



Examiners' Report Lead Examiner Feedback

June 2022

Pearson BTEC Nationals
In Technical Diploma in Animal Care (21177K)
Unit 4: Animal Welfare

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June 2206

Publications Code 21177K_2206_ER

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Introduction

The assessment followed the format of the sample assessment materials and previous series. Stimulus material was provided on a animal-based setting and learners were asked to respond to the context through three activities. Each activity required learners to demonstrate knowledge and understanding of a range of specification topics and apply this to the scenario presented in the stimulus material. Centres are reminded that the stimulus material is in the task booklet and learners are not permitted to bring any notes into the assessment.

A 'levels-based' approach was taken when assessing each response, where the overall quality of the learner response was considered holistically. More detail can be found below in the individual activity section of the report.

Introduction to the Overall Performance of the Unit

This report has been written to help you understand how learners have performed overall in the task. For each activity there is a brief analysis of learner responses. You will also find examples of learner responses to the activities, along with features that led to the mark awarded. These are intended to provide additional guidance for you to prepare your learners for future examination series.

The style of the assessment is challenging: the activities demand depth of knowledge and understanding of how animal welfare standards are promoted, along with safe working practices and compliance with relevant legislation when working with animals. A breadth of knowledge and understanding of different areas of the specification is applied across the paper.

The emphasis is on learners' application of their knowledge and understanding to a specific scenario. Although learners may not be familiar with a particular setting, they should be reminded to apply their knowledge and understanding of aspects of animal welfare related to the contexts illustrated in the specification. Learners should not memorise and state generic information or reference the contexts of previous series. It is clear when learners have done this, as generic responses without appropriate links to the scenario can demonstrate characteristics only of descriptors from Band 1 in each activity.

Learners attaining higher marks structured responses logically with precise and clear references to the part of the stimulus material they were commenting on, indicating whether it was good or poor practice, why it was of importance (in meeting welfare needs, maintaining good health and safety, or complying with legal requirements and responsibilities according to the activity they were completing) and making sensible suggestions for improvement/justifying why it was good practice as required. They referred to a range of points across the stimulus material appropriately and in a focussed way.

Learners that do not explain the importance of a particular issue they have identified, either to maintaining animal needs, good health and safety, or a responsibility that is enshrined in law, will restrict the marks they can achieve even if they make sensible suggestions for improvement. The deeper understanding of why policies and procedures are in place to protect the welfare of animals, and those who care for them, needs to be shown. However, it should also be noted that the awarding of full marks for an activity is not dependent on the response containing all of the indicative content in the mark scheme and responses are assessed on a holistic approach as to how well the overall answer demonstrates the characteristics of the mark scheme traits.

The correct focus of the response for each activity is essential. Activity 1 invites learners to consider how the five animal welfare needs are met in context; Activity 2 looks at safe working practices (with an emphasis on human health and safety); while activity 3 must be based around the legal responsibilities of working with animals. The mark scheme is based on these aspects relative to each activity and responses that do not demonstrate this targeting lack cannot therefore exemplify the traits of higher mark bands. Responses to each activity are assessed individually and this means that, for example, comments on health and safety in the stimulus activity, or answer spaces for activities one or three will **not** make any contribution for the marks awarded for activity two.

Learners should be reminded that if they continue their responses on additional paper, it must be clearly labelled with the activity they relate to. This is the only additional material that should be submitted.

Individual Questions

The following section considers each activity on the paper, providing examples of common learner responses and a brief commentary of why the responses gained the marks they did. This section should be considered with the live external assessment and corresponding mark scheme.

Activity 1

Some very good reasoning was demonstrated by learners who selected relevant information in the stimulus material and adopted the following approach:

- identifying the extent to which the context met the five animal needs for a number of species through the layout, routines and tasks, including noting the significance of where information was lacking
- explaining why those routines or activities were important for the welfare of the animal/animals
- suggesting changes that would address those needs which were both reasonable and practical
- explaining how these improvements would lead to higher standards of animal welfare

Learners who identified a number of issues within the context but with only some reasoning (that was occasionally tenuous or showed a lack of understanding of the context) were limited to achieving 6-10 marks for their answer. As in previous series, learners who did not reference each of the five animal welfare needs in their responses were unable to gain marks in bands 3 or 4. This was also the case for responses that made general comments about the way that the zoo farm was being run, or addressed how needs were being met by implication rather than being specific.

Learner Response 1 (19 marks)

Rosecross ZOO Farm meets none of the five animal needs. The need 'to have access to an appropriate environment' is not met. In the reptile house, the enclosures are made ~~from~~ of glass with solid wooden floors. This is not appropriate for either the Bearded Dragon or the Leopard gecko as they much more prefore a soil or bark substrate. To improve this, the enclosures must change to fit the animals ~~in~~ needs.

The need 'to be housed with or without other animals' is also not met as no where on the layout of Rosecross ZOO Farm does it say where the 4 syrian hamsters are kept. This can only make me assume that they are

Kept in the reptile house with the Bearded dragons and Leopard geckos. Although they would be in separate enclosures, this is still not appropriate for either of the species due to their different temperature requirements. To improve this, the syrian hamsters must be given their own section at this zoo farm.

The need 'access to an appropriate diet' is ~~not~~^{poorly} met as on the animals diet sheet - it is not said how much of each food the animals should be given or how many times a day they should be fed. This can cause under or overfeeding for the animals which can lead to further health conditions. To improve this, the diet plan should state the exact amounts of food that animal needs to sustain a healthy diet. Also introducing supplements into their diets can overall improve their health and reduce the risk of joint and digestive conditions.

The need 'to be able to express normal behaviours' is not met with the reptile and avian species at Rosecross zoo farm. With the reptiles, they are housed right next to cafe and toilets and the outdoor eating area. These areas can ~~be~~ become quite loud which can then cause stress and fear in the reptiles stopping them from expressing normal behaviours. To improve this the rodent house should be moved to a quieter area or there could be some regulations introduced for visitors in that area. Also for the avian species, although their enclosure is equipped with correct enrichment, the constant company of people walking through can be very stressful for the animals and may result to feather-plucking and a loss of appetite. To improve this, the animals should be given breaks throughout the day or an area where they can feel safe and comfortable.

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Learner response 1 was awarded 19 marks. There is broad understanding of the five animal welfare needs demonstrated across a number of animal species from the context and how the routines, tasks and procedures are meeting those needs or otherwise. Stimulus material has been used well to provide comprehensive justification of the points made. Full extension of points for every point made would have allowed this learner to gain the maximum of 20 marks.

Learner response 2 (6 marks)

In your review, you need to consider how well the routines, tasks and procedures:

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

✓
suitable environment
suitable diet
protected from injury, disease, ~~harm~~, suffering, pain
Placed with/without other animals

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

(20)

In my opinion on the routines they are pretty good but only to a certain extent, this is because while reading the routines at Rosecross zoo farm it says ^{everyday} at 10:00am the farm opens to the public. But before that ~~the staff~~ ^{they} should carry out health checks to make sure the animals ^{are} free from any injury, disease, pain or suffering as if the public ^{are} present it may cause the animals more stress. As well as if any injuries or illness ^{are} left unseen to it may make the situation progress further, so before opening to the public the animals should all have health checks to make sure they are happy and healthy.

Another task I have spotted is on Wednesday at 10:00am, the staff check all of the enclosures to make sure they are secure before the public are ~~allowed~~ ^{allowed} to be let in, this is good to keep the animals safe but also needs to be done everyday to ensure the safety of staff, visitors and the animals themselves. So to improve this you can ~~open~~ change the times so they are more suitable for

the tasks needed to be completed.

I have also noticed at 8:00am the staff prepare the feed for the day and then the next task is at 9:30am, which I think is ^{such an} unnecessary long time to have a break. So I think you should shorten that time as there are a total of 35 volunteers and 4 permanent staff working on different days so it is definitely enough to finish the simple task quickly. To then complete other tasks as well as the fixed break from 10:30am which is removing any live insects from enclosures as there are only 19 animals that eat live insects and some of these animals may be housed together in the same enclosures.

There is also no mention of what time visitors are meant to leave it just says at 17:30pm the staff need to check all the enclosures are secure and visitors have left. This is important to include for the safety of the animals. With cleaning the enclosures there isn't anything that mentions that on the routine which is concerning as the animals need to have a suitable environment to keep healthy. So you need to include that information in the Routines.

Learner response 2 was awarded marks at the low end of band 2. Although the learner has listed four of the five needs initially, the response is focussed on logistics rather than how the needs are being met, and lacks the depth of reasoning that would allow higher marks to be awarded.

Activity 2

Learners achieving the highest number of marks in this activity identified a range of issues affecting safe working practices within the scenario, developing associated reasoning for any improvements suggested. Often these were linked to the appropriate legislation but did not make it the focus of the response.

Some learners centred their responses on the health and safety of the animals and made little reference to the staff, volunteers or members of the public. Although this does have some awardable material, learners who failed to mention safe working practices restricted their ability to gain higher marks as it does not demonstrate knowledge and understanding of maintaining the health and safety of the humans interacting with the animals within the scenario.

It was good to see that many learners identified that the combined storage arrangements were far from ideal and also that the emergency vehicle access was arranged poorly, amongst a number of other issues from across the stimulus material. Responses that gained the higher marks demonstrated excellent reasoning about the potential issues that could arise as a consequence, going on to suggest and justify the improvements that could be made to allow safer working practices.

Learner response 3 (15 marks)

Activity 2: Review the health and safety requirements at Rosecross Zoo Farm.

In your review, you will need to consider:

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

(15)

As for the health and safety requirements I have noticed several things that are wrong. Such as having a fire assembly point in front of the emergency vehicle entrance, this is bad because it ~~that causes~~ could cause the visitors and staff to block the ~~the~~ emergency vehicles from accessing where the fire is. I would fix this by moving the assembly point away from the vehicle entrance and place a fire exit where the new assembly point is. This will fix any crowding issues that may occur.

They also show no evidence of on the staff notice board I spotted that only one employee works on Sunday (Maggie). This is one issue because she could have an accident ~~or~~ with no one to help her and with no one to call. I would fix this by making sure at least one extra staff member was here at all times ~~at least~~, making sure to ~~not~~ have a number for them to call if anything happens. This will solve ~~any~~ help prevent accidents and also support a contingency plan if anything happens.

There is also an emergency vehicle entrance in the ~~supply storage~~ Storage area, this is an issue because the vehicle could knock over chemicals or food supplies causing a slip hazard and also the building will restrict accessibility to the other parts of the zoo. I would fix this by ~~not~~ moving the vehicle entrance out of the building and to an outside area so they have room to move around the zoo without any walls restricting them.

The ~~supply room~~ room also holds all food and chemicals (also other supplies) in all the same area, this is an issue because the chemicals could spill and cause damage to the other supplies and could also ~~contaminate~~ the food making it unsafe for the animals to eat. I would solve this issue by adding a COSHH cupboard ~~and having~~ ~~it~~ to hold the chemicals in a safe place. I would also ~~remove~~ put all supplies in their own designated room. This will prevent any spills ~~or~~ ~~at~~ ~~the~~ ~~room~~ occurring and will also support COSHH.

The supply room also stores the animals ~~waste~~ ~~Waste~~ alongside ~~everything~~ food, and this is an issue because ~~they~~ the food could get covered and contaminated with the pieces. I would fix this by putting ^{the} animal waste in a container away from the food. ~~and this~~ this will stop any contamination of ~~pieces~~ the food due to the pieces.

They also don't have any sanitation ~~stations~~ stations, this is a big issue because it ~~that~~ means that germs are not getting cleaned when visitors come to the zoo or employees are doing tasks. This will transmit ~~to~~ germs all over the zoo. I would fix this by adding sanitary stations and foot dips at the entrance of and exits of all animal enclosures and dining areas. This stop any ~~kill~~ germs or viruses from getting to the animals and or the humans.

Learner response 3 identifies a number of relevant issues from across the stimulus material, giving reasoning for each issue identified, and in most cases providing justified suggestions for how improvements could be made.

Learner response 4 (4 marks)

one way health and safety are being met is when it says "health checks" this suggests that the animals are being checked carefully because if they weren't they could have any humans working by which would fall under health and safety at work Act 1974.

Another way health and safety are being met is when it says "use gloves" this suggests they are using PPE to keep the humans from getting any diseases the animals may have and falls under health and safety at work Act 1974.

Another way health and safety are being met is when it says "shoe covers" this is useful because they won't be tracking any of the stuff on their shoes after done cleaning and if this is done it counts for PPE which comes under ~~the~~ Health and Safety at work Act 1974.

one change to the day to day running of Rosecross Zoo farm is "poo picking and grazing area" this is because i feel like it should be before the opening of the zoo in the morning. It would make the zoo look more cleaner than before.

Learner response 4 makes an attempt to reference some issues, showing awareness of a few things that are relevant to safe working practices, but the associated reasoning is weak, which is why it does not quite gain the top of band 1 marks.

Activity 3

Some learners responded well to this activity, particularly those who made accurate references to legislation from their own knowledge and understanding, making links to both the scenario and the checklist of legal responsibilities that was provided as part of the stimulus material.

There was a perceived increase in learners who used the checklist to centre their response upon, either taking it as a list of what the zoo farm was actively doing, or using it as a checklist themselves to state if the zoo farm was meeting these responsibilities. Without any further expansion though - particularly on the importance and implications of meeting or not meeting these responsibilities - learners did not demonstrate the application of knowledge and understanding that is recognised as awardable for marks in bands two or three for this activity.

Many learners correctly referenced legislation around Health and Safety at Work, Control of Substances Hazardous to Health (COSHH) regulations, though in a number of cases learners appeared to simply list all legislation that they knew. Responses such as these can only gain marks, if any, in Band 1: legal responsibilities must be linked to the context to demonstrate the characteristics required in higher bands.

All relevant references to legislation that were correctly applied to the context were recognised when awarding marks to this activity, including references to devolved legislation.

Learner response 5 (14 marks)

(15)

It is clear that due to the many faults found regarding the animals welfare that the welfare act of 2006, which states that every animal owner holds the responsibility of catering for the five welfare needs. None of the needs have been fully met and therefore the animals welfare is at jeopardy. Therefore to resolve this, the staff must start fully catering ~~another legal responsibility is to~~ for the five welfare needs.

According to the checklist, Rosecross have a zoo license, however judging by the layout, they have not adequately displayed it on the front of the zoo, this means that they are not meeting the zoo licensing act, when if they are open to the public for more than seven days a year, they must display a notice at the entrance. In order to comply they must simply display the license clearly at the entrance, visible to anyone.

Although there is an area at Rosecross that stores chemicals, it is dangerous that it is stored alongside animal feed, cafe supplies and animal waste. They have also

Not explicitly shown that this area is off-limits, this poses a big problem as staff members can easily mix up supplies, which can have devastating effects on both the staff, animals and public, they have also not stated that this area is locked, and is therefore breaking the Control of Substances Hazardous to Health (COSHH) regulations. An improvement would be to store everything separately to avoid mix-ups, and to lock it away to prevent the public from getting to them.

The staff have not talked about having a first aider on site, and there is no designated area to perform first aid in the case of someone being hurt. There is also no first aid kit located anywhere, as a result, Rescues have failed to meet the First Aid Regulations, this can also be linked with the Health and Safety at Work Act (HSWA) as this means that staff and/or public's health can even die to untreated care. An improvement would be to appoint a trained first aid member who is on site at all times, and to have the correct equipment set around, as this would prevent long lasting injuries due to untreated care.

Although in the checklist, where they have said that accurate records must be kept. There is no official

data to actually store them, this means that the
 records could easily get mixed up or lost which would
 lead to mistakes regarding paperwork. As a result,
~~the recording of incidents RIDDOR is not being met,~~
 as an improvement, Records must have a secure and
 organized area to keep these records

Learner response 5 makes reference to several relevant pieces of legislation and has engaged well, demonstrating appropriate connections between the areas of the stimulus material and legal responsibilities. They have made suggestions for improvement that are justified and shown understanding of why it is important to meet legal requirements.

Learner response 6 (3 marks)

1. Rosecross Zoo Farm replace and clean all food and water bowls weekly but they should do it daily.

5. It doesn't say anything about Zoo license but it should be displayed clearly at the entrance.

6. We don't know if they keep accurate records of numbers and causes of deaths, escapes, and arrivals.

7. We don't know if the species conservation information must be clearly stated on the enclosures.

9. We don't know if the evacuation planning for animals ~~must~~ is up to date and practised regularly.

Learner response 6 attempts to use the structure of the checklist provided in the stimulus material for the basis of their response. While this is not inherently incorrect, there is no explicit reference to legislation, or the importance of meeting legal responsibilities, that would have allowed the response to achieve marks higher than the middle of band 1.

Summary

Based on their performance on this paper, learners should:

- Ensure they are providing a suitable response related to the requirements of each activity
- Provide reasoning for the issues they identify and improvements that they think would improve animal welfare, safe working practices and meeting legal responsibilities in the appropriate activity response.
- Ensure they clearly refer to the stimulus material in their responses
- Be aware that any checklist relating to legal requirements is an indicator of legal responsibilities, rather than a summary of current practice, within the scenario
- Give thought to the structure to their responses so that they can demonstrate the depth of their understanding, eg:
 - Identify and explain the issue/practice (good or poor), making links to the stimulus material
 - Suggest and explain improvements that could reasonably be made, if necessary
- Tutors should ensure they familiarise themselves and learners with the course materials, including the specification for guidance on the types of contexts that may be provided: the sample assessment materials, levels-based mark scheme and lead examiner reports [here](#)



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