

# Unit 14: Understand Animal Welfare and Breed Development

<b>Unit code:</b>	<b>F/600/9410</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This unit aims to provide learners with an understanding of the principles of animal welfare and breed development. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or to further education and training.

The aim of this unit is to provide learners with knowledge of evolution, how animals evolved and the processes of domestication. Learners will investigate the uses of animals in human society and the welfare issues that can arise from this. The learner will have a working knowledge of the current United Kingdom animal welfare legislation and the organisations that aim to promote animal welfare.

## ● Unit introduction

Understanding the needs of animals in terms of their welfare should be central to those who work in the animal management industry. Animal managers need a good understanding of animal welfare, welfare legislation and the organisations that promote animal welfare. Together with a knowledge of the basic principles of animal evolution, the processes of domestication and the roles of animals in human society, this will help prepare animal managers for their future careers.

The focus of this unit is on animal evolution and Darwin's theories of natural selection and survival of the fittest. The history of animal domestication is developed so learners can link this to the human influence in breed development. Learners will investigate the relationship between humans and animals and the roles of animals in human society, including the effect of these roles on animals and the issues that may arise.

Learners will explore current animal welfare legislation, so that they know what applies and where to find more information when necessary. Learners will also investigate different organisations that have an impact on animal welfare, and their effectiveness.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Understand animal evolution and the development of domestic breeds
- 2 Understand the roles of animals in human society
- 3 Know current UK animal welfare legislation
- 4 Understand the roles and aims of animal welfare organisations.

# Unit content

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## 1 Understand animal evolution and the development of domestic breeds

*Evolution:* definition and processes of evolution (sexual reproduction, mutation, adaptation, natural selection); Darwin's theory of evolution; common ancestor theory; evolutionary progression; current issues relating to the acceptance of evolutionary theories; causes of species extinction eg pollution, alien species, islandisation, over harvesting, destruction of habitat, climate change

*Domestication and breed development:* processes involved in domestication eg horse, dog; selection of breed characteristics eg appearance, conformation, behavioural traits, working characteristics, companion, breed improvements; hereditary deformities in breeds; objectives of breed societies; demands of natural environment

## 2 Understand the roles of animals in human society

*Commercial uses:* agricultural production eg producing meat, wool, skin, eggs, milk, world trade eg animal organs, meat, live animals (captive bred, wild caught); for pets and breeding; testing of products and medical procedures on animals eg household products, animal drugs, human drugs, non-animal alternatives; ethical and legal aspects of commercial animal uses

*Working animals:* guide dogs, sniffer dogs, guard dogs, draught animals, animals in the military, police horses; ethical and legal aspects of using working animals

*Media, sport, leisure and as symbols:* use in the media eg public image of animals, filming, media portrayal, advertising; sport eg racing, legal use in rural pursuits eg hunting, angling; leisure eg horse trekking centres, horse riding schools, horse eventing; animals for display eg zoos, wildlife parks, aquariums, aviaries, circuses, tourism, performance; animals as fashion accessories, animals as status symbols eg dangerous dogs; ethical and legal aspects of using animals

## 3 Know current UK animal welfare legislation

*Legislation:* basic premise for legislation; current relevant legislation eg Animal Welfare Act 2006; the Performing Animals (Regulations) Act 1925, Pet Animals Act 1951, Animal Boarding Establishments Act 1963, Riding Establishments Act 1964 and 1970, The Breeding of Dogs Act 1973, the Breeding of Dogs Act 1991, The Breeding and Sale of Dogs (Welfare) Act 1999; current relevant codes of practice eg farm animal welfare codes

*Role of appropriate government departments:* eg Department for Environment, Food and Rural Affairs (DEFRA); local authorities

## 4 Understand the roles and aims of animal welfare organisations

*Organisations:* the need; role; aims; Royal Society for the Prevention of Cruelty to Animals (RSPCA); sport and leisure eg Countryside Alliance, The League Against Cruel Sports, British Horse Society, British Horseracing Board; conservation eg Royal Society for the Protection of Birds (RSPB), County Wildlife Trusts, World Wildlife Fund (WWF), The World Conservation Union (IUCN), Flora and Fauna International (FFI), British and Irish Association of Zoos and Aquaria (BIAZA); political eg Universities Federation for Animal Welfare (UFAW), International Fund for Animal Welfare (IFAW), Greenpeace; health and welfare eg RSPCA, Blue Cross, People's Dispensary for Sick Animals (PDSA), National Office for Animal Health (NOAH), British Veterinary Association (BVA), Animal Health Trust

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> explain the principles of animal evolution [IE, RL]	<b>M1</b> discuss the effects of human influence on the development of a selected domesticated breed	<b>D1</b> discuss in detail the influence of humans on the development and status of a selected domesticated animal breed
<b>P2</b> explain the development of a selected domesticated breed [IE, RL]		
<b>P3</b> evaluate the effect of domestication on the welfare needs of animals [IE, RL]		
<b>P4</b> review the commercial use of animals and animal products in human society and how their welfare may be affected [CT, EP]	<b>M2</b> explain improvements to the welfare of a selected animal which has a role in human society	<b>D2</b> discuss legal and ethical aspects of the use of a given animal species.
<b>P5</b> explain the role of working animals in human society and how their welfare may be affected [CT, EP]		
<b>P6</b> assess the role of animals in human cultures: <ul style="list-style-type: none"> <li>◇ media</li> <li>◇ sport and leisure</li> <li>◇ as symbols</li> </ul> and how their welfare may be affected [CT, EP]		
<b>P7</b> identify current UK animal welfare legislation [EP]	<b>M3</b> describe, using appropriate examples, the effectiveness of current UK animal welfare legislation	
<b>P8</b> describe the objectives of selected current UK animal welfare legislation		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P9</b> explain the roles and aims of specified animal welfare organisations [IE]</p>	<p><b>M4</b> justify the need for selected animal welfare organisations.</p>	
<p><b>P10</b> compare the effectiveness of specified animal welfare organisations in the promotion of animal welfare.</p>		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

## Delivery

Delivery of this unit will involve formal input, internet research, written assessment, visits to suitable animal collections and will link to work experience placements.

There will be many controversial and emotive subjects in this unit and they should be presented in a balanced and objective way.

The relationship between animal evolution, domestication and the human influence on breed development could be delivered through formal lectures, discussion and the use of audio-visual materials. Evolution is a continuous process and it is not intended that tutors should go into great depth during the delivery of this learning outcome. Visiting speakers (for example animal breeders, veterinary surgeons, and show judges) can illustrate human influences on breed development.

The roles of animals in human society and the effects of those roles on animal welfare could be delivered through formal lectures, discussion, learner presentations, visiting speakers and visits. Tutors should decide which roles are most relevant to their learners' programme and locality. Learners should be encouraged to give and justify their own views. Tutors must ensure that learners have a balanced, objective view of the roles of animals in human society.

Current relevant UK animal legislation can be investigated through formal input, case studies, discussions and visiting speakers from organisations that enforce the legislation (for example an RSPCA inspector, animal health officer). It is not expected that all legislation be covered in detail, but tutors must ensure that learners have an overview of the range of legislation and how to research it further. Specific, relevant examples of legislation are likely to be covered in more depth (for example the Animal Welfare Act 2006).

Visits to animal welfare organisations (for example animal sanctuaries, RSPCA shelters) would enhance delivery of the final part of the unit. Learners could carry out internet research on animal welfare organisations. In addition, formal input, discussion and audio-visual materials could be used to deliver the final learning outcome. The delivery of learning outcomes 3 and 4 could be combined.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction to the unit, structure and programme of assignments.
<b>Assignment 1: Evolution and Breed Development</b> (P1, P2, P3, M1, D1)
Tutor introduces the assignment brief.
Formal input and visiting speakers (eg animal breeder, show judge).
Learner research: evolution, domestication and breed development.
Preparation of materials for presentation.

Topic and suggested assignments/activities and/assessment
Individual learner presentations (depending on group size).
<b>Assignment 2: Animals in Human Society</b> (P4, P5, P6, M2, D2)
Tutor introduces the assignment brief.
Formal input and visiting speakers (eg an RSCA inspector, animal health officer).
Visits (eg racing stables, greyhound track, police dog and horse teams, farms, zoos).
Learner research: communicating with various organisations and internet research.
Preparation of materials for and set up of the display.
<b>Assignment 3: Animal Welfare Legislation</b> (P7, P8, M3)
Tutor introduces the assignment brief.
Formal input and visiting speakers.
Visits (eg local RSPCA centre).
Review cruelty cases that have been in the media.
Learner research: different legislation and its objectives, interpretation of legislation.
Preparation of materials for an article.
<b>Assignment 4: Animal Welfare Organisations</b> (P9, P10, M4)
Tutor introduces assignment brief.
Formal input and visiting speakers.
Visits (eg local RSPCA centre, animal sanctuaries and rescue centres, RSPB nature reserve, zoos and wildlife parks).
Learner research: communicating with various organisations and internet research.
Preparation of materials for report.
Unit review.

## Assessment

For P1, learners need to explain the principles of animal evolution and for P2 how a selected domesticated breed has been developed. The tutor could choose the animal species themselves or in discussion with learners. P3 requires learners to evaluate the effects of domestication on the welfare needs of animals and M1 requires learners discuss human influence on the development of a selected breed.

P1, P2, P3, M1 and D1 could be assessed through learners preparing and delivering a presentation as if to a breed society. Learners need to research evolution and domestication and provide definitions of evolutionary processes and an overview of Darwin's theories. They should also research and provide information about the development of a selected breed, the effects of domestication on the welfare needs of animals and the influence of humans on selected breeds. Learners should refer to relevant examples throughout.

For P4, P5, P6, M2 and D2 learners need to explain the roles of animals in human society and how their welfare may be affected. To achieve P4, learners need to review the commercial use of animals and animal products. For P5, they need to explain the role of working animals in human society. For P6, learners should describe the role of animals in human cultures (ie in the media, sport and leisure and animals as symbols). In each case, learners need to discuss how animal welfare may be affected. For M2, learners should refer to one of the roles covered in P4, P5 or P6 and make suggestions as to how an animal's welfare could be improved. These criteria could be assessed through a report or presentation referring to relevant examples where appropriate.

For P7, P8 and M3, learners could write an article covering current, relevant UK animal welfare legislation. For P7, learners must identify current animal welfare legislation and for P8 describe the objectives of selected relevant animal welfare legislation. For M3, learners need to assess the effectiveness of one piece of current UK animal welfare legislation, using appropriate examples. For D2, learners should choose one relevant current UK act and explain one improvement that could be made to it that would benefit the welfare of the animals it relates to, and justify the suggested improvements.

Evidence for P9, P10 and M4 could be a written report evaluating animal welfare organisations. For P9, learners must explain the roles and aims of specified organisations and for P10 compare the effectiveness of specified animal welfare organisations in promoting animal welfare. Where possible, to ensure fairness of assessment, learners should provide evidence for a minimum of two organisations: the RSPCA and one other.

For M4, learners need to explain how one animal welfare organisation has developed. This should be one of the organisations covered in P9 and P10. For D2, learners need to justify the need for animal welfare organisations. They should refer to, as a minimum, the two welfare organisations referred to in P9 and P10, but may refer to others if appropriate.

### Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, M1, D1	Evolution and Breed Development	You are employed as an education adviser by a breed society. Your role is to raise public awareness of the role of animals in human society. Produce a presentation to be delivered at your breed society's annual convention. The presentation must include an explanation of the principles of animal evolution, the development of a selected domesticated breed and an evaluation of the effect of domestication on the welfare needs of animals. Conclude your presentation with an evaluation of the effects of human influence on the development of a selected breed.	Written evidence. Oral presentation. Tutor observation.
P4, P5, P6, M2, D2	Animals in Human Society	The breed society has asked you to produce a display for the convention called 'Animals in Human Society'. Working in small groups, produce a display which reviews the commercial use of animals and animal products. Include an explanation of the role of working animals in human society and assess the roles of animals in human cultures (including media, sport and leisure and animals as symbols). In each case, state how their welfare may be affected. Produce a handout to support the display which identifies improvements that could be made to the welfare of a selected animal with a role in human society.	Written evidence.

Criteria covered	Assignment title	Scenario	Assessment method
P7, P8, M3	Animal Welfare Legislation	The breed society has asked you to write an article for its journal. The article is called 'Current Animal Welfare Legislation'. Within the article you must identify current UK animal welfare legislation and the objectives of selected animal welfare legislation. You must assess, using examples, the effectiveness of animal welfare legislation and suggest one improvement to current legislation.	Written evidence.
P9, P10, M4	Animal Welfare Organisations	The breed society has asked you to produce a leaflet, aimed at new members, about the different animal welfare organisations. You must explain the roles and aims of the different organisations and compare their effectiveness in promoting animal welfare. Choose one organisation and explain how it has developed and justify the need for animal welfare organisations.	Written evidence.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
Introduction to Animal Breeds and Grooming	Understand Animal Anatomy and Physiology
Maintain Animal Health and Welfare	Understand the Principles of Wildlife Populations, Ecology and Conservation

## Essential resources

Learners must have access to ICT resources. Tutors delivering this unit should have current knowledge of animal welfare issues and legislation. Learners will benefit from visits to appropriate animal welfare organisations and input from visiting speakers.

## Employer engagement and vocational contexts

Visits to, and visiting speakers from, local animal sanctuaries, RSPCA centres and relevant work experience placements will help to support the issues dealt with in this unit.



## Indicative reading for learners

### Textbooks

Appleby M C, Hughes B O (editors) – *Animal Welfare* (CABI Publishing, 1997) ISBN 9780851991801

Beirne P – *Confronting Animal Abuse: Law, Criminology, and Human-Animal Relationships* (Rowman and Littlefield 2009) ISBN 9780742547445

Bulliet R – *Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships* (Columbia University Press, 2005) ISBN 9780231130769

Caras R A – *A Perfect Harmony: The Historical Lives of Animals and Humans* (Simon and Schuster 1997) ISBN 9780684811000

Krukonis G, Barr T – *Evolution for Dummies* (Wiley and Sons, 2008) ISBN 9780470117736

Palmer J – *Animal Law, 3rd Edition* (Shaw and Sons, 2001) ISBN 9780721908021

Palmer D and Barret P – *Evolution: The Story of Life* (Mitchell Beazley, 2009) ISBN 9781845333393

Pallen M – *The Rough Guide to Evolution* (Rough Guides, 2009) ISBN 9781858289465

Winston R – *Evolution Revolution* (Dorling Kindersley, 2009) ISBN: 9781405337199

### Journals

*BBC Wildlife*

*British Wildlife*

*Local Wildlife Trust Magazines*

### Websites

[www.defra.gov.uk](http://www.defra.gov.uk) Department for Environment, Food and Rural Affairs

[www.lantra.co.uk](http://www.lantra.co.uk) Lantra Sector Skills Council

[www.rspca.org.uk](http://www.rspca.org.uk) Royal Society for the Prevention of Cruelty to Animals

## Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
<b>Independent enquirers</b>	researching theories of evolution and the role of animal welfare legislation and animal welfare organisations
<b>Creative thinkers</b>	reviewing the use of animals in human society
<b>Reflective learners</b>	explaining the development of a selected domesticated breed
<b>Effective participators</b>	working in groups to produce a display.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	researching information on evolution, domestication, the roles of animals in human society, animal welfare legislation and organisations
<b>Creative thinkers</b>	considering the roles of animals in human society, and improvements to animal welfare legislation
<b>Reflective learners</b>	reviewing the roles of animals in human society
<b>Team workers</b>	working in groups to produce a display of the roles of animals in human society
<b>Self-managers</b>	action planning and organising own work schedule
<b>Effective participators</b>	working in groups to produce a display.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using ICT systems to research information for their assignments
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	action planning and monitoring work that needs to be completed
Manage information storage to enable efficient retrieval	saving information in files and folders
Follow and understand the need for safety and security practices	safely using ICT systems – sitting correctly at the computer, keeping food and drink away from computer equipment
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	carrying out research for assignments
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	planning which information to select and use for the presentation and/or display
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	producing materials for a PowerPoint presentation and/or display, incorporating relevant illustrations and/or images
Bring together information to suit content and purpose	creating documents from their research for assessment activities
Present information in ways that are fit for purpose and audience	producing a presentation, display, article and written report
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	emailing animal welfare organisations, tutors and peers

Skill	When learners are ...
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	delivering a presentation on Evolution and Breed Development, and listening to presentations given by their peers
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading documents which relate to their assessment activities
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing documents for their assessment activities such as reports, articles, materials for a presentation and display.