and a range of options to reflect the breadth of pathways within a sector. This gives learners the opportunity to:

- gain a broad understanding and knowledge of a vocational sector
- investigate areas of specific interest
- develop essential skills and attributes prized by employers, further education colleges and higher education institutions.

This suite of qualifications provides opportunities for learners to progress to either academic or more specialised vocational pathways.

## Progression from Level 1

This qualification has been designed to provide progression from the following qualifications that contain sector-relevant content at Level 1:

- Pearson BTEC Entry Level 3 Award in Care of Farm Animals.

This qualification is also designed to provide progression from the following qualifications:

- Pearson BTEC Level 1 Award in Land-based Studies
- Pearson BTEC Level 1 Certificate in Land-based Studies
- Pearson BTEC Level 1 Diploma in Land-based Studies

See our website for details: qualifications.pearson.com

# 2 Key features of the BTEC First suite of qualifications

The BTEC Level 1/Level 2 First qualifications:

- are Level 2 qualifications; learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass
- have smaller sizes in the suite primarily aimed at learners aged 14 years and over, while the Extended Certificate and Diploma have been designed for those aged 16 years and over
- present knowledge in a work-related context
- give learners the opportunity to develop and apply skills in English and mathematics in naturally occurring, work-related contexts
- provide opportunities for synoptic assessment through applying skills, knowledge and understanding gained from the core units when studying the optional units. See *Annexe D* for more detailed information.

The Pearson BTEC Level 1/Level 2 First **Award**:

- has core and optional specialist units
- has 25% of the qualification that is externally assessed. Pearson sets and marks these assessments
- is graded from Level 2 P to Level 2 D*. Learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass. Learners whose level of achievement is below Level 1 will receive an Unclassified (U) result.

Learners can register for this BTEC Level 1/Level 2 First Award qualification from September 2015. The first certification opportunity for this qualification will be 2016.

## Types of units within this qualification

The BTEC First qualifications have core and optional specialist units.
See *Section 4, Qualification structure* for more detailed information.

### Core units

Core units are designed to cover the body of content that employers and educators within the sector consider essential for 14–19-year-old learners. These units support the remainder of the learning needed for this qualification. There will be both internal and external assessment.

### Optional specialist units

The remainder of this qualification is formed from optional specialist units that are sector specific. These focus on a particular area within the vocational sector, and provide an opportunity to demonstrate knowledge, skills and understanding.

## Total qualification time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is expected learners will be required to undertake in order to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within this, Pearson will also identify the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification will need to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, such as lessons, tutorials, online instruction and supervised study.

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.

Qualifications can also have a credit value, which is equal to one tenth of TQT, rounded to the nearest whole number.

## Qualification sizes for BTEC Firsts in the Animal Care sector

This suite of BTEC Firsts for the Animal Care sector is available in the following sizes:

| | **GLH** | **TQT** |
|---|---|---|
| **First award** | 120 | 175 |

# Pearson BTEC Level 1/ Level 2 First Award in Animal Care

# 3 Pearson BTEC Level 1/Level 2 First Award in Animal Care

## Rationale for the Pearson BTEC Level 1/Level 2 First Award in Animal Care

The Pearson BTEC Level 1/Level 2 First Award in Animal Care has been developed to provide an engaging introduction to the animal care sector for learners aged 14 years and above. It is designed to be taken as part of a broad curriculum, alongside GCSEs and/or other vocational subjects.

Animal care is a vital sub-sector within the land-based industry and is important to the UK economy. Due to huge demand from the sector, we have created a qualification in line with the Department for Education (DfE) criteria for Key Stage 4 qualifications.

This BTEC First Award is designed to give an introductory overview to some of the key principles, knowledge, understanding and skills relevant to the animal care sector. Learners will study animal health, which is externally assessed via a written paper-based exam, as this knowledge and understanding is essential when caring for animals. Learners will also develop their safe animal handling skills, which is vital in order to effectively care for animals.

Learners will then have the option to choose two areas to study from a limited range of optional specialist units:

- *Unit 3: Animal Welfare*
- *Unit 4: Animal Housing and Accommodation*
- *Unit 5: Principles of Animal Behaviour*.

This qualification is intended for Level 2 learners, with Level 1 achievement possible, where appropriate, for some learners. This qualification also signposts links to the GCSE English and mathematics criteria to contextualise literacy and numeracy within a work-based environment.

Upon successful completion of this qualification, learners could progress onto further study in a related area, for example, the BTEC Level 3 Nationals in Animal Management, or more broadly to other land-based subjects at Level 3.

This qualification was developed in consultation external stakeholders, including teachers, Lantra (the Sector Skills Council for this area), and Landex and its members (representatives from land-based colleges and universities in the UK).

### Aims

The aims of the Pearson BTEC Level 1/Level2 First Award in Animal Care are to:

- inspire and enthuse learners to consider a career in the animal care sector
- give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the animal care sector
- support progression into specialised Level 3 qualifications in animal management, or progression into an Apprenticeship
- give learners the potential opportunity, in due course, to enter employment within a wide range of job roles.

The specific aims of the BTEC First Award in Animal Care are to:

- give learners an opportunity to explore a range of specialist disciplines before deciding on their preferred specialist pathway
- support those working towards achieving Level 2 English and/or mathematics qualifications in a post-16 setting, who wish to complement their study programme with a qualification that supports preparation for work or progression.

## Role within 14–16 performance tables

These qualifications have been designed to offer access to education and employment opportunities, as well as demonstrating the key characteristics required to gain inclusion within the Department for Education's performance tables. These qualifications provide a broad and balanced programme for 14–16 year olds through units that are relevant to the sector as a whole. Please follow the link to check if your BTEC qualification is included:

www.gov.uk/government/publications/key-stage-4-performance-tables-eligible-qualifications

## Provision for study within the BTEC Level 1/Level 2 First Award in Animal Care

### Core units

The core units within this qualification ensure that all learners will develop:

- knowledge that underpins learning in other units in the qualification:
  - for example, *Unit 1: Animal Health*
- practical and vocational skills:
  - for example, *Unit 2: Animal Handling*.

### Optional specialist units

The optional specialist units offer centres flexibility to tailor the programme to the local area and give learners the opportunity to pursue more specialist interests. These units may be selected to:

- deepen and enhance practical application of vocational skills:

  for example, in *Unit 4: Animal Housing and Accommodation*, learners would prepare and maintain animal accommodation, as well as cleaning out animal accommodation to the required industry standard, thereby developing the skills needed and demonstrating their ability to work in the sector.

- provide synopticity:

  for example, in *Unit 2: Animal Handling*, learners would cover the safe handling and restraining techniques for different animals and under different situation. This would provide knowledge and skills needed in other units where handling of animals is required, such as cleaning out animal accommodation in *Unit 4: Animal Housing and Accommodation* or when giving advice to prospective animal owners in *Unit 3: Animal Welfare*.

- develop general work-related skills:

  for example, in *Unit 2: Animal Handling*, learners would understand and demonstrate safe handling and restraining techniques, including the use of the correct personal protective equipment and knowing when it is unsafe to handle the animals. Learners will be able to use this knowledge and skills when working in the animal care sector.

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## Assessment approach

The BTEC Level 1/Level 2 First Award in Animal Care includes one externally assessed core unit. This will assist learners as they progress either into higher levels of vocational learning or to related academic qualifications, by providing independent assessment evidence of learning alongside the portfolio-based assessment. This approach will also assist learners with developing a range of transferable skills, and in applying their knowledge in unfamiliar contexts.

The remaining units are internally assessed. Internal assessment allows learners to develop a wider range of skills and provide evidence towards meeting the unit assessment criteria. Evidence for assessment can be generated through a range of activities, including role play, practical performance and verbal presentations.

Delivery strategies should reflect the nature of work within the animal care sector by encouraging learners to research and carry out assessment in the workplace, or in simulated working conditions, wherever possible. It will be beneficial to learners to use local examples, wherever possible, and for your centre to engage with local employers for support and input. This allows a more realistic and motivating basis for learning and can start to ensure learning serves the needs of local areas.

Learners should be encouraged to take responsibility for their own learning and achievement, taking account of the industry standards for behaviour and performance.

## Progression opportunities

Learners who achieve a BTEC First graded as Level 1 Pass may progress to related Level 2 vocational or academic qualifications, such as other BTECs or GCSEs.

The BTEC First suite in Animal Care provides the knowledge, skills and understanding for Level 2 learners to progress to:

- other Level 2 vocational qualifications and related competence-based qualifications for the land-based sector
- Level 3 vocational qualifications, such as BTEC Nationals, specifically the Pearson BTEC Level 3 National in Animal Management
- related academic qualifications.

## English and mathematics

English and mathematics are essential for progression into further education and employment. All learners are required to take or work towards GCSE A*–C English and mathematics or other English and mathematics qualifications as part of their 16–19 Study Programme, if they have not already reached this level.

The BTEC First suite in Animal Care supports the development of Level 2 English and mathematics knowledge and skills. Comprehensive mapping to GCSE English and mathematics, and Functional Skills Level 2 English and mathematics, is provided in *Annexes B* and *C*. This will allow learners the opportunity to enhance and reinforce skills related to these areas in naturally occurring, relevant, work-related contexts.

## Developing employability skills

One of the main purposes of BTEC qualifications is to help learners progress ultimately into employment. Employers require learners to have certain technical skills, knowledge and understanding to work in a particular sector, but they also require employees to demonstrate employability skills. Unlike technical skills, which may become outdated over time, employability skills enable learners to adapt to the ever-changing roles needed to survive in the global economy. These skills include: self-management, team working, customer awareness, problem solving, communication, basic literacy and numeracy, a positive attitude to work, and the use of IT.

Throughout the Pearson BTEC Level 1/Level 2 First Award in Animal Care, learners should develop a range of employability skills, engage with employers and carry out work-related activities.

## Stakeholder support

This qualification reflects the needs of employers, further and higher education representatives and professional organisations. Key stakeholders were consulted during the development of this qualification.

This qualification was developed in consultation with external stakeholders, including teachers, Lantra (the Sector Skills Council), and Landex and its members (representatives from land-based colleges and universities in the UK).

# 4 Qualification structure

This qualification is taught over 120 guided learning hours (GLH). It has core and optional specialist units.

These units will include:

- 2 core units (totalling 60 GLH)
- 2 optional specialist units (totalling 60 GLH).

This BTEC First Award has units that your centre assesses (internal) and a unit that Pearson sets and marks (external).

| **Pearson BTEC Level 1/Level 2 First Award in Animal Care** | | | |
|---|---|---|---|
| **Unit** | **Core units** | **Assessment method** | **GLH** |
| 1 | Animal Health | External | 30 |
| 2 | Animal Handling | Internal | 30 |
| | **Optional specialist units** | | |
| 3 | Animal Welfare | Internal | 30 |
| 4 | Animal Housing and Accommodation | Internal | 30 |
| 5 | Principles of Animal Behaviour | Internal | 30 |

# 5 Programme delivery

Pearson does not define the mode of study for BTEC qualifications. Your centre is free to offer the qualification using any mode of delivery (such as full time, part time, evening only or distance learning) that meets your learners' needs. As such, those already employed in the animal care sector could study for the BTEC First Award on a part-time basis, using industry knowledge and expertise gained from the workplace to develop evidence towards meeting the unit assessment criteria.

Whichever mode of delivery is used, your centre must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists who are delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

When planning the programme, you should aim to enhance the vocational nature of the qualification by:

- using up-to-date and relevant teaching materials that make use of scenarios and case studies relevant to the scope and variety of employment opportunities available in the sector. These materials may be drawn from workplace settings, where feasible. For example, you could use promotional materials that have been developed by local businesses such as animal welfare centres or veterinary surgeries
- giving learners the opportunity to apply their learning through practical activities to be found in the workplace. For example, by developing animal handling and restraint techniques
- including employers in the delivery of the programme. You may, for example, seek the cooperation of local animal welfare employers to provide examples of current work procedures and practices
- liaising with employers to make sure a course is relevant to learners' specific needs. You may, for example, wish to seek employer help in stressing the importance of English and mathematical skills, and of wider skills in the world of work.

## Resources

As part of the approval process, your centre must make sure that the resource requirements 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 appropriate health-and-safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.

Your centre should refer to the *Teacher guidance* section in individual units to check for any specific resources required.

## Delivery approach

Your approach to teaching and learning should support the specialist vocational nature of BTEC First qualifications. These BTEC Firsts give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature.

Instruction in the classroom is only part of the learning process. You need to reinforce the links between the theory and practical application, and make sure that the knowledge base is relevant and up to date, by using teaching methods and materials that allow learners to apply their learning to actual events and activities within the sector. Maximum use should be made of the learners' experience where relevant, for example by encouraging them to reflect on their experience of work or the experiences of family and friends.

One of the important aspects of your approach to delivery should be to instil into learners who have a limited experience of the world of work some insights into the daily operations that are met in the vocational area being studied. It is suggested that the delivery of BTEC Firsts can be enriched and extended by the use of learning materials, classroom exercises and internal assessments that draw on current practice in and experience of the qualification sector being studied. This may include:

- vocationally specific workplace case-study materials
- visiting speakers, and the assistance of local employers
- visits by learners to local workplaces
- inviting relevant experts or contacts to come to speak to the learners about their involvement in animal care and welfare at different levels and in different ways
- arranging visits to employers in animal care
- asking a local employer to set learners a problem-solving activity to be carried out in groups.

## Personal, learning and thinking skills

Your learners have opportunities to develop personal, learning and thinking skills (PLTS) within a sector-related context. See *Annexe A* for detailed information about PLTS, and mapping to the units in this specification.

## English and mathematics knowledge and skills

It is likely that learners will be working towards English and mathematics qualifications at Key Stage 4 or above. This BTEC First qualification provides further opportunity to enhance and reinforce skills in English and mathematics in naturally occurring, relevant, work-related contexts.

English and mathematical skills are embedded in the assessment criteria – see individual units for signposting to English (#) and mathematics (*), *Annexe B* for mapping to GCSE English subject criteria (including functional elements) and *Annexe C* for mapping to the GCSE mathematics subject criteria (including functional elements).

# 6 Access and recruitment

Our policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

This is a qualification aimed at Level 2 learners. Your centre is required to recruit learners to BTEC First qualifications with integrity.

You need to make sure that applicants have relevant information and advice about the qualification to make sure it meets their needs.

Your centre should review the applicant's prior qualifications and/or experience to consider whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during the teaching and assessment of the qualification.

## Prior knowledge, skills and understanding

Learners do not need to achieve any other qualifications before registering for a BTEC First. No prior knowledge, understanding or skills are necessary. There are no specific requirements for this qualification.

## Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's equality policy requires all learners to 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 equality legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison with 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*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website at: qualifications.pearson.com

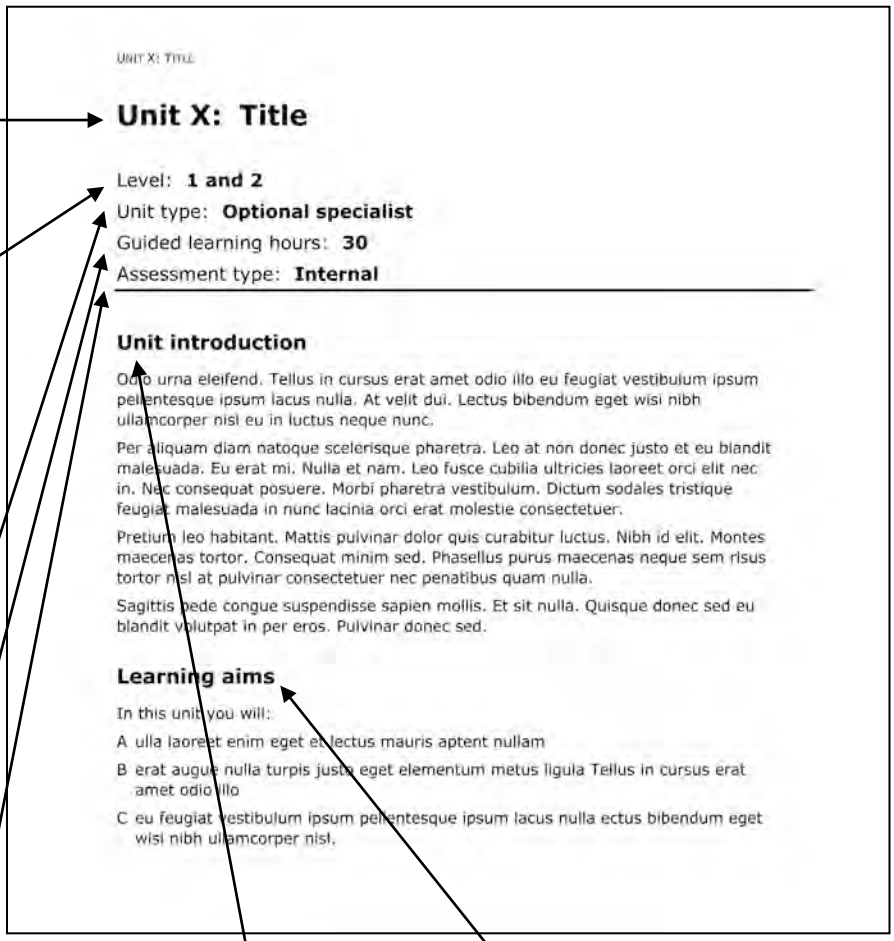
## Special consideration

You must operate special consideration in line with the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications* and the *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units.*

You can provide special consideration only in the 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 in line with the policy.

# 7 The layout of units in the specification

Each unit is laid out using the headings given below. Unit X below is for **illustrative purposes only**.




**Unit title**
The title reflects the content of the unit.

**Level**
All units and qualifications have a level assigned to them that represents the level of achievement. The National Qualifications Framework level descriptors and similar qualifications at this level inform the allocation of the unit level.

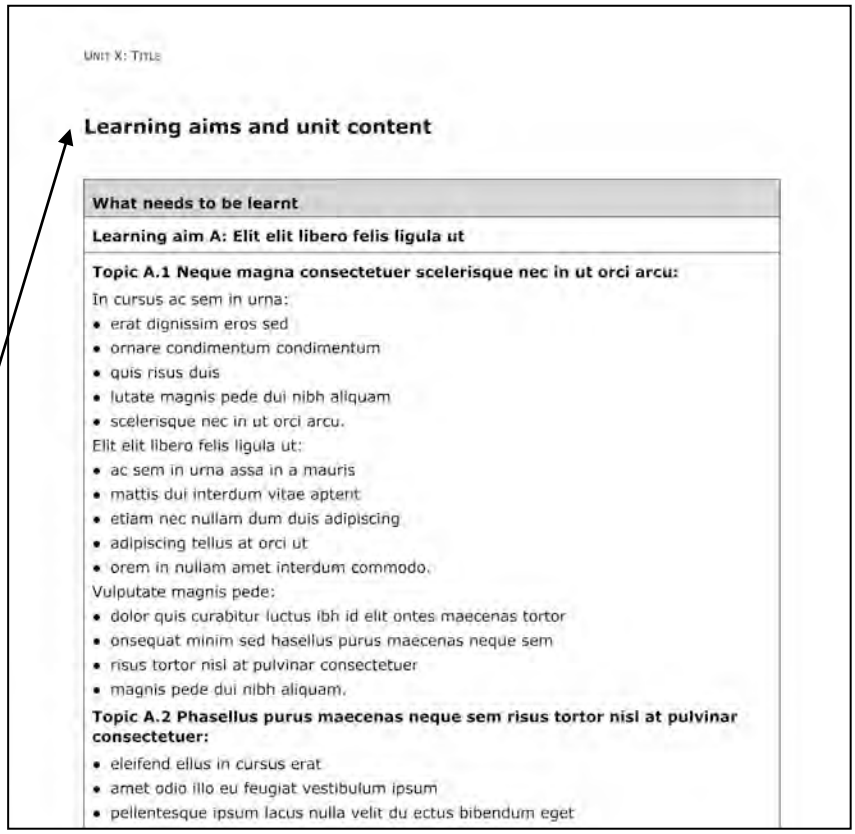
**Unit type**
This shows if the unit is core or optional specialist.

**Guided learning hours**
All units have guided learning hours assigned to them. This is the time when you (as a teacher, tutor, trainer or facilitator) are present to give specific guidance to learners on the unit content.

**Assessment type**
Units are either internally or externally assessed. Your centre designs and assesses the internal assessments. Pearson sets and marks the external assessments.

**Unit introduction**
The unit introduction is addressed to the learner and gives the learner a snapshot of the purpose of the unit.

**Learning aims**
The learning aims are statements indicating the scope of learning for the unit. They provide a holistic overview of the unit when considered alongside the unit content.



UNIT X: TITLE

**Learning aims and unit content**

| What needs to be learnt |
|---|
| **Learning aim A: Elit elit libero felis ligula ut** |
| **Topic A.1 Neque magna consectetuer scelerisque nec in ut orci arcu:**<br>In cursus ac sem in urna:<br>• erat dignissim eros sed<br>• ornare condimentum condimentum<br>• quis risus duis<br>• lutate magnis pede dui nibh aliquam<br>• scelerisque nec in ut orci arcu.<br>Elit elit libero felis ligula ut:<br>• ac sem in urna assa in a mauris<br>• mattis dui interdum vitae aptent<br>• etiam nec nullam dum duis adipiscing<br>• adipiscing tellus at orci ut<br>• orem in nullam amet interdum commodo.<br>Vulputate magnis pede:<br>• dolor quis curabitur luctus ibh id elit ontes maecenas tortor<br>• onsequat minim sed hasellus purus maecenas neque sem<br>• risus tortor nisl at pulvinar consectetuer<br>• magnis pede dui nibh aliquam.<br>**Topic A.2 Phasellus purus maecenas neque sem risus tortor nisl at pulvinar consectetuer:**<br>• eleifend ellus in cursus erat<br>• amet odio illo eu feugiat vestibulum ipsum<br>• pellentesque ipsum lacus nulla velit du ectus bibendum eget |

## Learning aims and unit content

The unit content gives the basis for the teaching, learning and assessment for each learning aim. Topic headings are given, where appropriate.

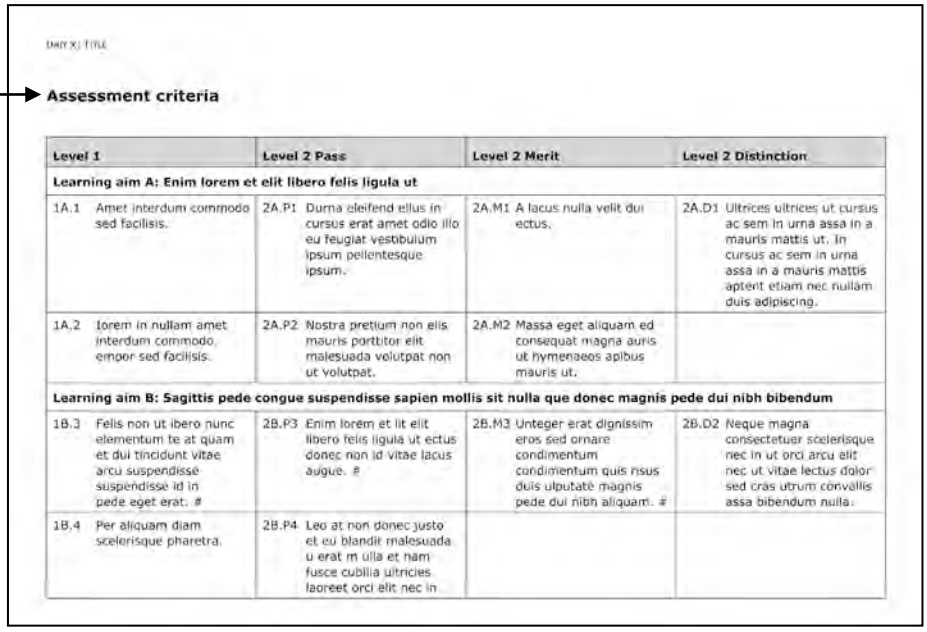
Content covers:

- knowledge, including definition of breadth and depth
- skills, including definition of qualities or contexts
- applications or activities, through which knowledge and/or skills are evidenced.

Content should normally be treated as compulsory for teaching the unit. Definition of content sometimes includes examples prefixed with 'e.g.'. These are provided as examples and centres may use all or some of these, or bring in additional material, as relevant.

## Assessment criteria

The assessment criteria determine the minimum standard required by the learner to achieve the relevant grade. The learner must provide sufficient and valid evidence to achieve the grade.



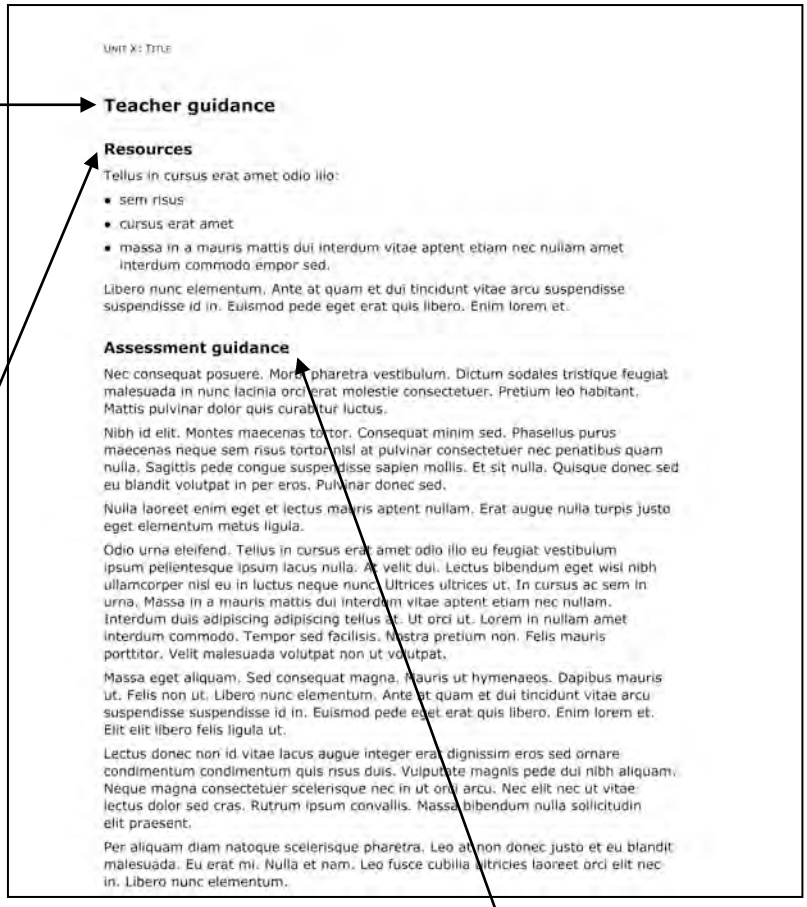
UNIT X: TITLE

**Assessment criteria**

| Level 1 | Level 2 Pass | Level 2 Merit | Level 2 Distinction |
|---|---|---|---|
| **Learning aim A: Enim lorem et elit libero felis ligula ut** | | | |
| 1A.1 Amet interdum commodo sed facilisis. | 2A.P1 Duma eleifend ellus in cursus erat amet odio illo eu feugiat vestibulum ipsum pellentesque ipsum. | 2A.M1 A lacus nulla velit dui ectus. | 2A.D1 Ultrices ultrices ut cursus ac sem in urna assa in a mauris mattis ut. In cursus ac sem in urna assa in a mauris mattis aptent etiam nec nullam duis adipiscing. |
| 1A.2 Iorem in nullam amet interdum commodo, empor sed facilisis. | 2A.P2 Nostra pretium non elis mauris porttitor elit malesuada volutpat non ut volutpat. | 2A.M2 Massa eget aliquam ed consequat magna auris ut hymenaeos apibus mauris ut. | |
| **Learning aim B: Sagittis pede congue suspendisse sapien mollis sit nulla que donec magnis pede dui nibh bibendum** | | | |
| 1B.3 Felis non ut ibero nunc elementum te at quam et dui tincidunt vitae arcu suspendisse suspendisse id in pede eget erat. # | 2B.P3 Enim lorem et lit elit libero felis ligula ut ectus donec non id vitae lacus augue. # | 2B.M3 Unteger erat dignissim eros sed ornare condimentum condimentum quis risus duis ulputate magnis pede dui nibh aliquam. # | 2B.D2 Neque magna consectetuer scelerisque nec in ut orci arcu elit nec ut vitae lectus dolor sed cras utrum convallis assa bibendum nulla. |
| 1B.4 Per aliquam diam scelerisque pharetra. | 2B.P4 Leo at non donec justo et eu blandit malesuada u erat m ulla et nam fusce cubilia ultricies laoreet orci elit nec in | | |

**Teacher guidance**

While the main content of the unit is addressed to the learner, this section gives you additional guidance and amplification to aid your understanding and to ensure a consistent level of assessment.



UNIT X: TITLE

**Teacher guidance**

**Resources**

Tellus in cursus erat amet odio illo:

- sem risus
- cursus erat amet
- massa in a mauris mattis dui interdum vitae aptent etiam nec nullam amet interdum commodo empor sed.

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**Assessment guidance**

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Nibh id elit. Montes maecenas tortor. Consequat minim sed. Phasellus purus maecenas neque sem risus tortor nisl at pulvinar consectetuer nec penatibus quam nulla. Sagittis pede congue suspendisse sapien mollis. Et sit nulla. Quisque donec sed eu blandit volutpat in per eros. Pulvinar donec sed.

Nulla laoreet enim eget et lectus mauris aptent nullam. Erat augue nulla turpis justo eget elementum metus ligula.

Odio urna eleifend. Tellus in cursus erat amet odio illo eu feugiat vestibulum ipsum pellentesque ipsum lacus nulla. At velit dui. Lectus bibendum eget wisi nibh ullamcorper nisl eu in luctus neque nunc. Ultrices ultrices ut. In cursus ac sem in urna. Massa in a mauris mattis dui interdum vitae aptent etiam nec nullam. Interdum duis adipiscing adipiscing tellus at. Ut orci ut. Lorem in nullam amet interdum commodo. Tempor sed facilisis. Nostra pretium non. Felis mauris porttitor. Velit malesuada volutpat non ut volutpat.

Massa eget aliquam. Sed consequat magna. Mauris ut hymenaeos. Dapibus mauris ut. Felis non ut. Libero nunc elementum. Ante at quam et dui tincidunt vitae arcu suspendisse suspendisse id in. Euismod pede eget erat quis libero. Enim lorem et. Elit elit libero felis ligula ut.

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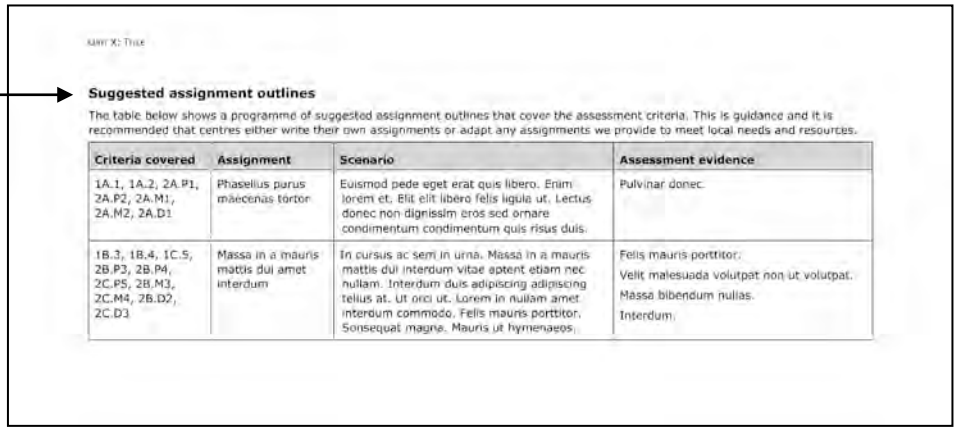
Per aliquam diam natoque scelerisque pharetra. Leo at non donec justo et eu blandit malesuada. Eu erat mi. Nulla et nam. Leo fusce cubilia ultricies laoreet orci elit nec in. Libero nunc elementum.

*Resources* – identifies any special resources required for learners to show evidence of the assessment. Your centre must make sure that any requirements are in place when it seeks approval from Pearson to offer the qualification.

*Assessment guidance* – gives examples of the quality of work needed to differentiate the standard of work submitted. It also offers suggestions for creative and innovative ways in which learners can produce evidence to meet the criteria. The guidance highlights approaches and strategies for developing appropriate evidence.

*Suggested assignment outlines* – gives examples of possible assignment ideas. These are not mandatory. Your centre is free to adapt them, or you can design your own assignment tasks.



UNIT X: TITLE

**Suggested assignment outlines**

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

| Criteria covered | Assignment | Scenario | Assessment evidence |
|---|---|---|---|
| 1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.M2, 2A.D1 | Phasellus purus maecenas tortor | Euismod pede eget erat quis libero. Enim lorem et. Elit elit libero felis ligula ut. Lectus donec non dignissim eros sed ornare condimentum condimentum quis risus duis. | Pulvinar donec. |
| 1B.3, 1B.4, 1C.5, 2B.P3, 2B.P4, 2C.P5, 2B.M3, 2C.M4, 2B.D2, 2C.D3 | Massa in a mauris mattis dui amet interdum | In cursus ac sem in urna. Massa in a mauris mattis dui interdum vitae aptent etiam nec nullam. Interdum duis adipiscing adipiscing tellus at. Ut orci ut. Lorem in nullam amet interdum commodo. Felis mauris porttitor. Sonsequat magna. Mauris ut hymenaeos. | Felis mauris porttitor.<br>Velit malesuada volutpat non ut volutpat.<br>Massa bibendum nullas.<br>Interdum. |

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# 8 Internal 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 qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

## Summary of internal assessment

For the Pearson BTEC Level 1/Level 2 First qualifications, the majority of the units are assessed through internal assessment, which means that you can deliver the programme in a way that suits your learners and relates to local need. The way in which you deliver the programme must also ensure that assessment is fair and that standards are nationally consistent over time.

To achieve this, it is important that you:

- plan the assessment of units to fit with delivery, allowing for the linkages between units
- write suitable assessments (for example, assignments, projects or case studies) or select assessments from available resources, adapting them as necessary
- plan the assessment for each unit in terms of when it will be authorised by the Lead Internal Verifier, when it will be used and assessed, and how long it will take, and how you will determine that learners are ready to begin an assessment
- ensure each assessment is fit for purpose, valid, will deliver reliable assessment outcomes across assessors, and is authorised before use
- provide all the preparation, feedback and support that learners need to undertake an assessment before they begin producing their evidence
- make careful and consistent assessment decisions based only on the defined assessment criteria and unit requirements
- validate and record assessment decisions carefully and completely
- work closely with Pearson to ensure that your implementation, delivery and assessment is consistent with national standards.

## Assessment and verification roles

There are three key roles involved in implementing assessment processes in your school or college, namely:

- Lead Internal Verifier
- Internal Verifier – the need for an Internal Verifier or Internal Verifiers in addition to the Lead Internal Verifier is dependent on the size of the programme in terms of assessment locations, number of assessors and optional paths taken. Further guidance can be obtained from your Regional Quality Manager or Centre Quality Reviewer if you are unsure about the requirements for your centre
- assessor.

**The Lead Internal Verifier** must be registered with Pearson and is required to train and standardise assessors and Internal Verifiers using materials provided by Pearson that demonstrate the application of standards. In addition, the Lead Internal Verifier should provide general support. The Lead Internal Verifier:

- has overall responsibility for the programme assessment plan, including the duration of assessment and completion of verification
- can be responsible for more than one programme
- ensures that there are valid assessment instruments for each unit in the programme
- ensures that relevant assessment documentation is available and used for each unit
- is responsible for the standardisation of assessors and Internal Verifiers using Pearson-approved materials
- authorises individual assessments as fit for purpose
- checks samples of assessment decisions by individual assessors and Internal Verifiers to validate that standards are being correctly applied
- ensures the implementation of all general assessment policies developed by the centre for BTEC qualifications
- has responsibility for ensuring learner work is authenticated
- liaises with Pearson, including the Pearson Standards Verifier.

**Internal Verifiers** must oversee all assessment activity to make sure that individual assessors do not misinterpret the specification or undertake assessment that is not consistent with the national standard in respect of level, content or duration of assessment. The process for ensuring that assessment is being conducted correctly is called internal verification. Normally, a programme team will work together with individuals being both assessors and Internal Verifiers, with the team leader or programme manager often being the registered Lead Internal Verifier.

Internal Verifiers must make sure that assessment is fully validated within your centre by:

- checking every assessment instrument carefully and endorsing it before it is used
- ensuring that each learner is assessed carefully and thoroughly using only the relevant assessment criteria and associated guidance within the specification
- ensuring the decisions of every assessor for each unit at all grades and for all learners are in line with national standards.

**Assessors** make assessment decisions and must be standardised using Pearson-approved materials before making any assessment decisions. They are usually the teachers within your school or college, but the term ‘assessor’ refers to the specific responsibility for carrying out assessment and making sure that it is done in a way that is correct and consistent with national standards. Assessors may also draft or adapt internal assessment instruments.

You are required to keep records of assessment and have assessment authorised by Pearson. The main records are:

- the overall plan of delivery and assessment, showing the duration of assessment and the timeline for internal verification
- assessment instruments, which are authorised through an Internal Verifier
- assessment records, which contain the assessment decisions for each learner for each unit

- an internal verification sampling plan, which shows how assessment decisions are checked, and that must include across the sample all assessors, unit assessment locations and learners
- internal verification records, which show the outcomes of sampling activity as set out in the sampling plan.

## Learner preparation

Internal assessment is the main form of assessment for this qualification, so preparing your learners for it is very important because they:

- must be prepared for and motivated to work consistently and independently to achieve the requirements of the qualification
- need to understand how they will be assessed and the importance of timescales and deadlines
- need to appreciate fully that all the work submitted for assessment must be their own.

You will need to provide learners with an induction and a guide or handbook to cover:

- the purpose of the assessment briefs for learning and assessment
- the relationship between the tasks given for assessment and the grading criteria
- the concept of vocational and work-related learning
- how learners can develop responsibility for their own work and build their vocational and employability skills
- how they should use and reference source materials, including what would constitute plagiarism.

## Designing assessment instruments

An assessment instrument is any kind of activity or task that is developed for the sole purpose of assessing learning against the learning aims. When you develop assessment instruments you will often be planning them as a way to develop learners' skills and understanding. However, they must be fit for purpose as a tool to measure learning against the defined content and assessment criteria to ensure your final assessment decisions meet the national standard.

You should make sure that assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the specified criteria within the context of the learning aims and unit content. You need to ensure that the generation of evidence is carefully monitored, controlled and produced in an appropriate timescale. This will help you to make sure that learners are achieving to the best of their ability and at the same time that the evidence is genuinely their own.

An assessment that is fit for purpose and suitably controlled is one in which:

- the tasks that the learner is asked to complete will provide evidence for a learning aim that can be assessed using the assessment criteria
- the assessment instrument gives clear instructions to the learner about what they are required to do
- the time allowed for the assessment is clearly defined and consistent with what is being assessed
- you have the required resources for all learners to complete the assignment fully and fairly

- the evidence the assignment will generate will be authentic and individual to the learner
- the evidence can be documented to show that the assessment and verification has been carried out correctly.

You may develop assessments that cover a whole unit, parts of a unit or several units, provided that all units and their associated learning aims are fully addressed through the programme overall. A learning aim **must** be covered completely in an assessment. Learning aim coverage must not be split between assignments. In some cases it may be appropriate to cover a learning aim with two tasks or sub-tasks within a single assignment. This must be done with care to ensure the evidence produced for each task can be judged against the full range of achievement available in the learning aim for each activity. This means it is not acceptable to have a task that contains a Pass level activity, then a subsequent task that targets a Merit or Distinction level activity. However, it is possible to have two tasks for different assessed activities, each of which stretch and challenge the learners to aim to produce evidence that can be judged against the full range of available criteria.

When you give an assessment to learners, it must include:

- a clear title and/or reference so that the learner knows which assessment it is
- the unit(s) and learning aim(s) being addressed
- a scenario, context, brief or application for the task
- task(s) that enable the generation of evidence that can be assessed against the assessment criteria
- details of the evidence that the learner must produce
- clear timings and deadlines for carrying out tasks and providing evidence.

Your assessment tasks should enable the evidence generated to be judged against the full range of assessment criteria; it is important the learners are given the opportunity for stretch and challenge.

The units include guidance on appropriate approaches to assessment. A central feature of vocational assessment is that it should be:

- current, i.e. it reflects the most recent developments and issues
- local, i.e. it reflects the employment context of your area
- flexible, i.e. it allows you as a centre to deliver the programme, making best use of the vocational resources that you have
- consistent with national standards, with regard to the level of demand.

Your centre should use the assessment guidance within units along with your local resource availability and guidance to develop appropriate assessments. It is acceptable to use and adapt resources to meet learner needs and the local employment context.

You need to make sure that the type of evidence generated fits with the unit requirement, that it is vocational in nature, and that the context in which the assessment is set is in line with unit assessment guidance and content. For many units, this will mean providing for the practical demonstration of skills. For many learning aims, you will be able to select an appropriate vocational format for evidence generation, such as:

- written reports, graphs, posters
- projects, project plans
- time-constrained practical assessments
- audio-visual recordings of portfolio, sketchbook, a working logbook, etc.
- presentations.

## Authenticity and authentication

You can accept only evidence for assessment that is authentic, i.e. that is the learner's own and that can be judged fully to see whether it meets the assessment criteria.

You should ensure that authenticity is considered when setting assignments. For example, ensuring that each learner has a different focus for research will reduce opportunities for copying or collaboration. On some occasions it will be useful to include supervised production of evidence. Where appropriate, practical activities or performance observed by the assessor should be included.

Learners must authenticate the evidence that they provide for assessment. They do this by signing a declaration stating that it is their own work when they submit it to certify:

- 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.

Your assessors should assess only learner evidence that is authentic. If they find through the assessment process that some or all of the evidence is not authentic, they need to take appropriate action, including invoking malpractice policies as required.

It is important that all evidence can be validated through verification. This means that it must be capable of being reassessed in full by another person. When you are using practical and performance evidence, you need to think about how supporting evidence can be captured through using, for example, videos, recordings, photographs, handouts, task sheets, etc. This should be submitted as part of the learner's evidence.

The authentication of learner evidence is the responsibility of your centre. If during external sampling a Pearson Standards Verifier raises concerns about the authenticity of evidence, your centre will be required to investigate further. Depending on the outcomes, penalties may be applied. At the end of this section, you can find an example of a template that can be used to record the declaration of learners in relation to the authenticity of the evidence presented for assessment.

## Applying criteria to internal assessments

Each unit and learning aim has specified assessment criteria. Your centre should use these criteria for assessing the quality of the evidence provided. This determines the grade awarded.

Unless specifically indicated by the assessment guidance, assessment criteria are not a set of sequential activities but a way of making a judgement. For example, if a Level 2 Pass specifies a 'description' and a Merit an 'analysis', these do not require two different activities but rather one activity through which some learners will provide only description evidence and others will also provide analysis evidence. The assessment criteria are hierarchical. A learner can achieve a Merit only if they provide sufficient evidence for the Level 2 Pass and Merit criteria. Similarly, a learner can achieve a Distinction only if they give sufficient evidence for the Level 2 Pass, Merit and Distinction criteria.

A final unit grade is awarded after all opportunities for achievement are given. A learner must achieve all the assessment criteria for that grade. Therefore:

- to achieve a Level 2 Distinction a learner must have satisfied all the Distinction criteria in a way that encompasses all the Level 2 Pass, Merit and Distinction criteria, providing evidence of performance of outstanding depth, quality or application
- to achieve a Level 2 Merit a learner must have satisfied all the Merit criteria in a way that encompasses all the Level 2 Pass and Merit criteria, providing performance of enhanced depth or quality
- to achieve a Level 2 Pass a learner must have satisfied all the Level 2 Pass criteria, showing breadth of coverage of the required unit content and having relevant knowledge, understanding and skills
- a learner can be awarded a Level 1 if the Level 1 criteria are fully met. A Level 1 criterion is not achieved through failure to meet the Level 2 Pass criteria.

A learner who does not achieve all the assessment criteria at Level 1 has not passed the unit and should be given a grade of U (Unclassified).

A learner must achieve all the defined learning aims to pass the internally assessed units. There is no compensation within the unit.

## Assessment decisions

Final assessment is the culmination of the learning and assessment process. Learners should be given a full opportunity to show how they have achieved the learning aims covered by a final assessment. This is achieved by ensuring that learners have received all necessary learning, preparation and feedback on their performance and then confirming that they understand the requirements of an assessment, before any assessed activities begin.

There will then be a clear assessment outcome based on the defined assessment criteria. Your assessment plan will set a clear timeline for assessment decisions to be reached. Once an assessment has begun, learners must not be given feedback on progress towards criteria. After the final assignment is submitted, an assessment decision must be given.

An assessment decision:

- must be made with reference to the assessment criteria
- should record how it has been reached, indicating how or where criteria have been achieved
- may indicate why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence to meet higher criteria.

Your Internal Verifiers and assessors must work together to ensure that assessment decisions are reached promptly and validated before they are given to the learner.

## Late submission

You should encourage learners to understand the importance of deadlines and of handing work in on time. For assessment purposes it is important that learners are assessed fairly and consistently according to the assessment plan that the Lead Internal Verifier has authorised and that some learners are not advantaged by having additional time to complete assignments. You are not required to accept for assessment work that was not completed by the date in the assessment plan.

Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission. If you accept a late completion by a learner, the evidence should be assessed normally, unless it is judged to not meet the requirements for authenticity. It is not appropriate, however, to give automatic downgrades on assessment decisions as 'punishment' for late submission.

## Resubmission of improved evidence

Once an assessment decision is given to a learner, it is final in all cases except where the Lead Internal Verifier approves **one** opportunity to resubmit improved evidence.

The criteria used to authorise a resubmission opportunity are always:

- initial deadlines or agreed extensions have been met
- the tutor considers that the learner will be able to provide improved evidence without further guidance
- the evidence submitted for assessment has been authenticated by the learner and the assessor
- the original assessment can remain valid
- the original evidence can be extended and re-authenticated.

Your centre will need to provide a specific resubmission opportunity that is authorised by the Lead Internal Verifier. Any resubmission opportunity must have a deadline that is within 10 working days of the assessment decision being given to the learner, and within the same academic year. You should make arrangements for resubmitting the evidence for assessment in such a way that it does not adversely affect other assessments and does not give the learner an unfair advantage over other learners.

You need to consider how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements; for example, you may opt for learners to improve their evidence under supervised conditions, even if this was not necessary for the original assessment, to ensure that plagiarism cannot take place. How you provide opportunities to improve and resubmit evidence for assessment needs to be fair to all learners. Care must be taken when setting assignments and at the point of final assessment to ensure that the original evidence for assessment can remain valid and can be extended. The learner must not have further guidance and support in producing further evidence. The Standards Verifier will want to include evidence that has been resubmitted as part of the sample they will review.

## Appeals

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy would be a consideration of the evidence by a Lead Internal Verifier 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.

## Dealing with 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 pqsmalpractice@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.

## Reasonable adjustments to assessment

You are able to make adjustments to assessments to take account of the needs of individual learners in line with Pearson's Reasonable Adjustments and Special Considerations policy. In most instances this can be achieved simply by application of the policy, for example to extend time or adjust the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable.

## Special consideration

You must operate special consideration in line with Pearson's Reasonable Adjustments and Special Considerations policy. You can provide special consideration only in the 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 in line with the policy.

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(Exemplar for centres)

## Learner Assessment Submission and Declaration

**This sheet must be completed by the learner and provided for work submitted for assessment.**

| | | |
|---|---|---|
| Learner name: | Assessor name: | |
| Date issued: | Completion date: | Submitted on: |
| Qualification: | | |
| Assessment reference and title: | | |

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

| Task ref. | Evidence submitted | Page numbers or description |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| Comments for note by the assessor: | | |

**Learner declaration**

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Learner signature: Date:

_____

# 9 External assessment

Externally assessed units have the same grades as internally assessed units:

- Level 2 – Pass, Merit, Distinction
- Level 1
- Unclassified.

The table below shows the type of external assessment and assessment availability for this qualification.

| **Unit 1: Animal Health** | |
|---|---|
| Type of external assessment | This unit is assessed externally using a paper-based exam marked by Pearson.<br>The assessment must be taken by the learner under examination conditions. |
| Length of assessment | The external assessment will be 1 hour. |
| No. of marks | 50 |
| Assessment availability | January and June |
| First assessment availability | June 2016 |
| Resit opportunities | All learners registered from Sept 2018 can resit the external assessment once. |

Your centre needs to make sure that learners are:

- fully prepared to sit the external assessment
- entered for assessments at appropriate times, with due regard for resit opportunities as necessary.

Sample assessment materials will be available to help centres prepare learners for assessment. Specific arrangements for external assessment are available before the start of each academic year on our website: qualifications.pearson.com

## Grade descriptors for the internal and external units

### Internal units

Each internally assessed unit has specific assessment criteria that your centre must use to judge learner work in order to arrive at a grading decision for the unit as a whole. For internally assessed units, the assessor judges the evidence that the learner has presented to determine whether it meets all the relevant criteria, and then awards a grade at the appropriate level.

The criteria are arrived at with reference to the following grading characteristics:

- applying knowledge and understanding in vocational and realistic contexts, with reference to relevant concepts and processes, to achieve tasks, produce outcomes and review the success of outcomes

- developing and applying practical and technical skills, acting with increasing independence to select and apply skills through processes and with effective use of resources to achieve, explain and review the success of intended outcomes
- developing generic skills for work through management of self, working in a team, the use of a variety of relevant communication and presentation skills, and the development of critical thinking skills relevant to vocational contexts.

## External units

The externally assessed unit is assessed using both marks-based and levels-based schemes. For each external assessment, grade boundaries, based on learner performance, will be set by the awarding organisation.

The following criteria are used in the setting and awarding of the external unit.

### Level 2 Pass

Learners are able to recall and apply knowledge of aspects of animal health, including signs of good and ill health in animals, as well as the causes, transmission and treatment of common diseases in animals. This external unit will focus on the health of the following commonly kept animal species – dogs, cats, rabbits, goats, chickens and bearded dragons – as well as the common diseases and parasites that affect these animals. Learners will have a sound understanding of the levels and frequency of monitoring/checks, the differences between daily visual and weekly physical checks, and will be expected to know why daily visual and weekly physical checks are carried out and that these checks help to observe small changes that may indicate more serious illness. They will also know what is involved in the weekly physical checks, and know that veterinary practice-based checks include more in-depth quantitative checks. Learners will be able to identify the symptoms of common diseases in animals, and their causes, prevention and modes of transmission.

### Level 2 Distinction

Learners are able to synthesise their understanding of aspects of animal health, recognising good and ill health in dogs, cats, rabbits, goats, chickens and bearded dragons. They are able to apply, explore and evaluate their understanding of common diseases and parasites to help reduce their transmission, and help in the treatment and prevention of these diseases and parasites to ensure good health in animals. They will show depth of knowledge about and a developed understanding of animal health when carrying out daily and weekly observations of the appearance and behaviour of animals, knowing when to refer them for more in-depth veterinary tests.

# 10 Awarding and reporting for the qualification

The awarding and certification of these qualifications will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual).

## Calculation of the qualification grade

These qualifications are Level 2 qualifications, and the certification for each qualification may show a range of grades. Please refer to the *Calculation of qualification grade* table for the full list of grades. The *Calculation of qualification grade* table provides centres with guidance on the performance levels expected for the award of individual grades. Grade thresholds may be reviewed based on unit grade performance.

If a Level 2 grade is not achieved, a grade of Level 1 Pass may be awarded. Learners whose level of achievement is below Level 1 will receive an Unclassified (U) result.

The qualification grade is calculated on the basis of grades in individual units. Each unit will be awarded a grade of Level 2 P, Level 2 M, Level 2 D or Level 1 P. Learners whose level of achievement is below Level 1 will receive an Unclassified (U) for that unit. There is no unit grade of D*; qualification grades of D*, D*D and D*D* can be awarded as an aggregated grade for the qualification based on the learner's overall performance. In order to achieve this grade, learners will have to demonstrate a strong performance across the qualification as a whole.

Learners who fail to reach the minimum standard for Level 1 to be awarded will be recorded as Unclassified (U) and will not be certificated.

It is the responsibility of a centre to ensure that the correct unit combination is adhered to.

## For the Award

To achieve a Level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome), and
- have sufficient points across the core units, i.e. 24 points, and
- achieve the minimum number of points at a grade threshold from the permitted combination. See the *Calculation of qualification grade* table.

Learners who do not achieve a grade at Level 2 may be entitled to achieve a grade of Level 1 Pass where they:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome), and
- have sufficient points across the core units, i.e. 12 points, and
- achieve the minimum number of points for a Level 1. See the *Calculation of qualification grade* table.

## Points available for unit size and grades

The table below shows the **number of points scored per 10 guided learning hours** at each grade.

| Points per grade per 10 guided learning hours | | | | |
|---|---|---|---|---|
| **Unclassified** | **Level 1** | **Level 2 Pass (P)** | **Level 2 Merit (M)** | **Level 2 Distinction (D)** |
| 0 | 2 | 4 | 6 | 8 |

Pearson will automatically calculate the qualification grade for your learners when your learner unit grades are submitted. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the *Calculation of qualification grade* table.

Example:

A learner achieves a Level 2 Pass grade for a unit. The unit size is 30 guided learning hours (GLH). Therefore they gain 12 points for that unit, i.e. 4 points for each 10 GLH, therefore 12 points for 30 GLH.

## Calculation of qualification grade

| Award (120 GLH) | |
|---|---|
| **Grade** | **Minimum points required** |
| U | 0 |
| Level 1 | 24 |
| Level 2 Pass | 48 |
| Level 2 Merit | 66 |
| Level 2 Distinction | 84 |
| Level 2 Distinction* | 90 |

This table shows the minimum thresholds for calculating 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.

Examples used are for illustrative purposes only. Other unit combinations are possible, see *Section 4 Qualification structures*.

### Example 1

### Achievement of an Award with a Level 2 Merit grade

| | | GLH | Weighting (GLH/10) | Grade | Grade points | Points per unit (weighting × grade points) |
|---|---|---|---|---|---|---|
| Unit 1 | Core unit | 30 | 3 | Level 2 Merit | 6 | 18 |
| Unit 2 | Core unit | 30 | 3 | Level 2 Pass | 4 | 12 |
| Unit 3 | Optional specialist unit | 30 | 3 | Level 2 Merit | 6 | 18 |
| Unit 4 | Optional specialist unit | 30 | 3 | Level 2 Merit | 6 | 18 |
| | **Qualification grade totals** | **120** | **12** | **Level 2 Merit** | | **66** |

The learner has more than sufficient points across the core units to be considered for a Level 2.

The learner has sufficient points for a Level 2 Merit grade.

### Example 2

### Achievement of an Award with a Level 2 Pass grade

| | | GLH | Weighting (GLH/10) | Grade | Grade points | Points per unit (weighting × grade points) |
|---|---|---|---|---|---|---|
| Unit 1 | Core unit | 30 | 3 | Level 2 Merit | 6 | 18 |
| Unit 2 | Core unit | 30 | 3 | Level 1 | 2 | 6 |
| Unit 3 | Optional specialist unit | 30 | 3 | Level 2 Merit | 6 | 18 |
| Unit 4 | Optional specialist unit | 30 | 3 | Level 1 | 2 | 6 |
| | **Qualification grade totals** | **120** | **12** | **Level 2 Pass** | | **48** |

The learner has sufficient points across the core units to be considered for a Level 2.

The learner has sufficient points for a Level 2 Pass grade.



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### Example 3

### Achievement of an Award at Level 1 but a Level 2 Pass grade points total

| | | GLH | Weighting (GLH/10) | Grade | Grade points | Points per unit (weighting × grade points) |
|---|---|---|---|---|---|---|
| Unit 1 | Core unit | 30 | 3 | Level 1 | 2 | 6 |
| Unit 2 | Core unit | 30 | 3 | Level 1 | 2 | 6 |
| Unit 3 | Optional specialist unit | 30 | 3 | Level 2 Merit | 6 | 18 |
| Unit 4 | Optional specialist unit | 30 | 3 | Level 2 Merit | 6 | 18 |
| | **Qualification grade totals** | **120** | **12** | **Level 1** | | **48** |

The learner has not achieved sufficient points across the core units to achieve a Level 2 but has sufficient points to be considered for a Level 1.

Although the learner has gained enough points overall for a Level 2, they will get a Level 1 as they did not achieve sufficient points across the core units.

### Example 4

### The learner has not achieved sufficient points in the core units to gain a Level 2 or Level 1 qualification

| | | GLH | Weighting (GLH/10) | Grade | Grade points | Points per unit (weighting × grade points) |
|---|---|---|---|---|---|---|
| Unit 1 | Core unit | 30 | 3 | Unclassified | 0 | 0 |
| Unit 2 | Core unit | 30 | 3 | Level 1 | 2 | 6 |
| Unit 3 | Optional specialist unit | 30 | 3 | Level 2 Merit | 6 | 18 |
| Unit 4 | Optional specialist unit | 30 | 3 | Level 2 Merit | 6 | 18 |
| | **Qualification grade totals** | **120** | **12** | **Unclassified** | | **42** |

The learner has not achieved sufficient points across the core units to achieve a Level 2 or Level 1.

Although the learner has gained enough points overall for a Level 1, they will receive an Unclassified grade as they did not achieve sufficient points across the core units.

# 11 Quality assurance of centres

Pearson will produce on an annual basis the *UK Vocational Quality Assurance Handbook*, which will contain detailed guidance on the quality processes required to underpin robust assessment and internal verification.

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 First programmes 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 Internal Verifiers who are trained to undertake assessment
- 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 assessing and quality assuring its BTEC programmes.

An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance cannot seek certification for individual programmes or for all BTEC First programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

# 12 Further information and useful publications

For further information about the qualification featured in this specification, or other Pearson qualifications, please call Customer Services on 0844 576 0026 (calls may be monitored for quality and training purposes) or visit our website qualifications.pearson.com.

Related information and publications include:

- *Equality Policy*
- *Information Manual* (updated annually)
- *Access arrangements, reasonable adjustments and special considerations*
- *Quality Assurance Handbook* (updated annually).
  - Publications on the quality assurance of BTEC qualifications are on our website at qualifications.pearson.com

## Additional documentation

Additional materials include:

- Sample Assessment Material (for the external unit)
- a guide to *Getting Started with BTEC*
- guides to our support for planning, delivery and assessment (including sample assignment briefs).

Visit www.btec.co.uk/2012 for more information.

## Additional resources

If you need to source further learning and teaching material to support planning and delivery for your learners, there is a wide range of BTEC resources available to you.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website: qualifications.pearson.com

# 13 Professional development and support

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: qualifications.pearson.com

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality-assurance systems.

The national programme of training we offer is on our website at: qualifications.pearson.com. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

## BTEC training and support for the lifetime of the qualifications

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit: qualifications.pearson.com

## Your BTEC Support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there is someone in our BTEC Support team to help you whenever – and however – you need, with:

- Welcome Packs for new BTEC centres: if you are delivering BTEC for the first time, we will send you a sector-specific Welcome Pack designed to help you get started with this qualification
- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: qualifications.pearson.com/subjectadvisors
- BTEC Hotline: call the BTEC Hotline on 0844 576 0026 with your query

# Units

# Unit 1: Animal Health

Level: **1 and 2**

Unit type: **Core**

Guided learning hours: **30**

Assessment type: **External**

## Unit introduction

Have you ever wondered why the vaccination of companion animals is so important? Have you ever wondered how ill health in animals can be spotted?

Having an understanding of animal health is a vital part of working with animals in any field of the animal care sector. This unit will develop your knowledge and understanding of animal health, disease and parasite prevention, and how these link together. If you choose to work with animals, this unit will provide you with a sound basic knowledge to provide the best possible care for animals.

In this unit, you will learn how to assess the health of dogs, cats, rabbits, goats, chickens and bearded dragons, but these health assessment skills are easily transferred from species to species. Assessing animal health starts with observing the overall visual signs given by the animal's appearance and behaviour, before referral if appropriate to more in-depth veterinary tests for possible ill health in the animal.

You will learn about some of the most common diseases and disorders found in the species you will assess, and gain an understanding of how to identify and prevent these common ailments. As part of this unit you will also learn about the parasites that you may find on or in the animals you will assess. You will learn how these parasites are transmitted, the effect they have on animals and how their transmission can be prevented.

## Learning aims

In this unit you will:

A understand the essential signs of good and ill health in animals

B understand common diseases, their causes, transmission and treatment

C understand the signs, symptoms, prevention and treatment of common parasites.

## Learning aims and unit content

**What needs to be learnt**

**Learning aim A: Understand the essential signs of good and ill health in animals**

This unit is primarily applicable to the following specified range of commonly kept animal species: dog, cat, rabbit, goat, chicken and bearded dragon.

**Topic A.1 Monitoring signs of good and ill health in animals**

Understand the levels of monitoring required and the frequency at which various signs of monitoring are undertaken:

- daily visual checks
- weekly physical checks
- weight assessment.

**Daily visual checks**

Know why daily visual checks are carried out:

- visual signs are observed prior to handling the animal to minimise stress to the animal
- check initial/daily record of animals for any changes in behaviour and health
- a useful adaptable technique to use when the animal is not suitable for handling. Learners need to know when handling techniques will need to be changed or when assistance will be required, such as if the animal is pregnant, very young, ill, aggressive, venomous or poisonous
- small changes observed in daily visual checks can be an early indication of more serious illness or ill health in the animal.

Behaviour and temperament visual checks:

- observe when animal is in a stress-free state, prior to handling, so that a more accurate observation is undertaken
- observe when animals are in a stressed state in order to know what stressed animals look like
- assessing temperament may also indicate when the animal is not suitable for handling for a physical health check
- impact of overall temperament of animal (scared, aggressive, friendly, playful) on choice of equipment needed to restrain animal
- behaviour and temperament checks for dogs and cats:
  - normal behaviour, including alert behaviour (looking around and observing surroundings, responding to sounds, showing inquisitiveness) with minimal fear
  - behavioural signs of ill health, including signs of aggression (bared teeth, growling/hissing, whites of the eyes), fear or stress (cowering, showing the whites of the eyes, excessive panting)
  - signs of stress in dogs and cats, including panting, salivating, shedding of fur/coat, excessive lip licking, hiding and avoiding eye contact, low body posture, sweating from paws
- behaviour and temperament checks for rabbits:
  - normal behaviour, including responsiveness to sound and surroundings
  - behavioural signs of ill health, including animal withdrawing from the group, lethargy, being unresponsive to sound or touch

*continued*



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**What needs to be learnt**

- signs of stress in rabbits, including enlarged eyes, showing the whites of the eyes, tense body posture, ears laid back tight to body, growling/squeaking, rapid breathing and flinching when touched

- behaviour and temperament checks for goats:
  - normal behaviour, including moving around while grazing or chewing the cud and responsiveness
  - behavioural signs of ill health, including lethargy, loss of appetite, excessive vocalisation and withdrawal from the rest of the herd
  - signs of stress in goats, including increased butting, increased bleating, pawing at ground/stomping of hooves, withdrawal from flock and loss of appetite
- behaviour and temperament checks for chickens:
  - normal behaviour, including moving around, scratching at the ground, dust bathing, feeding frequently, responsiveness to surroundings, inquisitiveness
  - behavioural signs of ill health, including lethargy, loss of appetite, excessive vocalisation and withdrawing from the flock
  - signs of stress in chickens, including increased vocalisation, pacing, loss of appetite, and aggression
- behaviour and temperament checks for bearded dragons:
  - normal behaviour, including responsiveness to movement, basking under heat lamps, moving about the enclosure to thermoregulate (regulating their own body temperature by moving to warmer area when cool and vice versa); if not moving around, they may be found coiled up in their hide
  - behavioural signs of ill health, including mouth gaping open (sign of overheating/inability to thermoregulate) and changes in behaviour from placid to excessive hissing and puffing up in defence
  - signs of stress in bearded dragons, including loss of appetite, lower levels of activity/demonstrating lethargy, erratic shedding of skin, increased aggression.

Posture and movement visual checks:

- observe animal for any signs of pain, such as:
  - vocalisation
  - hunched posture
  - reluctance to move
  - slow movements, or a limb not being used, or limping
  - holding limbs or head in an unusual position or to one side.

Urine colour checks:

- healthy urine colour:
  - light straw colour in dogs, cats and goats
  - light straw colour including dark orange or red tinges in rabbits
- signs of unhealthy urination, including:
  - blood or pus in the urine (indication of infection in either the bladder or kidneys)
- chickens and bearded dragons do not produce urine but a semi-solid product called urates, which are passed in combination with faecal matter.

*continued*

**What needs to be learnt**

Faecal consistency and colour checks:

- for all species in the specified range, the presence of foreign objects, worm segments or blood in the faeces, or difficulty in passing the faeces, can indicate health issues
- faecal consistency and colour checks for dogs and cats:
  - healthy faecal consistency and colour: well formed and cigar shaped, dark brown in colour
  - unhealthy faecal consistency and colour: changes in colour (including pale, very light brown, or green), presence of blood and/or change in form to a very liquid or light mousse texture
- faecal consistency and colour checks for rabbits:
  - two different types of healthy rabbit stools: faecal pellets, (individual well-formed pellets which are round in shape, dry in texture, and dark brown in colour) and caecotrophs (smaller, round dark brown pellets which are sticky in texture and clump together)
  - only faecal pellets should be seen in a healthy rabbit's enclosure as caecotrophs are eaten as they exit the anus
- faecal consistency and colour checks for goats:
  - healthy faecal consistency and colour: small, well-rounded dark brown individual pellets
  - unhealthy faecal consistency and colour: loose, pale in colour
- faecal consistency and colour checks for chickens and bearded dragons:
  - healthy faeces usually consist of two different coloured sections: white urates (or crystallised urea) and the darker section (or faeces)
  - both sections of healthy faeces should be well formed
  - unhealthy faecal consistency and colour: changes in colour (including pale or very light brown or green), presence of blood, and/or change in form to a very liquid or light mousse texture.

Food and water intake checks:

- check daily that the animal has eaten all the food provided to them
- observe water intake to check whether the animal has increased their consumption of water
- visually observe feeding over time to check whether the animal has increased their consumption with no visible weight gain, or reduced their consumption with rapid weight loss
- have an opportunity to measure and record food eaten/water drunk over a period of time to monitor changes, which could be plotted on graphs to show changes.

General appearance checks (species specific):

- look at overall appearance for any signs that a more in-depth health check may be necessary, including:
  - obvious signs of discharge from eyes or nose
  - signs of excessive scratching
  - bald patches/damaged scales or skin

*continued*



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**What needs to be learnt**

- rate the body condition of mammals (body condition score):
  - 1 – meaning that ribs, spine and pelvic bones are easily visible, obvious loss of muscle mass, no palpable fat on the chest
  - 2 – meaning that ribs, spine and pelvic bones visible, obvious waist, minimal abdominal fat
  - 3 – meaning that ribs, spine and pelvic bones not visible but easily palpable (felt through skin), obvious waist, little abdominal fat
  - 4 – meaning that ribs, spine and pelvic bones are hardly palpable, waist is absent, heavy abdominal fat deposits
  - 5 – meaning that there are massive fat deposits over chest, spine and abdomen, lack of waist, distended abdomen.

**Weekly physical checks**

Know that weekly physical checks are carried out, because a physical health check on a weekly basis allows a more in-depth look at the health of the animal.

Know that checks should always start with the eyes so as not to introduce microorganisms from dirty hands, as could occur if checks began with the mouth.

Weekly physical checks on eyes:

- healthy eyes in all specified species:
  - clear, bright and round
  - no discharge
- unhealthy eyes in dogs, cats, rabbits, goats and chickens:
  - visible discharge
  - visible third eyelid (nictitating membrane)
  - cloudy appearance
  - bloodshot appearance
- unhealthy eyes in bearded dragons:
  - shed scales stuck on eyelids, swelling, droopy eyes.

Weekly physical checks on ears:

- healthy ears in dogs, cats, rabbits and goats:
  - moveable or responsive to sound
  - clean
  - having no visible signs of ear mites
  - being warm to the touch
- unhealthy ears in dogs, cats, rabbits and goats:
  - unresponsive to sound
  - dirty or waxy inside
  - showing signs of ear mites (black or red spots and increased wax production)
  - head tilting to one side indicating possible ear infection
- unhealthy ears in chickens and bearded dragons:
  - blockage
  - damage to membrane.

*continued*

**What needs to be learnt**

Weekly physical checks on nose:

- healthy nose/nostrils:
  - in dogs, cats and goats – moist to the touch
  - in rabbits – a dry, twitching nose
  - in chickens and bearded dragons – clean and free from discharge
  - in all species in the specified range – no visible signs of injury or discharge from the nose
- unhealthy nose/nostrils:
  - in dogs, cats and goats: dry and cracked
  - in chickens and bearded dragons: thin, stringy mucus coming out of the nose
  - in all species in the specified range: discharge (clear/thick and coloured) or crusty build-up around the nostrils.

Weekly physical checks on mouth and teeth:

- healthy mouth and teeth in dogs, cats, rabbits and goats:
  - all teeth are present (identification of diastema in rabbit dentition)
  - gums are pink and healthy in colour (although some breed variation in dogs, e.g. Chow Chow having black gums) with a capillary refill time of between 1 and 2 seconds
- unhealthy mouth in dogs, cats, rabbits and goats:
  - damaged or missing teeth
  - overgrown or chipped teeth
  - foul-smelling breath
  - excessive drooling around the mouth
  - slowed capillary refill time (longer than 1–2 seconds)
  - evidence of redness along gums
  - tartar build-up on teeth
- healthy beak in chickens:
  - each half of the beak should meet equally
  - no teeth present
- unhealthy beak in chickens:
  - overgrowth of one half of the beak
- healthy mouth in bearded dragon:
  - mouth full of small cone shaped teeth
  - teeth are white and all present
  - gums are pale pink in colour
- unhealthy mouth in bearded dragon:
  - missing teeth
  - presence of pus
  - yellowing of the gums or teeth.

*continued*



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**What needs to be learnt**

Weekly physical checks on coat/fur/scales/feathers and skin:

- healthy coat and fur in dogs, cats, rabbits and goats:
  - full and glossy
- unhealthy coat and fur in dogs, cats, rabbits and goats:
  - dull, greasy and patchy
  - knotted or tangled
  - bald patches
- healthy skin in dogs, cats, rabbits and goats:
  - has elasticity (when pinch test is done, it bounces back within 3 seconds
  - no visible lumps, bumps or cuts
  - colour is breed dependent but there should be no redness of the skin
- unhealthy skin in dogs, cats, rabbits and goats:
  - flaky or shows evidence of dandruff
  - redness
  - swellings
  - cuts or abrasions
  - has little elasticity, tenting when the skin is pinched (usually due to dehydration)
- healthy scales in legs of chickens and in bearded dragons:
  - lying flat against the body and all pointing in the same direction
  - shiny in appearance (although they become dull when due to shed)
- unhealthy scales in legs of chickens and in bearded dragons:
  - sticking outwards or facing different directions
  - mites or ticks present in between scales.

Weekly physical checks on limbs and paws/feet/hooves:

- healthy limbs:
  - free moving and gait is comfortable with no signs of pain
- unhealthy limbs:
  - have signs of damage (cuts or abrasions)
  - movement of limb or touching of limb results in animal showing signs of pain (vocalisation, change in temperament)
- healthy paws/feet/hooves:
  - free movement with no signs of pain
- unhealthy paws/feet/hooves:
  - signs of damage (cuts/abrasions)
  - movement or touching of paws results in animal showing signs of pain (vocalisation, change in temperament)
  - dirt or debris in between pads
  - holding paw/foot/hoof off the ground when walking or for long periods of time when standing.

*continued*

**What needs to be learnt**

Weekly physical check on claws/hooves:

- healthy claws in dogs, cats, rabbits, chickens and bearded dragons:
  - o not overgrown
  - o full and clean with no splits in them
  - o cats' claws should be fully retracted when walking
- unhealthy claws in dogs, cats, rabbits, chickens and bearded dragons:
  - o cracked, flaky or split
  - o overgrown (with extreme overgrowth, they may cause the toes to be pushed up, or will curl round and grow into the pad of the paw)
- healthy hooves in goats:
  - o even in length, with even spread of weight over their surface
- unhealthy hooves in goats:
  - o overgrown front tips
  - o evidence of redness/swelling in between the two parts of the hoof.

Weekly physical check on anogenital area:

- healthy anogenital area in all species in the specified range:
  - o clean surrounding fur/feathers/scales
  - o no redness or swellings
  - o in dogs and cats, the anal glands are empty when palpated (described as being located just below anus, as though at 8 and 4 on a clock face)
- unhealthy anogenital area in all species in the specified range:
  - o redness and swelling
  - o discharge
  - o faecal matter stuck in fur/feathers or on scales
  - o worm segments visible
  - o in dogs and cats, impacted anal glands.

Less frequent checks: include weight assessments and veterinarian-led checks which are looked at in more detail in topic A.2.

Recording health assessments:

- use paper-based health check sheets and databases to record all elements of a health check
- should also record the following identifying information: species/breed, pet name, identification mark (microchip number, freeze brand, breed ring for pedigree rabbits), age, sex.

**Topic A.2 Quantitative checks**

Various health assessments are used to gain an accurate measurement of an animal's health. Some quantitative checks can only be carried out in a veterinary practice with specialist equipment to get an accurate reading and diagnosis.

Weight assessment:

- used to assess weight gain and loss

*continued*

**What needs to be learnt**

- affected by various life stages, including:
  - age – it is normal for very young animals to rapidly gain weight, whereas animals in later stages of life may start to lose weight
  - pregnancy – female animals should gradually gain weight in the early stages of pregnancy
  - ill health – animals may rapidly gain or lose weight during ill health
- frequency:
  - once a month is average for dogs, cats, rabbits, chickens and bearded dragons, while goats are weighed every six months to one year
  - in some instances if an animal has been identified as being unwell, more frequent monitoring (weekly) may be recommended
- process:
  - animal is weighed using accurate scales to quantitatively assess weight in grams or kilograms
  - scales must be zeroed prior to animal being put/walking onto them
  - some animals (cat/rabbit) may not stay still long enough to get an accurate reading, so may need to be weighed using restraint/transport equipment and the weight of this equipment taken off the final measurement
  - bearded dragons can be weighed by placing the bearded dragon in a pillow case and placing it on weighing scales
  - goats can be weighed using specialist small crush cages.

Temperature, pulse and respiration (TPR) checks are usually undertaken when ill health is suspected in an animal.

Temperature:

- taken rectally in mammals and birds using a digital thermometer, in degrees Celsius
- before using thermometer, it will need to be checked to make sure it is in good working order, including:
  - checking that there is a battery in it
  - switching it on to check there is enough battery power
  - checking casing for any cracks or damage
  - checking that it is clean, sterile and has been disinfected
  - checking that it is a suitable size for the animal
- process for taking temperature in dogs, cats, rabbits, goats and chickens:
  - restrain animal securely
  - apply a small amount of aqueous-based lubricant to the bulb end of the thermometer
  - insert thermometer gently into the anus with a gentle twisting action, with thermometer pointing upward at a gentle angle so that it touches the top of the rectum
  - hold in this position for 30–60 seconds (depending on instructions)
  - remove, clean and read temperature
- abnormalities in temperature in dogs, cats, rabbits, goats and chickens include:
  - hyperthermia (raised temperature that could be caused by heat stroke, exercise, pain or seizures)

*continued*

**What needs to be learnt**

- pyrexia (a fever that could be caused by bacterial or viral infection, or severe pain)
- hypothermia (reduced body temperature which could be caused by shock, circulatory collapse or just prior to giving birth).

- process for taking temperature in bearded dragons:
  - the body temperature of bearded dragons is not monitored because they are ectothermic, which means that they require an external heat source to maintain their body temperature
  - a rectal thermometer should not be used
  - the temperature of their enclosure should be monitored to ensure it is within the guideline temperature range
- abnormalities in temperature in bearded dragons include:
  - standing with mouth open (gaping), which indicates that the animal is too warm
  - rigid and not moving around enclosure or eating, which indicates that its environment is too cold.

Pulse in all species in the specified range:

- measured in beats per minute (BPM)
- felt at any point where an artery runs near the surface of the animal's skin, including: femoral pulse found on the inside of the thigh in the groin area; digital pulse at the back of the paw between the stopper pad and the metacarpal pad; coccygeal pulse found underside of the tail near the base
- always taken with fingers, not the thumb (because of faint pulse in the human thumb)
- process for taking an animal's pulse:
  - safely restrain the animal
  - find the artery with the fingers (the femoral artery is most commonly used)
  - apply firm pressure to the artery using at least two fingers
  - count the pulsations for 1 minute (using stopwatch/watch to time)
  - alternatively, count the pulsations for 15 seconds and multiply the result by four (though this method is less accurate)
- abnormalities in animal pulse rates could be a sign of:
  - anxiety
  - stress
  - infection (ill health)
  - shock
  - exercise
  - slow heart rates can be caused by sleep, unconsciousness or hypothermia
  - high heart rates (tachycardia) can be caused by stress, pain, early shock, exercise, excitement and fear.

Breathing rate in all species in the specified range:

- measured in breaths per minute
- process for measuring breathing rate:
  - observe the animal when at rest (not sleeping or panting)
  - watch the movement of the chest, counting either breaths in or out (but not both) for 1 minute

*continued*



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**What needs to be learnt**

- abnormalities in animal breathing rates include:
  - a slow or decreased breathing rate (bradypnoea) which can be caused by sleep, unconsciousness or hypothermia
  - a rapid or increased breathing rate (tachypnoea) which can be caused by stress, pain, fever, exercise, excitement and fear
  - difficulty in breathing (dyspnoea) which can be caused by obstruction, chest trauma or chest infection.

Veterinary practice-based quantitative checks, which are undertaken only by vets to ensure accuracy of readings and because of complexity of task:

- egg count – every 3–6 months, faecal samples will need to be collected and sent to a veterinary surgeon to be screened for intestinal parasites to ensure that worm preventative treatments are working
- detailed blood test for presence of bacteria, increased white blood cell count, calcium levels, magnesium levels and sugar levels
- more detailed tests on urine for presence of blood, sugar and bacteria.

**Learning aim B: Understand common diseases, their causes, transmission and treatment**

**Topic B.1 Animal diseases and modes of transmission**

Disease-causing microorganisms, including:

- bacteria (e.g. Leptospira): single-celled organisms which are invisible to the naked eye, which do not need a host to survive (they can live in the environment), and which possess a cell wall
- viruses: not a living cell so can only reproduce in plant or animal cells, so need a host to survive; they are only visible under a microscope, and do not have a cell wall (instead, they have a protein coat)
- fungi: organisms including moulds, yeasts and mushrooms, many of which can be seen by the naked eye. Many fungi live in the environment so do not need a host to survive.

Modes of transmission, including:

- direct contact: defined as occurring when one part of an animal comes into contact with the body of another animal (e.g. when skin surfaces touch, or one animal licks another's body)
- indirect contact: defined as occurring when two or more animals come into contact with the same materials (bodily secretions including blood, saliva, vomit, faeces, mucus, sneeze droplets) or inanimate objects (bedding, food bowls, drinking bottles, accommodation, fencing), which then acts as a source of infection
- vector transmission: when disease is spread by biting insects and ticks. The insect or tick carries the disease but is not affected by the disease.

Zoonotic diseases:

- a zoonotic disease is defined as a disease that can be transmitted from animals to humans
- some parasites can also be defined as zoonotic.

*continued*

**What needs to be learnt**

Notifiable diseases:

- a notifiable disease is a disease that requires reporting under current animal health legislation for dogs, cats, rabbits, goats, chickens and bearded dragons
- must be reported immediately to either the local authorities, veterinary surgeon, animal health officer or Defra in order to reduce disruption to the food, farming and tourism industries and to protect public health
- can either be a health risk to humans or extremely contagious; infected animals need to be isolated and possibly euthanised, and carcasses disposed of safely
- include rabies, avian influenza (bird flu), and foot and mouth disease.

Prevention of diseases, including:

- vaccination: modified bacteria or virus is injected into the animal to stimulate the immune system to fight it off, so that if the animal is infected by the same microorganism their immune system can respond faster
- good husbandry techniques, including cleaning and disinfecting animal equipment (housing, fencing, bedding, food bowls, water bottles)
- measures to prevent spread of disease:
  - isolation of sick animals
  - quarantine of new animals to prevent spreading
  - culling and euthanasia.

Vaccinations required for each of the species covered in this topic include:

- dogs: canine parvovirus, canine distemper virus, leptospirosis (zoonotic) and infectious canine hepatitis
- cats: feline infectious enteritis, feline herpes virus, feline calicivirus and feline leukaemia virus
- rabbits: myxomatosis and viral haemorrhagic disease
- chickens: Marek's disease, infectious bronchitis and avian rhinotracheitis
- goats: enterotoxemia (clostridial bacteria), tetanus (zoonotic) and orf virus (zoonotic)
- bearded dragons: no vaccinations required for bearded dragons.

**Topic B.2 Symptoms, treatment and prevention of common diseases in animals**

Salmonella (bacterium):

- affects all species in the specified range, though more common in chickens and bearded dragons
- a zoonotic disease, so care must be taken when dealing with infected animals
- symptoms include:
  - high temperature
  - prolonged diarrhoea
  - lethargy
  - weight loss and septicaemia (blood poisoning)
- treatment is symptomatic and includes:
  - fluids to rehydrate after fluid loss through diarrhoea
  - electrolytes in fluids to balance the levels of electrolytes in the body
  - antibiotics
  - anti-diarrhoeal drugs


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**What needs to be learnt**

- prevention includes:
  - quarantining new animals
  - isolation of infected animals
  - good hygiene and control of pests (rats, mice and flies).

Myxomatosis (virus):

- only affects rabbits
- spread by mosquitoes and fleas, or direct contact with an infected rabbit
- symptoms include
  - lumps (found anywhere on the body)
  - swelling of the eyes, head and genitals
  - conjunctivitis (yellow/green discharge from eyes)
  - lethargy
  - loss of appetite and fever
  - secondary bacterial infections such as pneumonia can develop as a result of the lowered immune system
- treatment is symptomatic to ease suffering of animal and includes:
  - keeping the animal warm and comfortable
  - bathing the eyes with warm water
  - fluids
  - antibiotics to prevent/treat secondary bacterial infections
- prevention includes:
  - vaccination (usually yearly, but every six months in areas where myxomatosis is common)
  - control of insects (flea treatment, mosquito screens)
  - isolation of sick rabbits.

Ringworm (fungus):

- found in mammal species
- a zoonotic disease, which means that humans can catch it, so care must be taken when working with infected animals
- symptoms include:
  - raised red circular lesions
  - hair loss
  - excessive scratching and thickening of the skin
- treatment includes:
  - antifungal creams
  - antibiotics to treat secondary skin infections may be needed if the animal has scratched excessively and damaged the skin
- prevention includes:
  - thorough cleaning and disinfection of animal enclosures and fencing
  - isolation of infected animals
  - PPE (disposable gloves, overalls) must be worn when working with infected animals.

*continued*

**What needs to be learnt**

**Learning aim C: Understand the signs, symptoms, prevention and treatment of common parasites**

A parasite is defined as an organism that lives in or on another organism, deriving nutrients from the host organism and causing the host organism harm. Learners will need to recognise and identify the features of each parasite from images provided.

**Topic C.1 Ectoparasites, their symptoms, prevention and treatment**

Ectoparasites are parasites found on the outside of the animal. There are a number of ectoparasites that affect the animals discussed in this unit, but this unit will focus on three common examples.

Flea:

- description: small, six-legged, wingless insect that possesses specially adapted legs for jumping and specialised mouth parts for piercing skin and sucking the blood of their host
- life cycle:
  - adult female lays numerous eggs after a blood feed, and eggs fall off into the environment
  - eggs hatch within 2–5 days, releasing flea larvae
  - the larvae feed on dust and dirt in the environment, moulting several times before spinning a cocoon (7–20 days)
  - adult flea hatches roughly 7 days later
- associated diseases: responsible for spreading myxomatosis in rabbits
- symptoms include:
  - excessive scratching and/or biting of fur
  - patchy fur loss (alopecia)
  - thickening of skin where animal has scratched repeatedly
  - flea dirt (small dark specs in the coat which when added to water turn it red/brown)
  - red, irritated skin
  - in severe infestations or short haired breeds of animal, fleas may be visible
  - some animals develop severe allergy to the flea saliva called flea allergy dermatitis
  - in young or old animals, the loss of blood can make them weak and lethargic
- prevention:
  - regular use of preventative treatments such as treatments applied directly to the animal's skin/fur, sprays, a course of tablets or injections or anti-parasitic shampoos
  - regular washing of pet bedding (dogs/cats) or removal of dirty pet bedding (rabbits)
  - regular vacuuming of carpets (where pets live indoors) and disposal of the vacuum bags
  - treatment of the environment to kill flea eggs and larvae and therefore break the fleas' life cycle.

*continued*



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**What needs to be learnt**

Tick (sheep tick):

- description:
  - small, eight-legged, wingless arachnid that possesses specialised mouth parts for piercing skin and sucking the blood of their mammal host
  - only adult females feed
  - their saliva contains a mild anaesthetic and an anticoagulant, which stops blood from clotting so they can keep feeding
- life cycle:
  - a three-host stage development, which takes at least one year to complete
  - adult female lays numerous eggs on the ground after a blood meal from host
  - larvae climb onto a host (primarily small mammals and birds) and feed, then fall to the ground and moult to nymphs
  - nymphs climb onto second host, feed and fall to the ground, where they moult to adults
  - adults climb onto third host, feed and mate, then fall to the ground and lay eggs
- female adults lay eggs on the ground, after blood meal from host. When larvae emerge, they feed primarily on small mammals and birds. After feeding, they detach from their host and molt to nymphs on the ground, which then feed on larger hosts and molt to adults. The life cycle takes at least one year to complete
- associated diseases: ticks can spread a variety of diseases, some of which are zoonotic, such as Lyme disease (a bacterial disease), so special care must be taken when removing ticks
- signs/symptoms include:
  - finding them on the animal (visible grey dots attached to the skin that may be mistaken for warts), most commonly in areas where there is little or no hair on the animal (such as in/around the ears, inside of the legs, in between toes)
  - fever
  - lameness
  - lethargy
  - joint pain (although these are more likely if the animal has been infected with Lyme disease)
- treatment:
  - safe removal of the tick using tick tweezers – grab hold of the head then twist anticlockwise until the tick comes away from the animal, ensuring the whole tick has been removed
  - alternatively, smear the tick with petroleum jelly and leave to suffocate
- prevention:
  - regular use of preventative treatments such as treatments applied directly to the animal's fur, sprays, collars impregnated with tick repellent
  - avoiding areas where ticks are more common, such as woodland areas and long rough grass, between March and October.

*continued*

**What needs to be learnt**

Mite:

- description:
  - small, eight-legged, wingless arachnid
  - a burrowing parasite that feeds on the skin of most mammal species
  - a zoonotic parasite, so special care must be taken when handling animals and the bedding of animals suspected of mite infestation
- symptoms include:
  - hair loss (alopecia)
  - excessive scratching
  - crusty skin, which can be broken by excessive scratching and become infected
- prevention:
  - there is no way to prevent mites on animals
  - animals are more likely to be more severely affected when their immune system is lowered (such as by stress, ill health or other reasons)
  - can reduce risk of picking up mites by keeping animals away from areas where there are known to be foxes (often infested with mange mite)
- treatment:
  - regular use of preventative treatments such as treatments applied directly to the animal's skin/fur, sprays, shampoos and powders
  - if condition has not been controlled with these regular treatments and the animal has become infested, more drastic treatments may be required, including lime sulfur dip or other organophosphate dip (but these can be toxic to humans, so PPE including overalls, gloves and face masks must be worn).

**Topic C.2 Endoparasites, their symptoms, prevention and treatment**

Endoparasites are parasites found on the inside of the animal. There are a number of endoparasites that affect the animals discussed in this unit, but this topic will focus on two common examples.

Tapeworm:

- description:
  - long, tape-like worm with a body that is divided into sections, each of which contains eggs
  - the head end is called the scolex, which the tapeworm uses to attach itself to the intestinal lining of its host
  - tapeworms are very common in dogs and cats, but less so in rabbits
- transmission: some species of tapeworm are zoonotic, so special care should be taken when handling infected animals, especially when dealing with their faeces (gloves should be worn and safe disposal of faeces and gloves is very important)
- signs/symptoms include:
  - bloated abdomen
  - vomiting
  - diarrhoea
  - weight loss
  - worm segments visible in faeces

*continued*

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**What needs to be learnt**

- anal irritation indicated by 'scooting' (sitting down and dragging themselves across the floor)
- excessive licking around the anus

- prevention and treatment:
  - regular use of preventative treatments such as treatments applied directly to the animal's skin/fur, tablets or liquids/paste
  - good hygiene of the animal's environment
  - good ectoparasite control (because fleas are part of the dog/cat tapeworm life cycle and mites play a role in rabbit tapeworm).

Roundworm:

- description:
  - long, round worm which looks like white earthworms or strands of spaghetti
  - commonly found in young cats (toxocara cati) and young dogs (toxocara canis)
- transmission: roundworm is zoonotic, so special care must be taken when handling infected animals, especially when dealing with their faeces (gloves should be worn and safe disposal of faeces and gloves is very important)
- signs/symptoms include:
  - coughing
  - vomiting (worms may be visible in the vomit)
  - diarrhoea
  - lethargy
  - bloated abdomen
  - severe infestations can lead to secondary problems such as pneumonia when larval worms migrate into the lungs
- prevention and treatment:
  - regular use of preventative treatments such as treatments applied directly to the animal's skin/fur, tablets or liquids/paste
  - females should be treated prior to breeding to prevent larvae migrating through the placenta, and puppies and kittens should be wormed early.

# Teacher guidance

## Resources

Centres will need to ensure they have access to the following specified range of animals:

- cats
- dogs
- rabbits
- goats
- chickens
- bearded dragons.

## Assessment guidance

This unit is an externally assessed paper-based unit. The examination will be set and marked by Pearson. The assessment will consist of a range of multiple choice questions, short-answer and extended writing questions.

All questions are compulsory

## Examination format

Learners will complete a 60-minute examination worth 50 marks.


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# Unit 2: Animal Handling

Level: **1 and 2**

Unit type: **Core**

Guided learning hours: **30**

Assessment type: **Internal**

## Unit introduction

Safe animal handling is a daily activity when dealing with animals. There are many different techniques used to handle and restrain animals in a commercial setting while also maintaining the animals' welfare and safety. This unit will help you become competent in handling and restraining small animals, large animals, exotic animals and reptiles. It will also give you the opportunity to develop the essential skills you will need in order to handle and restrain animals in a commercial setting.

You will learn about the reasons why it is necessary to handle and restrain animals, such as for health inspections, grooming or training. You will learn how to approach, handle and restrain animals safely, and build your confidence through practical assignments. These skills will be important skills for any career in the animal care sector.

It is also important that you work safely and effectively with a variety of animals, so in this unit you will develop safe working practices. These practices protect both your safety and the safety of the animals you handle. This will include learning about industry guidelines, health and safety legislation and animal welfare legislation. Being familiar with the hazards and risks associated with handling animals is crucial to any job in the industry. You will also learn about the control measures that can reduce the risks, and also about the procedure for reporting accidents when working with animals.

## Learning aims

In this unit you will:

A understand safe handling and restraint techniques

B demonstrate safe handling and restraint techniques used with animals.

## Learning aims and unit content

| What needs to be learnt |
| --- |
| **Learning aim A: Understand safe handling and restraint techniques** |
| **Topic A.1 Risk assessment and accident reporting procedures**<br>Know the risks associated with working with animals, such as being bitten, scratched, kicked, knocked down, crushed by the animal, or catching zoonotic diseases from animals.<br>Know how to carry out risk assessments.<br>Recognise the difference between hazards and risks:<br>● a hazard is something with the potential to cause harm in a situation<br>● a risk is the likelihood of someone being harmed by a particular hazard.<br>Use control measures to reduce the risks posed by hazards.<br>Know how to report minor and major accidents when working with animals by:<br>● using incident forms<br>● knowing the purpose and use of an incident record book.<br>Responsibilities under current relevant legislation regarding the reporting of injuries, diseases and dangerous occurrences. |
| **Topic A.2 Appropriate personal protective equipment (PPE)**<br>Select and use correct PPE which is relevant to the species being handled or restrained, e.g.:<br>● protective footwear<br>● overalls<br>● gloves<br>● face mask<br>● hearing protection.<br>Know the purposes of PPE, e.g.:<br>● prevention of cross-contamination (e.g. wearing a plastic bodysuit for an animal inspection, which is sterilised or disposed of when the inspection is complete)<br>● prevention of injury to the handler (e.g. wearing handling gloves to prevent injury from biting)<br>● prevention of injury to the animal.<br>Know safe behaviour and the risks associated with handling and restraining animals, in accordance with health and safety legislation and animal welfare legislation:<br>● not wearing jewellery<br>● not running while holding an animal<br>● not shouting.<br>Know responsibilities under current relevant legislation and regulations regarding:<br>● animal welfare, particularly the five animal welfare needs<br>● health and safety at work e.g. following correct codes of practice |
| *continued* |


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**What needs to be learnt**

- manual handling e.g. lifting and moving heavy items safely and correctly
- control of substances hazardous to health e.g. keeping cleaning products safely stored.

**Topic A.3 Reasons for handling and restraining animals**

Understand the reasons for handling and restraining animals:

- health checking
- grooming
- sexing
- giving medication.

Know the appropriate handling and restraining techniques to use in the following situations, depending on the animal:

- techniques available to handle and restrain animals (e.g. the scruff method, the claw method, the supporting upper and lower body method, the body hug method, the use of restraint equipment)
- health checking (e.g. the claw method, the supporting upper and lower body method)
- administering medication (e.g. the scruff method or use of two people if more restraint needed, the claw method, the supporting upper and lower body method, the body hug method, livestock handling equipment, the use of restraint equipment)
- transportation to veterinary surgery (e.g. in a carry cage, box or other container)
- sexing (e.g. the claw method, the scruff method)
- grooming (e.g. the supporting upper and lower body method, placing one hand over the animal for support)
- removing animal from an emergency situation (e.g. the use of restraint equipment, the claw method, the scruff method, the supporting upper and lower body method)
- cleaning accommodation (e.g. placing the animal in a carry cage or similar while primary accommodation is cleaned).

Understand how handling techniques will differ and appropriate applications of each handling technique (e.g. the claw method would be used for sexing a rat whereas the scruff method would be used for giving medication to a rabbit).

**Topic A.4 Reasons not to handle animals**

Know the reasons why an animal should not be handled if handling could endanger the safety of the animal and/or handler:

- animal's health status (e.g. ill, injured, pregnant, at a particular life stage, e.g. infant, juvenile, adult, senior, geriatric)
- animal's stress levels (e.g. showing signs such as shaking, curling lips, stamping feet, excessive breathing)
- animal's welfare (e.g. risk of injuring or distressing the animal)
- animal's aggression (e.g. showing warning signs such as showing teeth, stamping feet, biting, being vocal).

Be aware when intervention from a more experienced person is needed to ensure the safety of animal and handler (e.g. recognising that an injury could occur for either handler or animal) and the procedure to follow if the animal cannot be handled (e.g. reporting to a member of staff/colleague or getting assistance).

**What needs to be learnt**

**Learning aim B: Demonstrate safe handling and restraint techniques used with animals**

**Topic B.1 Correct handling and restraint of animals**

Understand suitable methods of approach:

- calm
- confident
- quiet
- slow
- cautious.

Select, and adapt appropriate methods of approach to specified animals in the following situations:

- handling the animal
- restraining the animal
- grooming the animal
- exercising the animal
- checking the animal's health
- identifying the different life stages of animals (e.g. infant, juvenile, adult, senior, geriatric, pregnant)
- identifying the different health statuses of animals (e.g. healthy, unhealthy, receiving medication, injured, etc.).

Know the techniques available to handle and restrain animals:

- the scruff method
- the claw method
- the supporting upper and lower body method
- the body hug method
- the use of restraint equipment.

Know correct handling and restraint skills for a range of specified animals, including:

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

**Topic B.2 Selecting and using appropriate handling and restraint equipment**

Select and use the appropriate handling and restraint equipment to handle and restrain different animals, while ensuring the animals' safety:

- know basic equipment, e.g. collar and lead, gauntlet, net, snake hook
- know complex equipment, e.g. harness, head collar, rope halter, cat bag
- select the appropriate equipment for different animals
- identify the purposes of handling and restraint equipment
- demonstrate the correct fitting and safe use of the equipment.

*continued*



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**What needs to be learnt**

**Topic B.3 Reasons for maintaining and cleaning equipment for handling and restraining animals**

Maintain and clean equipment that has been used to handle and restrain animals.

Know reasons for maintaining and carrying out cleaning of equipment:

- prevent cross-contamination
- maintain good hygiene for animal and handler
- remove dirt, debris and hair
- general maintenance of the equipment.

Show evidence of:

- care
- cleaning
- storage.

## Assessment criteria

| Level 1 | Level 2 Pass | Level 2 Merit | Level 2 Distinction |
|---|---|---|---|
| **Learning aim A: Understand safe handling and restraint techniques** | | | |
| 1A.1 Identify two risks associated with handling and restraining animals. | 2A.P1 Describe the risks, hazards and accident reporting procedures when handling and restraining animals. # | 2A.M1 Discuss two control measures to reduce risks when working with animals, carrying out a risk assessment. # | 2A.D1 Evaluate the risks associated with working with animals. # |
| 1A.2 List the correct PPE equipment for handling and restraining animals. | 2A.P2 Describe the correct use of appropriate personal protective equipment when handling and restraining animals. # | | |
| 1A.3 List the reasons for handling and restraining animals. | 2A.P3 Explain two reasons why you need to handle and restrain animals. # | 2A.M2 Evaluate three reasons for the handling and restraint of animals. # | 2A.D2 Evaluate three ways in which methods of approach might need to be adapted when handling and restraining animals. # |
| 1A.4 List the reasons why it might not be appropriate to handle animals. | 2A.P4 Explain two reasons why it might not be advisable to handle an animal if handling could endanger the animal's and/or handler's safety. # | | |



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| Level 1 | Level 2 Pass | Level 2 Merit | Level 2 Distinction |
|---|---|---|---|
| **Learning aim B: Demonstrate safe handling and restraint techniques used with animals** | | | |
| 1B.5 Demonstrate, using appropriate equipment, the correct and safe handling and restraint of a specified animal. | 2B.P5 Demonstrate, using appropriate equipment, the correct and safe handling and restraint of four specified animals. | 2B.M3 Demonstrate the appropriate and safe handling and restraint of animals with confidence and dexterity, using appropriate equipment for a given purpose using a scenario. | 2B.D3 Evaluate three handling and restraint techniques and equipment, considering animal safety, animal welfare and stress reduction. # |
| 1B.6 Recognise two pieces of handling and restraint equipment and know the animals on which they can be used. | 2B.P6 Select and fit the appropriate handling and restraint equipment for two specified animals. | | |
| 1B.7 List reasons for maintaining and cleaning handling and restraint equipment. | 2B.P7 Explain reasons for maintaining and cleaning handling and restraint equipment. # | | |
| 1B.8 Demonstrate how to clean or care for equipment used to handle and restrain animals. | 2B.P8 Demonstrate how to care, clean and store equipment used to handle and restrain animals. | | |

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

# Teacher guidance

## Resources

The special resources required for this unit are a range of animals and a range of equipment as detailed in the unit aims and content, including:

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

Learners should have the opportunity to practise animal handling techniques 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 the learners. It is essential to plan the use of all the animals required to ensure that the animals are not stressed or overused.

## Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*. Assessment through the use of observation logs cannot be used as sole evidence and must always be accompanied by learner-generated evidence that can be authenticated, such as preparation notes and reflective logs with annotated photos.

### Learning aim A

Learners must have an understanding of safe techniques used when handling and restraining animals. This learning aim could be assessed in the form of written evidence or a presentation.

In order to achieve **2A.P1**, learners need to describe the risks and hazards involved when working with animals and the accident reporting procedures in place to deal with accidents that do occur. Learners should carry out risk assessments and know how to reduce risks and hazards. They should also show how to use an incident form to report minor and major incidents.

For **2A.P2**, learners should describe the correct use of personal protective equipment (PPE) that is appropriate for handling and restraining animals. The description must include the purpose and use of PPE, the relevant health and safety and animal welfare legislation that relates to safe behaviour and awareness of risks when handling and restraining animals.

For **2A.P3**, learners will explain two reasons for handling and restraining animals. The explanation will include the techniques used based on the type of animal and the reason for handling and restraining.

For **2A.P4**, learners should explain two reasons why it might not be advisable to handle an animal. This must include examples of situations when handling an animal could endanger the animal or the handler. This criterion can be assessed through observation with authenticated evidence and verbal assessment.

For **2A.M1**, learners must discuss two control measures to reduce risks when working with animals in a given scenario. Learners should carry out a risk assessment, including the appropriate PPE used and mentioning reasons why the handling and restraining of animals is affected.


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For **2A.M2**, learners must evaluate three reasons for handling and restraining animals, including the use of appropriate equipment and the appropriate PPE that should be used.

For **2A.D1**, learners must evaluate the risks involved with working with animals. This will include a detailed description of how risks can be reduced, the reporting procedures (accident forms) for reporting minor and major accidents, and the appropriate PPE to use for an animal in a given scenario. Learners will highlight any reasons why the animal should not be handled to ensure their own and the animal's safety.

For **2A.D2**, learners need to evaluate three ways in which the methods of approach would need to be adapted when handling and restraining different animals. Learners' explanations will be detailed, and will include explanations of how and why methods of approach should be adapted. This could be assessed physically, with learners standing next to the specified animal, to allow them to illustrate the different methods of approach.

For **1A.1**, learners must identify two risks that could occur when handling and restraining animals.

For **1A.2**, learners must list the correct PPE that would be used when handling and restraining animals.

For **1A.3**, learners must list the reasons for handling and restraining animals.

For **1A.4**, learners must list the reasons why it might not be appropriate to handle animals.

**Learning aim B**

Learners must be able to use handling and restraining equipment correctly. Learners must provide evidence with practical observations which must be supported by authenticated evidence such as preparation notes or reflective logs with annotated photos, assessments and witness statements. A practical logbook or portfolio could be made to accommodate evidence for all the assessment criteria for this unit.

For **2B.P5**, learners must be able to demonstrate competently and safely the correct handling and restraint techniques for four different species of animals (with at least one animal from each of the range of animals specified in the unit content and *Resources* section) using the appropriate equipment. This must be practically assessed. In 2A.P1, learners would have described the risks associated with handling and restraining an animal, which could be done verbally before they demonstrate using the appropriate equipment and the correct and safe handling and restraint techniques in 2B.P5. This criterion can be assessed through observation and verbal assessment.

For **2B.P6**, learners must select and fit the appropriate handling and restraint equipment for two specified animals. This criterion can be assessed through observation with authenticated evidence and verbal assessment.

For **2B.P7**, learners will explain the reasons for maintaining and cleaning the equipment used to handle and restrain animals.

For **2B.P8**, learners must be able to demonstrate how to care for, clean and store handling and restraining equipment. Learners must show evidence of cleaning and maintenance of equipment.

For **2B.M3**, learners must demonstrate handling and restraint of animals. Learners must show the use of appropriate equipment for the particular purpose and animal. This could be as part of a scenario where purposes could include the administration of medication or a health check. This criterion assesses the learners' confidence and dexterity. This involves the learners showing consideration of the animal's welfare,

handling and restraining the animal without causing it distress, and carrying out the task efficiently. The scenario must allow learners the opportunity to show how they will handle situations where they will need to deal with or be prepared to deal with the animal moving unexpectedly or changing its behaviour.

For **2B.D3**, learners must evaluate three handling and restraint techniques used on animals. Learners must take into consideration the safety and welfare of the animals and reducing the stress on the animal. This criterion could be assessed using a scenario which could include handling and restraining an animal when carrying out a procedure, such as administering medication or grooming the animal. Learners will be expected to identify good and poor practice and suggest improvements.

For **1B.5**, learners must practically demonstrate, the correct and safe handling and restraint of a specified animal using the appropriate equipment. They must also wear the correct personal protective equipment.

For **1B.6**, learners must recognise two pieces of handling and restraint equipment and know the animals on which they can be used.

For **1B.7**, leaners must list the reasons for maintaining and cleaning equipment used to handle and restrain animals.

For **1B.8**, learners must demonstrate how handling and restraint equipment is cleaned or cared for.


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## Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

| Criteria covered | Assignment | Scenario | Assessment evidence |
|---|---|---|---|
| 1A.1, 1A.2, 1A.3, 1A.4, 2A.P1, 2A.P2, 2A.P3, 2A.P4, 2A.M1, 2A.M2, 2A.D1, 2A.D2 | Risks When Working with Animals | You work as an assistant for an animal shelter and have been asked by your manager to prepare an information board for your colleagues about potential risks involved when working with animals. You have been asked to include the personal protective equipment that is available to reduce the risks involved. You have also been asked to explain when it is not advisable to handle animals. | Presentation<br>Observation report supported by learner-generated evidence<br>Written report<br>Poster/leaflet<br>Practical portfolio |
| 1B.5, 1B.6, 1B.7, 1B.8, 2B.P5, 2B.P6, 2B.P7, 2B.P8, 2B.M3, 2B.D3 | Animal Handling and Restraint | Your manager has now asked you to demonstrate the safe handling and restraint techniques for animals. You need to show that you understand the reasons why animals need to be handled or restrained, and why handling and restraint methods may need to be adapted to reduce animal stress. You will also need to demonstrate that you understand how to use the correct handling and restraint equipment on animals, so that the animals' welfare is preserved while being handled and restrained. | Practical demonstration<br>Video evidence<br>Commentary during a practical performance<br>Observation record supported by learner-generated evidence<br>Witness statement<br>Written report<br>Photo evidence<br>Logbook to contain practical assessment evidence, e.g. witness statements, photographs, etc. |

# Unit 3: Animal Welfare

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

## Unit introduction

Knowledge of animal welfare is vital for anyone planning to work within the animal care sector. In this unit, you will gain an understanding of animal welfare, the purposes of working with animals and the responsibilities of animal owners. You will also learn how animal-related organisations promote good animal welfare and responsible animal ownership.

Animals are kept in our society for many different reasons, not just for companionship, but also for commercial uses, for service uses and for media, sport and leisure purposes. All animals require time, money and commitment from their owners, so it is important to be able to advise animal owners on what they should consider when choosing an animal. You will advise animal owners about responsible animal ownership and how animal owners can begin to think about the ways in which responsible ownership can be promoted and encouraged.

Animal welfare is protected by law, and this unit will also give you an insight into relevant animal welfare legislation in the UK. You will learn about the five animal welfare needs which are used to assess an animal's welfare, and the consequences of irresponsible animal ownership.

## Learning aims

In this unit you will:

A understand the different roles of animals and animal-related organisations in society

B understand animal welfare and legislation

C understand the responsibilities involved in caring for animals.

## Learning aims and unit content

**What needs to be learnt**

**Learning aim A: Understand the different roles of animals and animal-related organisations in society**

**Topic A.1 Roles of animals in society**

The different roles of animals in society:

- companionship animals – animals kept as pets by individuals in domestic situations such as dogs, cats, rodents, horses, birds, fish, reptiles
- commercial uses – animals kept for their products which are sold for profit or income:
  - agricultural production, e.g. for the production of meat, wool, skin, eggs, milk which are harvested and sold
  - legal world trade, e.g. animal organs, exotic meat, live animals (either bred in captivity or caught in the wild)
  - animal testing of products and medical procedures, e.g. testing household products, animal drugs, human drugs, non-animal alternatives – usually before clinical trials on humans
- assistance and security uses – animals kept for their skills and ability to assist man:
  - guide dogs to assist those with limited eyesight or hearing
  - detection and guard dogs used to detect intruders, drugs or illegal substances
  - animals used in the police force and the military for ceremonial purposes
  - animals used in the police force, such as horses used to control crowds without harming people
- animals used in field sports (horses, dogs, pigeons)
- animals in media, sport, leisure and education – animals used for commercial reasons to raise money for their owners:
  - media, e.g. advertising, television documentaries, filming
  - sport, e.g. racing (horses, dogs), hunting (horses, dogs), gaming (gundogs, pheasants)
  - leisure and education, e.g. animals for display, educational and conservation purposes, e.g. zoos, wildlife parks, aquariums, aviaries, circuses, tourism, performance
- animals kept as symbols – animals kept as accessories by people to enhance their status:
  - as fashion accessories, e.g. Chihuahua dogs
  - keeping of dangerous or status dogs, e.g. Pit Bull Terriers
  - reasons why these animals are kept for these purposes
  - a need for public awareness of relevant legislation, especially the keeping of dangerous dogs.

*continued*



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**What needs to be learnt**

**Topic A.2 Animal-related organisations**

Animal owners have an ethical responsibility to provide the fundamental requirements for the animals in their care, but sometimes people cannot fulfil these requirements and animal-related organisations have to step in to ensure that animals in captivity are well cared for.

Learners should understand the different roles, missions and responsibilities of animal-related organisations. For each of the following groups of animal-related organisations, learners should understand the:

- roles, missions and responsibilities of each group of organisations and their contribution to safeguarding the welfare of animals
- how each group of organisations supports and promotes animal welfare and responsible animal ownership
- legal, ethical and moral obligations of each group of organisations
- long-term goals and tasks to safeguard the welfare of animals for each group of organisations.

Groups of animal-related organisations:

- breed societies, e.g. dogs, donkeys, rare breeds
- animal protection and rescue charities and centres
- assistance animal organisations
- national and international wildlife, conservation and zoo organisations.

**Learning aim B: Understand animal welfare and legislation**

**Topic B.1 Animal welfare**

Learners should understand the principles of good animal welfare.

Good animal welfare can be defined as the provision of food and water, comfort, the avoidance of pain, injury and disease, and the provision of environmental enrichment where needed for all animals:

- the five animal welfare needs that must be provided by owners for the comfort, safety and wellbeing of the animals they own:
  - need for a suitable environment designed to accommodate the animal correctly, including shelter and somewhere clean and comfortable to rest (e.g. cage for hamster or rabbit, shed and run for chickens), to ensure their conditions and treatment avoid causing them mental suffering
  - need for access to a suitable diet, including water, which will keep the animal healthy, including the provision of a diet that meets the nutritional requirements of the animal and enables it to maintain good health, and not gain or lose weight that is not planned, e.g. complete diet for cats and rabbits, fibre for rabbits, sheep and goats
  - need for animals to be able to exhibit normal behaviour patterns by ensuring they have sufficient space for their size, proper facilities for feeding and sleeping, and the space to accommodate other animals of their own kind where appropriate, e.g. suitable cages, pens and enclosures

*continued*

**What needs to be learnt**

- o need to be housed with or apart from other animals of their own type in clean, comfortable accommodation according to their requirements, e.g. horses normally housed alone but within sight and smell of others, while sheep are normally grouped with other members of the flock
- o need to be protected from suffering, pain, injury or disease, to have access to veterinary treatment, and to be diagnosed and treated rapidly if they do become injured or ill.

Assessment of welfare:

- know the background information about the animal, e.g. its age, whether it is pregnant or suckling young, its health, its previous illnesses or diseases, its body condition, its posture, etc.
- an assessment against the five animal welfare needs to see to what extent they are fulfilled, e.g. provision of food and water, provision of suitable shelter or housing, and overall condition of the animal and its environment
- behavioural assessment – recording the animal's activity, e.g. time spent sleeping, playing, grooming, vocalising, etc.

**Topic B.2 Know current animal welfare legislation that apply in the UK and their purposes**

Understand the basic purpose of current animal welfare legislation that apply in the UK:

- to protect the welfare of animals kept in captivity either for pleasure and/or for work
- to ensure that animals kept in captivity are kept so that they remain healthy
- to ensure that animals kept in captivity are not treated with cruelty, abused or neglected
- to protect society and animal owners by ensuring animals kept in captivity do not harm others.

Main responsibilities under current relevant legislation and codes of practice:

- Animal Welfare and licensing of activities involving animals:
  - o recognises the five needs of animals as protected by law
  - o includes all vertebrate animals
  - o licenses are granted for business activities involving animals including: sale of animals as pets, providing boarding for cats and dogs, hire of horses for riding, breeding dogs, keeping or training animals for exhibition
  - o enforced through inspections by local and national authorities
  - o powers exist for secondary legislation and codes of practice to be made to promote the welfare of animals
- Animals involved in scientific procedures:
  - o regulates the use of animals used for research in the UK
  - o allows for breeding genetically modified animals, veterinary and medical experimentation, and some procedures requiring vivisection
  - o licences are granted for a person, a project and a place in order for any experimental work to be carried out
  - o it is an offence for an experiment or procedure to be carried out without these licences

*continued*



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**What needs to be learnt**

- Transport of animals:
  - safeguards animals during transport and related operations in England, and by parallel legislation in Scotland, Wales and Northern Ireland
  - requires that during transport: livestock are not caused injury or unnecessary suffering; livestock are fit to travel; those transporting and handling all livestock (e.g. cattle, horses) are trained and competent; rules on journey times, resting, watering and feeding are observed
- Dangerous dogs:
  - it is illegal to breed or sell dogs bred for fighting e.g. pit bull terrier
  - dogs must be kept under proper control
  - dogs that are a danger to public safety can be seized and destroyed if necessary
  - owners or those in charge may be imprisoned if the dog causes injury or death to a human or assistance dog, and banned from keeping dogs
- Codes of practice issued by the appropriate national authority for the welfare of pet animals, horses and livestock:
  - provide owners and keepers with information on how to meet the welfare needs of their animals, as required under the Animal Welfare Act 2006
  - not legal requirements but represent good animal care practice
  - can also be used in courts as evidence in cases brought before them relating to poor animal welfare
  - apply to England only (Wales and Scotland have their own equivalent codes)
  - have been in force since 6 April 2010.

**Learning aim C: Understand the responsibilities involved in caring for animals**

**Topic C.1 What are the responsibilities involved in caring for animals?**

Responsible animal ownership involves being fully prepared and able to provide for and care for animals that they own, either for pleasure or for work. Learners need to be able to advise prospective animal owners on what they need to consider when choosing an animal. These considerations are to ensure that owners can support and promote the welfare of their chosen animals. Learners will also need to know what advice to give animal owners (e.g. points to consider to ensure proper animal care and welfare) to enable them to protect and care for their animals appropriately, to ensure their animals are happy and healthy.

Considerations for prospective animal owners to bear in mind when choosing an animal:

- owners' personal preferences on animal size and type
- preparations required before getting the animal (e.g. taking time to research or talk to experts, knowing what responsibilities they are taking on, and arranging food supplies, equipment and facilities, housing or shelter)
- health and safety of the animal, the owner and others:
  - any necessary personal protective equipment (PPE), e.g. clean overalls, boots that can be disinfected and kept clean, disposable gloves

*continued*

| What needs to be learnt |
| --- |
| o additional PPE (helmet and steel-toe-capped boots) if necessary in some more dangerous situations, e.g. when dealing with large heavy animals like horses or zoo animals<br>o managing and handling dangerous animals, e.g. poisonous reptiles, aggressive species<br>● costs of maintaining the animal, e.g. feeding, insurance, veterinary bills<br>● exercise requirements, e.g. walking dogs, exercising horses<br>● accommodation requirements, e.g. type and size of accommodation required<br>● healthcare requirements, e.g. vaccinations for preventing disease such as cat flu injections or regular worming regimes.<br>Animal care and welfare considerations:<br>● means of identification, e.g. microchip, ear tag, brand or 'tattoo'<br>● neutering (castration for males or spaying for females)<br>● keeping the animal healthy and happy, e.g. time spent with animal, appropriate diet, regular feeding times<br>● training, e.g. general obedience, house training, positive and negative training methods such as classical conditioning, non-associative learning and operant conditioning<br>● being prepared for the unexpected, e.g. having insurance, being prepared to require humane killing or euthanasia<br>● holiday arrangements, e.g. animal sitting, boarding kennels. |


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## Assessment criteria

<table>
<tr><th>Level 1</th><th>Level 2 Pass</th><th>Level 2 Merit</th><th>Level 2 Distinction</th></tr>
<tr><td colspan="4">Learning aim A: Understand the different roles of animals and animal-related organisations in society</td></tr>
<tr><td>1A.1 List two roles of animals in society.</td><td>2A.P1 Describe the different roles of animals in society. #</td><td rowspan="2">2A.M1 Compare the roles of two different animals kept in society and the responsibilities of animal-related organisations in ensuring that these animals are well cared for. #</td><td rowspan="2">2A.D1 Discuss the roles, missions and responsibilities of animal-related organisations in ensuring that animals are well cared for, depending on the role of the animals. #</td></tr>
<tr><td>1A.2 List two examples of an animal-related organisation and their roles, missions and responsibilities.</td><td>2A.P2 Describe the roles, missions and responsibilities of the different animal-related organisations that safeguard the welfare of animals. #</td></tr>
<tr><td colspan="4">Learning aim B: Understand animal welfare and legislation</td></tr>
<tr><td>1B.3 Identify the five animal welfare needs.</td><td>2B.P3 Describe how the five animal welfare needs are used to ensure good animal welfare. #</td><td rowspan="2">2B.M2 Explain how the use of the five animal welfare needs and current UK animal welfare legislation protect the comfort and wellbeing of animals. #</td><td rowspan="2">2B.D2 Evaluate how effective the five animal welfare needs and current UK animal welfare legislation are in protecting society and animal owners. #</td></tr>
<tr><td>1B.4 List two pieces of animal welfare legislation and their purposes.</td><td>2B.P4 Describe current UK animal welfare legislation and why it was brought in. #</td></tr>
</table>

| Level 1 | Level 2 Pass | Level 2 Merit | Level 2 Distinction |
|---|---|---|---|
| **Learning aim C: Understand the responsibilities involved in caring for animals** | | | |
| 1C.5 Identify three considerations owners need to bear in mind when choosing an animal. | 2C.P5 Describe the advice and support that needs to be given to prospective animal owners choosing an animal to ensure the care and welfare of the animal. # * | 2C.M3 Explain the different considerations that animal owners need to bear in mind when choosing and caring for animals to ensure good animal welfare. # | 2C.D3 Discuss the advice that needs to be given to animal owners who own or work with animals to ensure good animal care and welfare. # |

*Opportunity to assess mathematical skills

#Opportunity to assess English skills



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## Teacher guidance

When referring to a range of examples, a minimum of three must be covered. The material for this unit can be rather theoretical so teachers are encouraged to make learning as practical as possible.

### Resources

Access to an animal centre or centres, with a variety of animals such as cats, rodents, reptiles, birds and larger animals such as horses, is recommended, so that learners can see how welfare impacts on a wide range of species of animals. Visits to other well-chosen animal centres can be useful to show learners how animal welfare is incorporated into their work. These visits may also help illustrate aspects of the content of other units in the course, e.g. *Unit 1: Animal Health*.

### Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

Animal legislation and codes of practice references must be those current at the time of learner assessment.

The animals to be studied can be selected for the learner, or learners could choose to research animals in which they have a particular interest. Giving learners a choice of animals will encourage them to engage more with the assignment(s). Alternatively, learners could be set assignments with each learning aim focusing on a different animal to broaden their perspective and to enable them to make comparisons between the different animals. Where possible, learners are encouraged to use photographs of their own family animals for their assessments or encouraged to go to animal centres.

Practical activities will help to engage and motivate learners. Guest speakers such as educational officers from animal health and welfare organisations and/or other animal-related organisations will help learners appreciate the vocational relevance of this unit. Suitable activities include class debates about the purpose of keeping animals for different reasons or the issues surrounding animal welfare.

Evidence presented verbally should be recorded and retained for internal and external verification. Learners could also create posters, leaflets, or other evidence using media such as video clips or audio recordings, as part of the animal welfare and/or responsible animal ownership assessment, using a medium suitable for the target audience.

Assessment through the use of observation logs cannot be used as sole evidence and must always be accompanied by learner-generated evidence that can be authenticated, such as preparation notes and reflective logs with annotated photos.

### Learning aim A

For this learning aim, learners should provide their own evidence, e.g. photographs of animals they may own or have access to, to support and demonstrate their own understanding of the topic. Presenting only the facts is not acceptable.

For **2A.P1**, learners will describe the roles of animals in society. This will include reference to at least three relevant examples listed in the unit content.

For **2A.P2**, using the same examples as for 2A.P1, learners will illustrate links to relevant animal-related organisations, describing their roles, missions and responsibilities in ensuring that the animals in society are well cared for.

For **2A.M1**, learners will compare the roles of two different animals in society, describing the different roles of the different animals as listed in the unit content. Using these examples, learners will illustrate links to relevant animal-related organisations and describe how their responsibilities ensure the wellbeing of the animals.

For **2A.D1**, learners will discuss how the roles, missions and responsibilities of animal-related organisations ensure that the animals in society are well cared for, depending on the role of the animals. Case studies may be used and can be provided by the teacher or selected by the learner with teacher approval. However, case studies must enable learners to apply their knowledge in a vocational context and allow learners to assess the impact of the different roles of animals in society. The learner will also link the above examples to relevant animal-related organisations.

For **1A.1**, learners will list two roles of animals in society (as listed in the unit content). Learners should expand upon these roles, providing their own evidence, e.g. photographs, to demonstrate their own understanding of the topic.

For **1A.2**, learners will list two examples of relevant animal-related organisations and state their roles, missions and responsibilities. For example, learners could state that the role of the Kennel Club includes protecting and promoting the health and welfare of all dogs and maintaining dog breed standards. Their responsibilities include being a voluntary register for pedigree dogs and crossbreed dogs and offering dog owners and those working with dogs education and advice on buying a puppy, dog health, dog training and dog breeding.

### Learning aim B

For **2B.P3**, learners will describe each of the five animal welfare needs, giving an example of each for one or more species.

For **2B.P4**, learners will describe current UK animal welfare legislation and why it was introduced.

For **2B.M2**, learners should explain how the five animal welfare needs and current UK welfare legislation are used to protect general welfare and comfort of animals. This would include reference to each of the types of legislation given in the unit content.

For **2B.D2**, learners will evaluate how effective the five animal welfare needs and current UK welfare legislation are in protecting both the society and animal owners and the consequences if these were not introduced. The evaluation should cover how each of the types of legislation listed in the unit content is enforced, e.g. through licensing, consequences for non-compliance with legislation and consideration of if these measures were not in place.

For **1B.3**, learners will identify the five animal welfare needs.

For **1B.4**, learners will list two pieces of animal welfare legislation and their purposes.

## Learning aim C

For **2C.P5**, learners will describe the advice that they would give prospective owners who are choosing an animal. This would include points that a responsible owner should consider before becoming an animal owner, (e.g. their life style, costs of maintaining and feeding, exercise and accommodation requirements, etc.) and relevant care and welfare considerations required for their chosen animal (means of identification, neutering, keeping animal healthy and happy). The advice must also include what responsible animal owners need to consider in order to support and promote the welfare of their chosen animal. If possible, learners can draw on their own experiences of owning an animal and how they and their family went about it.

For **2C.M3**, learners will explain the reasons why animal owners need to give consideration to different areas when choosing and caring for animals. These points need to include what prospective animal owners would need to consider before choosing their particular animal, as well as what animals owners need to do to ensure the proper care and welfare of the animals they own.

For **2C.D3**, learners are required to discuss the advice they would give animal owners to ensure the care and welfare of their animals. The discussion should look at different scenarios, such as what kind of animal would best suit the owner's preferences and life style. Learners will discuss the needs of the different animals (e.g. dogs need to be walked daily, cats need their litter to be cleaned regularly) and how these fit into the owner's lifestyle. When working in groups, each learner must provide sufficient evidence to meet the assessment criteria on an individual basis. Individual contributions must be identified including notes to show individual preparation and work to meet the assessment criteria.

For **1C.5**, learners will identify three considerations that owners need to bear in mind when choosing an animal.

## Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

| Criteria covered | Assignment | Scenario | Assessment evidence |
|---|---|---|---|
| 1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1 | Role of Animals in Society | As an animal care assistant at the local animal care centre your manager would like you to produce some information/a presentation for them as part of their campaign to raise awareness of the roles of animals in society and the roles played by animal-related organisations in safeguarding the welfare of these animals.<br>Your information/presentation should include the different roles of animals in society, as well as the roles, missions and responsibilities of the relevant animal-related organisations in ensuring the care and welfare of animals in society. | Presentation, with slides and notes<br>Observation report supported by learner-generated evidence<br>Written report<br>Poster/leaflet<br>Portfolio of evidence |
| 1B.3, 1B.4, 2B.P3, 2B.P4, 2B.M2, 2B.D2 | Animal Welfare and Legislation | The manager has now asked you to produce an information booklet about animal welfare for a well-known animal welfare organisation. This will be used to help inform schoolchildren about the five animal welfare needs, as well as the current animal welfare legislation that exists to protect animals.<br>Your booklet should cover the five animal welfare needs and how these affect the animal's care, linking this information to relevant pieces of legislation and why the legislation was brought in. | Presentation, with slides and notes<br>Observation report supported by learner-generated evidence<br>Written report<br>Poster/leaflet<br>Portfolio of evidence<br>Booklet<br>Chart, poster or leaflet |



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| Criteria covered | Assignment | Scenario | Assessment evidence |
|---|---|---|---|
| 1C.5, 2C.P5, 2C.M3, 2C.D3 | Responsibilities of Owning and Working with Animals | Your presentation on animal welfare was well received by the animal care centre and, as a result, the manager of the centre has asked you to produce a booklet/leaflet to be handed out at local schools, advising them on what prospective animal owners would need to consider before buying or adopting an animal. These materials will also list the points that animal owners need to consider to ensure the care and welfare of the animals that they own.<br><br>Your booklet/leaflet must include information on responsible animal ownership of your chosen animal species. | Booklet/leaflet<br><br>(Individual contributions must be identified including notes to show individual preparation and work to meet assessment criteria.) |

# Unit 4: Animal Housing and Accommodation

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

## Unit introduction

Choosing the right kind of accommodation for animals and then preparing, maintaining and cleaning it is an essential part of looking after animals. In this unit, you will explore how to select and prepare animal accommodation in line with different animals' needs.

As well as learning about animal housing, you will gain an essential understanding of the purpose and characteristics of animal bedding, and how choosing the correct type of bedding can improve an animal's welfare. You will investigate how and why different types of housing and bedding are suitable for the needs of different animals, and you will learn about the importance of good animal hygiene.

You will also gain practical skills by preparing animal accommodation for use, checking and maintaining the accommodation, and cleaning it out effectively. This includes learning how to clean different types of feeding and watering equipment, as well as a range of different types of housing. These are all essential skills for anyone planning to work with animals, and you will learn how to use these skills both safely and effectively.

## Learning aims

In this unit you will:

A understand how to select animal accommodation

B prepare and maintain animal accommodation

C be able to clean out animal accommodation.

## Learning aims and unit content

**What needs to be learnt**

**Learning aim A: Understand how to select animal accommodation**

**Topic A.1 Factors which affect the selection of animal accommodation**

Animal accommodation includes:

- animal housing
- fixtures and fittings
- bedding.

Selecting animal housing, fixtures and fittings, and bedding according to the specific needs of a particular type of animal and according to the five animal welfare needs.

Needs and limitations relating to the owner/establishment which affect choice of accommodation:

- cost of accommodation in comparison to budget available
- space available
- access to outside space
- ease of cleaning and maintenance
- access to power for lighting and heating
- availability of facilities for waste disposal
- location of the accommodation (convenience, proximity to other animals, access)
- ventilation and drainage.

**Topic A.2 Types of animal accommodation**

Types of housing and their suitability for different animals (e.g. hutch, cage, pen, stable, barn, kennel, tank, vivarium, terrarium, aviary).

Features of housing:

- construction materials (e.g. timber, wire netting, polypropylene, glass, plastic, steel)
- design (e.g. purpose built, prefabricated, modular)
- size and layout (e.g. the space per animal being housed, the location of bedding, shelter and feeding/drinking equipment within the housing)
- security features to prevent animal escape (e.g. catches and locks).

Choice of fixtures and fittings and their suitability for different animals:

- feeding equipment: type (e.g. bucket, bowl, feeder), size, depth, weight and material (e.g. plastic, ceramic, stainless steel)
- water drinking equipment: type (e.g. bowl, bottle, drinker), size, and material (e.g. plastic, ceramic, stainless steel)
- enrichment materials (e.g. gnawing blocks, tree branches, hamster tubes, reptile caves)
- other fixtures and fittings and why they might be needed (e.g. heat mats and different types of basking and UV lights for reptiles, perches for birds).

Types of bedding suitable for different animals (e.g. peat, shavings, sawdust, straw, hay, gravel, sand, clay, paper, bean bags, fleece).

Properties of bedding: absorbency, texture, level of comfort, suitability for hiding, burrowing and/or nesting, cost, method of disposal.

*continued*



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**What needs to be learnt**

Factors influencing choice of bedding for animals:

- the type of animal and its need for warmth, comfort, hiding, burrowing/nesting, and playing
- problems that may occur with particular bedding, e.g. respiratory problems.

**Learning aim B: Prepare and maintain animal accommodation**

**Topic B.1 Preparing animal accommodation**

Prepare housing, including:

- checking that the housing is suitable for the number and species of animal, e.g. appropriate size, construction material, layout
- ensuring that housing is situated appropriately for the type of animal, e.g. away from draughts, not in direct sunlight, not near to predator species
- checking that there is access to outdoor space where appropriate for the type of animal, including ensuring outdoor space is suitable (e.g. enclosed, sufficient size, access to grazing)
- checking that the housing is clean and appropriately maintained
- checking that the housing is well ventilated.

Prepare fixtures and fittings within animal housing, including:

- checking food and water equipment for suitability, cleanliness and location within the housing
- ensuring that enrichment materials are present where needed (e.g. gnawing blocks, tree branches, hamster tubes, reptile caves)
- checking that other equipment is correctly positioned and working where needed (e.g. heat mats, different types of basking lights, UV lights, perches).

Prepare animal bedding, including:

- recognising the purpose of animal bedding: comfort, warmth, for hiding, cleanliness, reduce damp, reduce odour
- preparing animal bedding within animal housing, including:
  - using appropriate bedding types for the animal species
  - ensuring that an appropriate quantity of bedding for the animal(s) is used
  - checking that bedding is clean
  - placing bedding in the appropriate parts of the animal housing.

**Topic B.2 Carrying out safety and maintenance checks**

Check the safety of animal housing, including:

- checking the location of the housing (e.g. away from potential hazards such as electronic or farming equipment, equipment which depends on the size and type of animals, electrical wires or cleaning products)
- checking housing for potential hazards (e.g. rough surfaces, holes, damaged surfaces or structures)
- checking housing to minimise the risk of animal escape (e.g. checking door catches and fittings, checking quality of housing construction, size of gaps in netting or bars).

*continued*

| What needs to be learnt |
| --- |
| The maintenance of animal housing, including:<br>● knowing the reasons for maintenance:<br>o checking safety and security of housing<br>o preventing problems developing<br>o maximising lifespan of housing<br>● types of maintenance activity (e.g. painting, repairs, roofing, removal and replacement of rotten areas)<br>● maintenance checks required (e.g. identification of damage, potential hazards and leaks, checking for holes and loose fixtures and fittings). |
| **Learning aim C: Be able to clean out animal accommodation** |
| **Topic C.1 Cleaning animal accommodation and disposing of waste**<br>Demonstrate safe working practices, including:<br>● removal or restraint of the animal(s)<br>● safe positioning of equipment<br>● correct body position when cleaning<br>● safe use of equipment<br>● use of personal protective equipment (e.g. gloves, masks, overalls, footwear).<br>The importance of animal housing cleanliness and the consequences of unclean accommodation and bedding (e.g. discomfort, disease, injury, distress).<br>Potential barriers to high levels of hygiene (e.g. cost, time taken, inconvenience, physical ability needed, skill levels needed, allergies to cleaning materials, attitudes to cleaning).<br>Good practice in cleaning animal accommodation, including:<br>● knowing how frequently to carry out cleaning<br>● knowing when to spot clean and when to do a full clean out<br>● thorough cleaning of feeding and watering equipment (bowls, drinkers)<br>● knowing when extra precautions need to be observed when cleaning animal accommodation and what these entails (e.g. when the animal is sick or infected, when dealing with 'dangerous' animals or very young animals).<br>Methods of cleaning animal accommodation, including:<br>● using suitable cleaning products<br>● using correct methods when cleaning out bedding and faeces to ensure animal hygiene while minimising unnecessary disposal of clean bedding<br>● using equipment and tools.<br>Disposal of waste, including:<br>● correct disposal of wastes (including bedding, faeces, cleaning products)<br>● reasons for correct disposal (including environmental considerations, safety, hygiene)<br>● importance of good personal hygiene<br>● awareness of potential health risks from waste handling. |


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## Assessment criteria

| Level 1 | Level 2 Pass | Level 2 Merit | Level 2 Distinction |
|---|---|---|---|
| **Learning aim A: Understand how to select animal accommodation** | | | |
| 1A.1 Outline factors to consider when selecting housing for animals. | 2A.P1 Describe factors to consider when selecting housing for animals. # | 2A.M1 Explain how the accommodation meets the welfare needs of one animal species. # | 2A.D1 Evaluate the suitability of the accommodation for one animal species and recommend improvements. # |
| 1A.2 Outline suitable housing for one given animal species. | 2A.P2 Describe suitable accommodation for two animal species. # | | |
| **Learning aim B: Prepare and maintain animal accommodation** | | | |
| 1B.3 Prepare animal housing and bedding to the required standard for two species of animal, using a checklist. | 2B.P3 Prepare animal housing, bedding and fixtures and fittings to the required standard for two given species of animal. * | 2B.M2 Explain why the correct preparation of animal accommodation is important in relation to the needs of two given species of animal. # | 2B.D2 Evaluate the preparation and maintenance of given animal accommodation and suggest improvements. # |
| 1B.4 Carry out appropriate safety and maintenance checks for one type of animal accommodation using a checklist. | 2B.P4 Carry out appropriate safety and maintenance checks against a prepared checklist for two types of animal accommodation. | 2B.M3 Plan and carry out appropriate safety and maintenance checks with confidence and dexterity for two types of animal accommodation. | |

| Level 1 | Level 2 Pass | Level 2 Merit | Level 2 Distinction |
|---|---|---|---|
| **Learning aim C: Be able to clean out animal accommodation** | | | |
| 1C.5 Carry out cleaning of animal accommodation safely and to the required standard for two species of animal, with guidance. | 2C.P5 Safely carry out cleaning of animal accommodation to the required standard for two species of animal. | 2C.M4 Confidently and safely carry out cleaning of two types of animal accommodation to a high standard for different situations. | 2C.D3 Justify the importance of high standards of cleaning and hygiene for a selected animal establishment. # |

*Opportunity to assess mathematical skills

#Opportunity to assess English skills



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# Teacher guidance

## Resources

The special resources required for this unit are access to a range of animal species and their housing, as well as animal bedding and cleaning materials. Learners will need access to at least three distinct animal species for assessment, for example, one species of mammal (e.g. pig, sheep, goat), one species of bird (e.g. chicken, duck, budgerigar) and one species of reptile (e.g. lizard, snake, bearded dragon). Alternatively, learners could work with one large mammal (e.g. pig), one small mammal (e.g. guinea pig or hamster) and either one bird (e.g. cockatiel) or one reptile (e.g. gecko).

Centres will need to ensure that there is a sufficient number of animals for the number of learners, in order to avoid causing the animals stress or endangering their welfare.

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 the learners. It is essential to plan the use of all the animals required to ensure that the animals are not stressed or overused.

## Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*.

Assessment through the use of observation logs cannot be used as sole evidence and must always be accompanied by learner-generated evidence that can be authenticated, such as preparation notes and reflective logs with annotated photos.

### Learning aim A

This learning aim could be assessed using written work, such as through an information leaflet or report, or verbally through a presentation or discussion. If assessment is carried out verbally, a suitable record of the discussion or presentation will be needed, clearly indicating how learners meet each of the criteria.

For **2A.P1**, learners will need to describe factors which need to be taken into account when selecting housing for animals. This should include a description of the five animal welfare needs and how each of these needs affects choice of animal housing. Learners should also describe at least two of the owner's or establishment's needs and limitations that should be taken into account when selecting housing.

For **2A.P2**, learners will need to describe suitable accommodation that meets the needs for two different animal species. The two species could be selected by the learner or chosen by the teacher and should be very different in their needs, for example, a large mammal (e.g. a pig) and a small mammal (e.g. a hamster), or a mammal and a reptile, or a mammal and a bird. For each of the two species, the description should include the type of housing and its features, together with the type of bedding and the bedding's properties. The description should also include any other necessary fixtures and fittings for the species selected. Learners are not required to explain how the accommodation meets the animal's needs for this criterion, but the accommodation (housing, fixtures and fittings, and bedding) selected should be suitable for the species.

For **2A.M1**, learners will need to explain how the accommodation meets the five animal welfare needs of one species of animal. This needs to include the housing, the fixtures and fittings, and the bedding chosen, and there should be clear links between each feature of the accommodation and the animal's needs.

For **2A.D1**, learners need to evaluate the suitability of the accommodation for one animal species in terms of how well it meets each of the needs of the animal, and in relation to the needs and limitations of the owner/establishment. Learners are also required to recommend at least two improvements that would enhance the accommodation for the animal and/or the owner.

For **1A.1**, learners need to outline the factors that they would need to consider when selecting accommodation for animals and how each need relates to animal housing.

For **1A.2**, learners need to outline a type of housing and bedding that would be suitable for one species of animal, including an outline of the key features of the selected housing and bedding.

**Learning aim B**

For **2B.P3**, learners need to prepare animal housing, fixtures and fittings, and bedding for two species of animal. The two species could be selected by the learner or chosen by the teacher but should be different enough that the types of accommodation required are quite different in terms of the preparation required. Preparation of fixtures and fittings and bedding includes choosing appropriate types of bedding and fixtures and fittings for the animal species, as well as placing them correctly within the housing. This enables learners to practically demonstrate the knowledge and understanding gained from learning aim A. The standard of preparation required is such that the housing, fixtures and fittings, and bedding are ready to receive the animals without further preparation. As this is a practical criterion, appropriate evidence may include video recording and/or teacher observation records supplemented with preparation notes or reflective logs with annotated photographs. Evidence should clearly demonstrate how the learner has prepared the accommodation as well as the final result.

For **2B.P4**, learners are required to carry out safety and maintenance checks for two types of animal accommodation. It is important that the two types of accommodation are very different, and are used to house different types of animal. Learners will need to be provided with a suitable checklist prepared by the teacher or set of criteria against which to carry out their checks. This checklist or set of criteria should include at least four criteria against which to check each type of accommodation.

For **2B.M2**, learners need to explain why the correct preparation of animal accommodation is important in relation to the needs of two species of animal. Their explanation may be verbal or written, but it should relate the preparation of accommodation to the animals' needs. It should also include an explanation of types of problems which may occur if the accommodation is not correctly prepared.

For **2B.M3**, learners need to be able to independently plan and carry out safety and maintenance checks for two types of animal accommodation. Learners will need to plan the checks by creating their own checklist, which should include at least six criteria against which to check each type of accommodation. Learners will need to complete the checks accurately and with confidence and dexterity. Learners will need to consider the welfare of the animal, causing no distress to the animal, and complete the checks with efficiency. They must also ensure that they are prepared to deal with any unexpected animal movement or situation. They will then report which aspects of the accommodation are safe and well maintained, and which aspects may need further action to be taken. This report could be verbal or presented as written comments on the checklist.

For **2B.D2**, learners are required to evaluate how well animal accommodation has been prepared and maintained, and to suggest at least three relevant improvements. The evaluation should relate to the animal's needs, as well as to the expected standards for the type of animal and accommodation given. It will assist learners if the accommodation given has some aspects which could be improved, but these should be as realistic as possible rather than problems which have obviously been created.

For **1B.3**, learners are required to prepare animal housing and bedding to the required standard for two very different species of animal. Learners could achieve this by checking the required standards against a given checklist provided by the teacher. Learners may need some guidance, but this will be limited to the use of prompt questions rather than practical assistance in the preparation activity.

For **1B.4**, learners are required to carry out appropriate safety and maintenance checks for one type of animal accommodation. This could be achieved by checking the accommodation against a given checklist provided by the teacher that covers at least four of the main safety and maintenance checks required.

**Learning aim C**

For **2C.P5**, learners are required to clean out accommodation for two species of animal, and so will need access to a suitable range of animal accommodation. The species of animal and their accommodation should be distinctly different to enable learners to demonstrate their cleaning skills in different situations, and to know the cleaning equipment and materials needs for different types of accommodation. The standard of cleaning expected should be that which would be reasonably expected for the type of animal and accommodation, i.e. such that the animal is comfortable and the accommodation is hygienic. The learner needs to demonstrate that they have considered and addressed the health and safety of both themselves and the animals. Following cleaning out, learners need to clean and store equipment used, and correctly and safely dispose of waste material. As this is a practical criterion, appropriate evidence may include video recording and/or teacher observation records supplemented with preparation notes or reflective logs with annotated photographs. Evidence should clearly demonstrate how the learner has cleaned the accommodation as well as the final result.

For **2C.M4**, learners are required to plan and carry out cleaning to a high standard for at least two types of very different animal accommodation. Planning should include how to ensure the health and safety of the learner and the animals, which cleaning equipment and materials are needed, when to carry out the cleaning, how to remove or restrain the animals, and how to dispose of waste materials. The level of cleaning required would be in line with that expected within a commercial animal care establishment that has paying customers and/or is open to the public, i.e. very high levels of cleanliness and a highly conscientious approach to the task within a timescale that would be acceptable for a commercial environment. Learners also need to demonstrate confidence in planning and carrying out the cleaning, including handling the animals where needed, and to show high levels of consideration for health and safety. Learners should also be given different situations for each of the types of accommodation covered where cleaning procedures may need to be adapted, such as when cleaning out accommodation previously occupied by an infected animal or where the animal has just given birth.

For **2C.D3**, learners should justify why high standards of cleaning and hygiene are important for a selected animal establishment. Typical animal establishments could include a cattery, kennels, farm park or petting farm, animal collection or zoo, or even a pet shop which houses a significant number of animals. High standards of cleaning and hygiene are a cost to the establishment, both financially and in terms of

staff time, and learners' justifications should put forward an argument which demonstrates why such standards are important, even with the considerations of time and money. This should include the potential consequences of not having high standards for the animals, staff and customers.

For **1C.5**, learners need to be able to safely clean out animal accommodation for two species of animal. The animals and accommodation selected should be very different so that learners use different skills and equipment in their cleaning. Learners need to adhere to any health and safety requirements for themselves and the animals, and need to clean and store any equipment used.


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## Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

| Criteria covered | Assignment | Scenario | Assessment evidence |
|---|---|---|---|
| 1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1 | The Right Kind of Home | You are working in a busy pet shop. Your manager has noticed that there have been a lot of enquiries about animal accommodation and asks you to produce a guidance booklet for customers. This booklet will help them to choose the right accommodation for their animals, which includes housing, fixtures and fittings, and bedding.<br><br>Your booklet needs to include a description of the factors to consider when choosing accommodation, and to give examples of this by describing accommodation that would be suitable for two different species of animal. It will be helpful for owners if you use two species of animal as examples, and explain how specific accommodation meets their welfare needs.<br><br>To enable owners to know what to look for, carry out an evaluation of the animal accommodation given to you or selected by the owners in terms of its suitability for one animal species, and include your evaluation within your booklet. | Written guidance booklet with appropriate illustrations |

| Criteria covered | Assignment | Scenario | Assessment evidence |
|---|---|---|---|
| 1B.3, 1B.4, 2B.P3, 2B.P4, 2B.M2, 2B.M3, 2B.D2 | Preparing and Maintaining Animal Housing | As an animal care assistant working in an animal care unit, you are in charge of the accommodation and have to maintain the accommodation and prepare for two new animals that are due to arrive tomorrow.<br><br>Prepare for the arrival of two new animals due to arrive. You need to prepare the accommodation for the new arrivals, including housing, fixtures and fittings, and bedding, so that the accommodation is ready for the animals. During the preparation, you will explain to visitors to the unit why there is a need to prepare for the animals in advance.<br><br>As part of your preparation, create a checklist that shows the safety and maintenance checks which should be carried out on the housing on a regular basis. Maintain, and complete the checklist for, two of the animal enclosures without distressing the animals.<br><br>Evaluate how well you prepare new animal accommodation and maintain other animal accommodation and suggest at least three improvements. | Observation checklist, witness statements, photographs, and/or video recordings<br><br>Completed maintenance checklist<br><br>Written evaluation, or observation checklist |



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| Criteria covered | Assignment | Scenario | Assessment evidence |
|---|---|---|---|
| 1C.5, 2C.P5, 2C.M4, 2C.D3 | Squeaky Clean! | As part of your regular work at a farm park, you need to clean out the animal accommodation. You need to show that you can do this for two types of accommodation. You need to carry out the cleaning safely, to a high standard, and you will need to clean and store the equipment used afterwards. As part of cleaning out, you also need to safely and correctly dispose of the waste material.<br><br>You are proud of your high standards, which meet industry requirements, but your new supervisor thinks it may be too expensive to spend too much time on cleaning. You have decided to discuss this at your next meeting, and so you need to prepare some notes to take with you. You will need to justify why such high standards are important for the animals, for the staff and for the visitors. | Observation checklist, witness statements, photographs, and/or video recordings<br><br>Notes for meeting with supervisor with justification |

# Unit 5: Principles of Animal Behaviour

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

## Unit introduction

In this unit, you will learn about the normal behaviour that we expect to see in animals, as well as abnormal behaviours that may be caused by an animal's environment. A parrot that pulls out its feathers in captivity is displaying an abnormal behaviour. Knowing that certain behaviours are abnormal will alert the animal's keeper to the fact that something is wrong.

Animals kept in captivity need to be kept in an environment that fulfils their welfare needs, or else they may start to display abnormal behaviours. An environment that contains all of the stimuli needed to maintain an animal's physical and mental health is known as an 'enriched' environment. Enrichment can be as simple as changing the layout of the animal's enclosure or providing food in a variety of different ways.

In this unit, you will also learn about animal behaviour by visually monitoring animals and recording the behaviours you observe. These observational skills will be useful in many careers in the animal care sector, when knowing how to observe an animal's behaviour allows you to make better decisions about its welfare. For example, if you observed an animal displaying signs of aggression, you would probably judge that it was unsuitable for handling at that time. Being able to record observed behaviour and act on information in this way is a transferable skill.

## Learning aims

In this unit you will:

A know what indicates behaviour patterns in animals

B understand the influence of enrichment on animal behaviour

C monitor and record the behaviour of a range of animals.

## Learning aims and unit content

**What needs to be learnt**

**Learning aim A: Know what indicates behaviour patterns in animals**

**Topic A.1 Behaviour patterns and functions of animals relevant to species**

Each species displays a specific repertoire of behaviours. It is important that learners can identify these displays. By understanding these behaviours, learners will be able to recognise signs of stress and therefore take appropriate action to reduce/eliminate stress, e.g. preening in birds.

Normal behaviour patterns include:

- feeding behaviours seen in herbivores, carnivores and omnivores
- sleep/wake cycles seen in diurnal, nocturnal and crepuscular animals
- methods of communication including displays, vocalisation and scenting
- sexual behaviour including courtship, mating and parturition
- auto-grooming and allogrooming
- play and social interaction, e.g. if a group of chickens is not 'balanced', you will see excessive aggression, which can result in fighting, injury or death
- movement and levels of activity, e.g. when handling a mouse, you may observe the animal constantly washing itself, which means the mouse is coping with a level of fear/stress.

**Topic A.2 The main influences on animal behaviour**

Internal factors which influence animal behaviour include:

- the effect of age and the influence of lifespan
- differences between males and females.

External factors which influence animal behaviour include:

- size of enclosure/cage
- heating
- lighting (lack of light or too much light)
- noise
- temperature (too cold or too hot)
- humidity
- presence of predators in close proximity
- presence of humans.

Certain different animals can be mixed together, e.g. goats can live happily with alpacas.

**Topic A.3 Signs of stereotypical behaviours in animals**

Stereotypical behaviours are abnormal behaviours expressed by captive animals in stressful situations.

Social, locomotory and oral:

- repetition of the same behaviours, e.g. an alpaca that paces up and down on a specific route within its enclosure
- swaying from side to side
- excessive grooming

*continued*



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**What needs to be learnt**

- self-mutilation
- pacing (repeating a walking movement over a set area)
- back flipping (backward somersaulting, often seen in hamsters).

**Learning aim B: Understand the influence of enrichment on animal behaviour**

Enrichment is the process of enhancing the environment occupied by captive animals. The aim is to improve the physical and mental wellbeing of these animals and to prevent or eliminate stereotypical/abnormal behaviours.

**Topic B.1 Why animals display abnormal behaviours**

The main causes of abnormal behaviours include:

- poor standards of welfare, where the five animal welfare needs are not being met by the animal's conditions
- ill health – learners to carry out a visual health check and make sure that the animal is well
- stress:
  - causes of stress in animals, e.g. having too many animals in an enclosure
  - degrees of stress (from low levels of stress, such as that caused by regular restraint of the animal as part of the husbandry regime, to high levels of stress, such as that caused by housing a prey species like a rabbit in close proximity to a predator species like a ferret)
  - effects of stress, e.g. an animal not eating, self-harming or not demonstrating normal behaviour
- unsuitable environment, including:
  - dirty surroundings
  - incorrect temperature or draughty surroundings, environment being too small or too big in relation to the animal, e.g. agoraphobia in spiders
  - basic requirements not met, e.g. heating, lighting, humidity, incorrect substrate and furnishings
  - inability to escape from sources of disturbance, e.g. rabbits not having suitable hiding places
  - enclosure lacking structural complexity
- unsuitable social structure (e.g. incorrect ratio of male to female animals, too many old animals in relation to the number of young animals)
- feeding, e.g. abnormal feeding habits

**Topic B.2 Different types of enrichment and their impact**

The environment in which an animal lives can be enhanced/enriched in the following ways:

- changes to heating, lighting and humidity (e.g. an increase in water vapour in the environment would increase the humidity, which helps animals such as snakes to shed their skins)
- a range of different materials and layout in enclosure, such as materials used for bedding, hiding under, climbing up, perching on and, for rodents, materials suitable for chewing on

*continued*

**What needs to be learnt**

- introduction of devices, including puzzles, swings and toys
- feeding, including methods of presentation, amounts of food, types of food and timing of feeding
- introduction of different species which are compatible with each other, e.g. alpacas and goats
- influence of other animals of the same species (conspecifics), e.g. herding/grouping animals need to be with others of the same species, as this allows for natural behaviours and can help prevent stereotypical behaviours
- enhanced facilities, e.g. scratching posts for cats and wallows in paddocks for pigs.

Impact of enrichment:

- improvement of the mental and physical health of the animal, which leads to greater fecundity and longevity
- mental health could be improved through different methods of presenting food
- physical health could be improved through diet and exercise.

**Learning aim C: Monitor and record the behaviour of a range of animals**

**Topic C.1 Undertake visual observation of animal behaviours**

Observing and recording animal behaviour allows people working in the animal care sector to monitor animal health, breeding etc.

- Observe**:**
  - an animal resting/sleeping over a set period of time
  - an animal feeding over a set period of time
  - the behaviour of one solitary species
  - the behaviour of one animal within a group of conspecifics
  - grooming behaviour
  - play in a group of animals.
- Identify any abnormal behaviours.

**Topic C.2 Record and report on observed behaviours**

Teachers should give learners clear guidance on how to write up a report based on what they have observed. A simple conclusion could then possibly be drawn from this. Learners at this level need to know that, if any basic changes from the norm are observed, they should alert their supervisor.

- Create a suitable recording system.
- Use suitable timed intervals to record observations.
- Construct suitable graphs (including bar charts, pie charts) which illustrate the recorded behaviours of a particular animal, e.g. a graph illustrating the number of times that a named behaviour has been observed. This graph could then be used to display the recorded behaviours of a particular animal.
- Produce a written report based on findings of observations.


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## Assessment criteria

| Level 1 | Level 2 Pass | Level 2 Merit | Level 2 Distinction |
|---|---|---|---|
| **Learning aim A: Know what indicates behaviour patterns in animals** | | | |
| 1A.1 Outline the different normal behaviour patterns in animals. | 2A.P1 Describe different normal behaviour patterns in named animal species. # | 2A.M1 Explain the influences on animal behaviour and their impact for a range of animal species. # | 2A.D1 Analyse how the main influences on animal behaviour impact on normal patterns of behaviour in or between named animal species. # |
| 1A.2 Identify influences on animal behaviour. | 2A.P2 Describe the influences on animal behaviour. # | | |
| 1A.3 Identify two signs of stereotypical behaviour. | 2A.P3 Describe examples of stereotypical behaviour. # | | |
| **Learning aim B: Understand the influence of enrichment on animal behaviour** | | | |
| 1B.4 Identify the main reasons why animals display abnormal behaviours. | 2B.P4 Describe the main reasons why animals display abnormal behaviours. # | 2B.M2 Explain the main factors which cause abnormal behaviours in animals. # | 2B.D2 Evaluate the effectiveness of three types of enrichment in improving the mental and physical health of named animal species. # |
| 1B.5 Outline different types of enrichment for animals. | 2B.P5 Describe different types of enrichment for named animal species. # | 2B.M3 Explain the impact of three different types of enrichment on animal behaviour. # | |

| Level 1 | Level 2 Pass | Level 2 Merit | Level 2 Distinction |
|---|---|---|---|
| **Learning aim C: Monitor and record the behaviour of a range of animals** | | | |
| 1C.6 Describe observed behaviour of a range of animals. | 2C.P6 Describe observed behaviour of a range of animals in solitary and group species. | 2C.M4 Monitor and record one solitary and one group animal species, identifying normal and abnormal behaviours. | 2C.D3 Analyse the observed behaviours with regard to the physical and mental state of the named animal species. # |
| 1C.7 Create a recording system and record a range of animal behaviours. * | 2C.P7 Construct a suitable recording system and record observed behaviours. * | 2C.M5 Construct a detailed recording system, record behaviours of species and use a range of graphs to display findings. * | |

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

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# Teacher guidance

## Resources

The unit requires access to a range of animals, which could include mammals, birds, fish, reptiles and amphibians. The species utilised must represent herbivores, carnivores and omnivores, including diurnal, nocturnal and crepuscular animals. Wherever possible, the range of animals observed should cover a range of species across the main classes of animals.

## Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8: Internal assessment*. Assessment through the use of observation logs cannot be used as sole evidence and must always be accompanied by learner-generated evidence that can be authenticated, such as preparation notes and reflective logs with annotated photos.

Recorded observations include all the behaviours observed (natural and unnatural). For example, how many times does a captive mouse drink from its water bottle? How does its consumption of water vary if its diet is changed? If the fixtures and fittings of its enclosure are changed, how will this affect its behaviour?

Learners will observe a range of animals, which could include a range of rodents or also, where accessible, birds, paddock animals and lizards. Each group of animals will have specific behaviours, so the way that the monitoring and recording of their behaviour is carried out will differ (though a generic recording sheet can be used).

**Learning aim A**

Learners should produce a series of illustrated written reports which detail their findings following practical and theory sessions. These will show that the learner has investigated/researched what indicates normal behaviour in animals, observed across a range of species. They will also allow the learner to identify the main influences on animal behaviour.

For **2A.P1**, learners should describe normal animal behaviours that they have observed directly in the animals that they have access to, and also indirectly through video clips of animal behaviour and research from books, journals and/or websites. For example, learners could directly observe the feeding and sleeping behaviour in a rodent, such as a rat or mouse, and describe it in a report. Learners could also indirectly observe a video of breeding behaviour in snakes and describe it in a report.

For **2A.P2**, learners should describe the factors which influence the behaviour of a named animal species, e.g. how age impacts on the normal patterns of observed behaviours.

For **2A.P3**, learners should describe stereotypical behaviours in named animal species, e.g. different ways that named species display submission to other conspecific animals within a group setting.

For **2A.M1**, learners will explain the main influences on animal behaviours and their impact on observed behaviours across a range of species. For example, learners may explain how the temperature within a vivarium can influence the level of activity in a reptile.

For **2A.D1**, learners will analyse how the main influences on animal behaviour impact on normal patterns of behaviour. They will be able to make relevant suggestions on how these influences can be removed or enhanced to promote normal behaviour. For example, a grouping animal which is kept with other conspecifics will be able to demonstrate normal behaviour patterns such as mutual grooming.

For **1A.1**, learners will outline at least three normal behaviour patterns in animals. This work could be done in small groups to help foster confidence.

For **1A.2**, learners will summarise the main influences on observed animal behaviours. This work could be done in small groups to help foster confidence.

For **1A.3**, learners will identify two signs of specific stereotypical behaviours. This work could be done in small groups to help foster confidence.

**Learning aim B**

Learners will undertake research into the causes of abnormal behaviours. Through direct practical observation and indirect observation via videos, learners will identify signs of stereotypical behaviours and show evidence of their findings through presentations. Learners will research different forms of enrichment and observe how these work with identified species of animal. The best forms of evidence for this will be through teacher and peer observations, supported by video/photographic evidence.

For **2B.P4**, learners should describe the main reasons why animals display abnormal behaviours. This could include researching the main factors that trigger abnormal behaviours in animals. All aspects of a captive animal's environment should be considered.

For **2B.P5**, learners should summarise different types of enrichment for named animal species. A minimum of three species should be covered. Learners could work in small groups to present their findings on an allocated species of animal.

For **2B.M2**, learners will explain in detail the main factors within an animal's environment which cause abnormal behaviours. For example, learners could research the lack of furnishing within an enclosure and the subsequent effects on a solitary parrot.

For **2B.M3**, learners should explain the impact of enrichment on animal behaviour and on the wellbeing of the animal. This could be done through research and experiments with different types of enrichment. Learners need to cover at least three different types of enrichment.

For **2B.D2**, learners will evaluate the effectiveness of researched examples of enrichment on the physical and mental health of named animal species. Learners would need to research three different types of enrichment.

For **1B.4**, learners will identify the main reasons why animals display abnormal behaviours.

For **1B.5**, learners will present an outline of the effect of enrichment on the behaviour of animals.

**Learning aim C**

Learners will observe and monitor different species demonstrating a range of behaviours over a given timescale agreed by the teacher. Learners will construct and use a suitable recording template to describe observed behaviour, which can be used as evidence for assessment. This evidence should be in the form of a report with charts and or graphs.

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For **2C.P6**, learners will observe and describe the behaviours of a range of solitary and group animal species from the collection to which they have access for this assessment. A minimum of three different species must be covered. Learners will write up a report on their individual or group observations using charts and graphs.

For **2C.P7**, learners will construct their own recording system, including personalised chart(s). Learners will use this system to record and report on the behaviour of the species they have observed. They should have access to examples of different types of recording charts and base their own charts on these examples. Learners should be given sufficient time to individually observe species and record observed behaviours. Learner observations could be evidenced by preparation notes and reflective logs with annotated photographs.

For **2C.M4**, learners will monitor at least one solitary and at least one one group animal and identify normal and abnormal behaviours. Learners may work in groups and will need to be given enough practical sessions to spend sufficient time observing and monitoring solitary and group animals**.** This will allow them to identify normal and abnormal behaviour.

For **2C.M5**, learners will produce a detailed behaviour recording system, incorporating at least eight different types of behaviours which could be observed. Findings from their observations would be presented using at least two different types of appropriate graphs or charts. This would link directly to the activity which covers **2C.M4**.

For **2C.D3**, learners will reflect on their observations of animal behaviour and give a detailed analysis of observed behaviour. This could take the form of an individual presentation to peers.

For **1C.6**, learners will observe and describe behaviour of at least three species of animal through a teacher-led session. Learners may work in groups. When working in groups, each learner must provide sufficient evidence to meet the assessment criteria on an individual basis. Individual contributions must be identified including notes to show individual preparation and work to meet the assessment criteria.

For **1C.7**, learners will create a recording system with teacher support and record the observed animal behaviours during practical sessions.

## Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

| Criteria covered | Assignment | Scenario | Assessment evidence |
|---|---|---|---|
| 1A.1, 1A.2, 1A.3, 2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.D1, 1B.4, 1B.5, 2B.P4, 2B.P5, 2B.M2, 2B.M3, 2B.D2 | Informing Employees about Animal Behaviour | As an animal care assistant in a pet store selling a wide range of animals, you have been asked to produce a booklet about animal behaviour for your colleagues. It may also be of interest to customers who want to provide the best conditions for their pet animals.<br>The booklet should teach your staff how to provide the best possible environment for the species that you sell and prevent the onset of any abnormal or stereotypical behaviours.<br>Divide the booklet into chapters based on the assessment criteria to give it structure.<br>Wherever possible, use colour illustrations to describe behaviours. | Booklet |
| 1C.6, 1C.7, 2C.P6, 2C.P7, 2C.M4, 2C.M5, 2C.D3 | Observing and Monitoring Animal Behaviour | You have been observing and monitoring the behaviour of the animals in the store. The manager has asked you to give a presentation to a group of children visiting the store based on the results gained from your practical observations and monitoring.<br>The presentation will be clearly divided into sections mirroring the learning aim and assessment criteria. | Presentation, with slides and notes. |



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# Annexe A

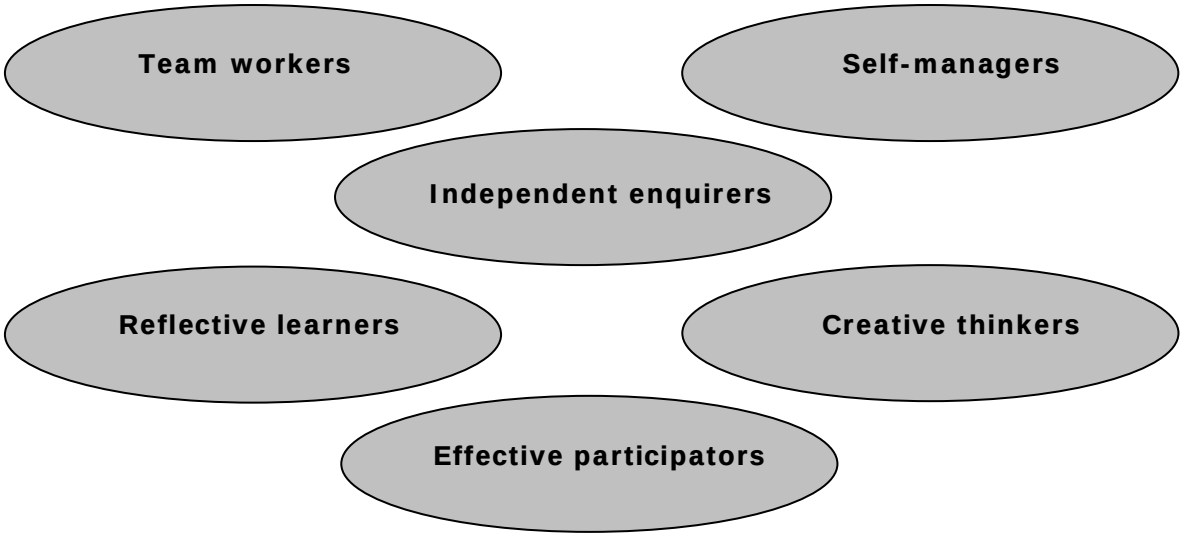
## Personal, learning and thinking skills

### A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

*Source – QCDA (Archived)*

The framework comprises six groups of skills that are essential to success in learning, life and work. In essence, the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.




For each group, there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also interconnected. Young people are likely to encounter skills from several groups in any one learning experience. For example, an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts.

## The skills

| Independent enquirers |
|---|
| Focus:<br>Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes. |
| Young people:<br>● identify questions to answer and problems to resolve<br>● plan and carry out research, appreciating the consequences of decisions<br>● explore issues, events or problems from different perspectives<br>● analyse and evaluate information, judging its relevance and value<br>● consider the influence of circumstances, beliefs and feelings on decisions and events<br>● support conclusions, using reasoned arguments and evidence. |

| Creative thinkers |
|---|
| Focus:<br>Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value. |
| Young people:<br>● generate ideas and explore possibilities<br>● ask questions to extend their thinking<br>● connect their own and others' ideas and experiences in inventive ways<br>● question their own and others' assumptions<br>● try out alternatives or new solutions and follow ideas through<br>● adapt ideas as circumstances change. |

| Reflective learners |
|---|
| Focus:<br>Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning. |
| Young people:<br>● assess themselves and others, identifying opportunities and achievements<br>● set goals with success criteria for their development and work<br>● review progress, acting on the outcomes<br>● invite feedback and deal positively with praise, setbacks and criticism<br>● evaluate experiences and learning to inform future progress<br>● communicate their learning in relevant ways for different audiences. |

| **Team workers** |
| --- |
| Focus:<br>Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes. |
| Young people:<br>● collaborate with others to work towards common goals<br>● reach agreements, managing discussions to achieve results<br>● adapt behaviour to suit different roles and situations, including leadership roles<br>● show fairness and consideration to others<br>● take responsibility, showing confidence in themselves and their contribution<br>● provide constructive support and feedback to others. |

| **Self-managers** |
| --- |
| Focus:<br>Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities. |
| Young people:<br>● seek out challenges or new responsibilities and show flexibility when priorities change<br>● work towards goals, showing initiative, commitment and perseverance<br>● organise time and resources, prioritising actions<br>● anticipate, take and manage risks<br>● deal with competing pressures, including personal and work-related demands<br>● respond positively to change, seeking advice and support when needed. |

| **Effective participators** |
| --- |
| Focus:<br>Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves. |
| Young people:<br>● discuss issues of concern, seeking resolution where needed<br>● present a persuasive case for action<br>● propose practical ways forward, breaking these down into manageable steps<br>● identify improvements that would benefit others as well as themselves<br>● try to influence others, negotiating and balancing diverse views to reach workable solutions<br>● act as an advocate for views and beliefs that may differ from their own. |

## Summary of the PLTS coverage throughout the programme

This table shows where units support the development of personal, learning and thinking skills.

**Key:**

✓ indicates opportunities for development

a blank space indicates no opportunities for development

| Unit | Personal, learning and thinking skills | | | | | |
|---|---|---|---|---|---|---|
| | Independent enquirers | Creative thinkers | Reflective learners | Team workers | Self-managers | Effective participators |
| 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 | | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 | ✓ | ✓ | | | | ✓ |
| 4 | | ✓ | ✓ | ✓ | | ✓ |
| 5 | ✓ | | ✓ | ✓ | | ✓ |



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# Annexe B

## English knowledge and skills signposting

This table shows where an assessment criterion in a BTEC First unit can provide an opportunity to practise a subject content area from the GCSE English subject criteria (including functional elements).

| Unit number and title | Learning aim | Assessment criterion reference | Subject content area from the GCSE subject criteria (details of the content area can be found below) |
|---|---|---|---|
| Unit 1: Animal Health | A, B | N/A | 2, 5, 15 (where learners use extended writing) |
| Unit 2: Animal Handling | A, B | 2A.P1, 2A.P2, 2A.M1, 2A.D1, 2A.P3, 2A.P4, 2A.M2, 2A.D2, 2B.P7, 2B.D3 | 2, 5, 15 |
| Unit 3: Animal Welfare | A, B, C | 2A.P1, 2A.P2, 2A.M1, 2A.D1, 2B.P3, 2B.P4, 2B.M2, 2B.D2, 2C.P5, 2C.M3, 2C.D3 | 2, 3, 5 |
| Unit 4: Animal Housing and Accommodation | A, B, C | 2A.P1, 2A.P2, 2A.M1, 2A.D1, 2B.M2, 2B.D2, 2C.D3 | 2, 3, 8 |
| Unit 5: Principles of Animal Behaviour | A, B, C | 2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.D1, 2B.P4, 2B.P5, 2B.M2, 2B.M3, 2B.D2, 2C.D3 | 2, 3, 5 |

## GCSE English subject content area

The topic areas below are drawn from the GCSE English subject criteria.

**Learners should:**

1 analyse spoken and written language, exploring impact and how it is achieved

2 express ideas and information clearly, precisely, accurately and appropriately in spoken and written communication

3 form independent views and challenge what is heard or read on the grounds of reason, evidence or argument

4 understand and use the conventions of written language, including grammar, spelling and punctuation

5 explore questions, solve problems and develop ideas

6 engage with and make fresh connections between ideas, texts and words

7 experiment with language to create effects to engage the audience

8 reflect and comment critically on their own and others' use of language.

**In speaking and listening, learners should:**

9 present and listen to information and ideas

10 respond appropriately to the questions and views of others

11 participate in a range of real-life contexts in and beyond the classroom, adapting talk to situation and audience and using standard English where appropriate

12 select and use a range of techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work.

**In reading, learners should:**

13 understand how meaning is constructed through words, sentences and whole texts, recognising and responding to the effects of language variation

14 evaluate the ways in which texts may be interpreted differently according to the perspective of the reader.

**In writing, learners should write accurately and fluently:**

15 choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes

16 adapting form to a wide range of styles and genres.

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# Annexe C

## Mathematics knowledge and skills signposting

This table shows where an assessment criterion in a BTEC First unit can provide an opportunity to practise a subject content area from the GCSE mathematics subject criteria (including functional elements).

| Unit number and title | Learning aim | Assessment criterion reference | Subject content area from the GCSE subject criteria (details of the content area can be found below) |
|---|---|---|---|
| Unit 1: Animal Health | A, B | N/A | 3, 5, 6, 7, 9, 11 |
| Unit 2: Animal Handling | A, B | N/A | N/A |
| Unit 3: Animal Welfare | A, B, C | 2C.P5 | 2, 3, 11 |
| Unit 4: Animal Housing and Accommodation | A, B, C | 2B.P3 | 1, 2, 3, |
| Unit 5: Principles of Animal Behaviour | A, B, C | 1C.7, 2C.P7, 2C.M5 | 12 |

## GCSE mathematics subject content area

The topic areas below are drawn from the GCSE mathematics subject criteria.

**Learners should be able to:**

1 understand number size and scale and the quantitative relationship between units

2 understand when and how to use estimation

3 carry out calculations involving +, –, ×, ÷, either singly or in combination, decimals, fractions, percentages and positive whole number powers

4 understand and use number operations and the relationships between them, including inverse operations and the hierarchy of operations

5 provide answers to calculations to an appropriate degree of accuracy, including a given power of ten, number of decimal places and significant figures

6 understand and use the symbols =, <, >, ~

7 understand and use direct proportion and simple ratios

8 calculate arithmetic means

9 understand and use common measures and simple compound measures such as speed

10 make sensible estimates of a range of measures in everyday settings and choose appropriate units for estimating or carrying out measurement

11 interpret scales on a range of measuring instruments, work out time intervals and recognise that measurements given to the nearest whole unit may be inaccurate by up to one half in either direction

12 plot and draw graphs (line graphs, bar charts, pie charts, scatter graphs, histograms) selecting appropriate scales for the axes

13 substitute numerical values into simple formulae and equations using appropriate units

14 translate information between graphical and numerical form

15 design and use data-collection sheets, including questionnaires, for grouped, discrete or continuous data, process, represent, interpret and discuss the data

16 extract and interpret information from charts, graphs and tables

17 understand the idea of probability

18 calculate area and perimeters of shapes made from triangles and rectangles

19 calculate volumes of right prisms and of shapes made from cubes and cuboids

20 use Pythagoras' theorem in 2-D

21 use calculators effectively and efficiently

**In addition, Level 2 learners should be able to:**

22 interpret, order and calculate with numbers written in standard form

23 carry out calculations involving negative powers (only -1 for rate of change)

24 change the subject of an equation

25 understand and use inverse proportion

26 understand and use percentiles and deciles

27 use Pythagoras' theorem in 2-D and 3-D

28 use trigonometric ratios to solve 2-D and 3-D problems.

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# Annexe D

## Synoptic assessment

Synoptic assessment in this qualification is embedded throughout the assessment criteria across the units of study. The core units provide the essential knowledge, understanding and skills required in the animal care sector, and underpin the content of the optional specialist units.

Learners studying these qualifications are able to demonstrate a number of synoptic approaches towards meeting the assessment criteria, these include:

- showing links and holistic understanding/approaches to units of study from the specification
- being able to interrelate overarching concepts and issues, bringing together their animal care knowledge
- drawing together and integrating knowledge, understanding and skills across different units, in order to develop an appreciation of how topics relate to one another and how each may contribute to different contexts/situations pertaining to the care of animals
- making and applying connections to particular animal care contexts or situations
- demonstrating their ability to use and apply a range of different methods and/or techniques
- being able to put forward different perspectives and/or explanations to support decisions they have made or evidence presented
- being able to suggest or apply different approaches to contexts or situations
- synthesising information gained from studying a number of different business activities
- applying knowledge, understanding and skills from across different units to a particular business situation, issue or case study
- using specialist terminology where appropriate
- demonstrating use of transferable skills
- developing an appreciation and awareness of the use of different techniques, methods or approaches to investigate and/or address specific client/performer needs, issues or situations
- demonstrating analytical and interpretation skills (of evidence and/or results) and the ability to formulate valid, well-argued responses
- evaluating and justifying their decisions, choices and recommendations.

BTEC

Award

# ANIMAL CARE

# Specification

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