Unit 18: Understand the Principles and Carry Out the Practice of Exotic Animal Health and Husbandry

Unit code: H/600/9416

QCF Level 3: BTEC National

Credit value: 10

Guided learning hours: 60

Aim and purpose

This unit aims to provide learners with an understanding of the principles of exotic animal health and husbandry and how these can be put into practice. 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 unit will provide learners with an understanding of the husbandry and management of exotic animals in captivity. It covers health, welfare, handling, restraint, nutrition and feeding. It is anticipated that on completion of the unit, learners could progress to more advanced study in the subject.

Unit introduction

Exotic animal ownership has increased in popularity in recent years, and as more varied species become available, this increase is set to continue. This unit gives learners the knowledge and skills to competently handle and manage exotic animal species in a captive environment.

For the purposes of this unit, the term 'exotic' means a 'non indigenous' species, not commonly kept as a pet; for example Budgerigars, although non indigenous, are commonly kept as pets so would not be considered exotic and therefore not studied, whereas soft-billed birds such as the Zosterops are both non indigenous and not commonly kept in captivity, so would be included within this unit. The unit includes all taxa of animals, namely: birds, mammals, reptiles, fish, amphibians and invertebrates.

This unit will enable learners to justify keeping exotic animals and to identify the health and welfare requirements of all exotic animals when kept in captivity, including any relevant legislation and codes of practice.

On completion of the unit learners will be able to handle and restrain exotic species safely and effectively as well as manage their housing, health and nutritional requirements.

Learners will investigate and identify signs of good health in birds, mammals, reptiles, fish, amphibians and invertebrates as well as learn to recognise signs or poor health and disease and recommend the appropriate prevention and treatment.

The practicalities and legislative requirements when moving exotic animal species will also be studied.

Learning outcomes

On completion of this unit a learner should:

1 Understand the health and welfare requirements and associated legislation of exotic animal species

2 Know the health and welfare requirements of exotic animal species

3 Be able to prepare accommodation and feeding regimes for exotic animal species

4 Be able to handle, restrain and transport exotic animal species.

Unit content

1 Understand the health and welfare requirements and associated legislation of exotic animal species

Responsibilities of keeping exotic animals: definition of an exotic animal; common species of exotic animals seen within the UK (mammals, birds, fish, amphibians, reptiles and invertebrates); reasons for keeping exotic animals (hobby, pets, entertainment, education, conservation, commercial); responsibilities of keeping animals (animal welfare, conservation of species, maintaining wild populations, compliance with legislation, ethical sourcing)

Health and welfare requirements: reasons for maintaining health and welfare (mental and physical health, compliance with legislation, prevention of disease); Five Freedoms; relevant codes of conduct relating to the keeping of exotic animal species; legislation applicable to exotic animal species (Dangerous Wild Animal Act 1976, Convention in International Trade in Endangered Species of Wild Flora and Fauna (CITES), Animal Welfare Act 2006, Zoonosis Order 1989)

2 Know the health and welfare requirements of exotic animal species

Health requirements of exotic animals: signs of health (mammals, birds, fish, amphibians, reptiles and invertebrates); signs of ill health (mammals, birds, fish, amphibians, reptiles and invertebrates); causes of disease (nutrition, poor hygiene, water quality, overcrowding, stress, environmental factors, inadequate housing, lack of enrichment); common diseases (mammals, birds, fish, amphibians, reptiles and invertebrates); disease prevention methods (isolation, quarantine, Pet Travel Scheme, husbandry techniques, vaccination); methods of recording and monitoring disease; treatment of disease (birds, fish, reptiles, amphibians, mammals and invertebrates)

Welfare requirements: types of accommodation (vivarium, aquarium, aviary, cages, indoor and outdoor housing); housing considerations (appropriate for species, size, space, security, construction materials, individual or group housing, furnishings, substrate); advantages and disadvantages of housing style (naturalistic, clinical); provision of and the importance of enrichment; environmental monitoring (water quality, ventilation, humidity, heating, lighting, ventilation, control methods); exercise requirements; provision of food and water; health and safety; waste disposal; hygiene and cleaning routines

3 Be able to prepare accommodation and feeding regimes for exotic animal species

Accommodation: cleaning and maintenance routines (aquaria, vivaria, aviaries, cages, indoor and outdoor accommodation); methods of providing correct environmental conditions (heating, lighting, ventilation, humidity and water filtration); choice of furnishings, substrate (gravel, bark, wood shavings, grit, newspaper, vermiculate, sand, plastic matting); safety and security; PPE, health and safety

Feeding regimes: types of food available (live, frozen, dried, fresh); food storage, food selection, preparation and presentation; feeding frequency; essential supplements; specialist diets; feeding equipment; feeding problems (competition, food refusal, aggression)

4 Be able to handle, restrain and transport exotic animal species

Handling and restraint: considerations when handling and restraining (safety, security, shedding regime, feeding regime, health status, age, toxicity); handling and restraint methods for common exotic animals (birds, fish, reptiles, amphibians, mammals and invertebrates); handling and restraint equipment; zoonotic diseases; health and safety; PPE; issues relating to poor handling and restraint

Transport: legislation and codes of practice (Department for Environment, Food and Rural Affairs (DEFRA), Pet Travel scheme, The Welfare of Animals (Transport (England) Order 2006); methods of transport; equipment used to safely transport exotic animals; problems arising during transport (import, export, mortality rates, welfare during transit)

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:**
P1 explain ethical sourcing of exotic animal species	**M1** justify the need for the keeping of exotic animals species	
P2 discuss the impact of the five animal 'needs' on exotic animal welfare		
P3 discuss the legislation associated with keeping exotic animal species in captivity		
P4 explain the causes of ill health and poor welfare in exotic animal species	**M2** describe common zoonotic diseases associated with exotic mammals, their symptoms, treatment and prevention	
P5 explain how disease symptoms in exotic animals are recorded, monitored and treated		**D1** evaluate a given exotic animal collection offer realistic and valid recommendations for improvement
P6 prepare accommodation which incorporates features of natural habitat into enclosures for exotic animal species [TW, EP]	**M3** discuss why knowledge of an animal's natural habitat should be taken into consideration when preparing accommodation for an exotic animal	
P7 compare maintenance of housing for different exotic animal species ◊ bird ◊ mammal ◊ reptile ◊ amphibian ◊ fish ◊ invertebrate		**D2** evaluate one exotic animal collection for the provision of suitable housing, nutrition and animal welfare, offering valid and realistic recommendations for improvement

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:**
P8 report on the nutritional requirements of exotic animal species	**M4** discuss the problems associated with the feeding of exotic animals and offer appropriate solutions	
P9 prepare and feed typical daily diets to selected exotic animal species [TW, EP]		
P10 handle and restrain exotic animal species correctly using appropriate PPE and equipment [TW, EP]	**M5** explain the issues associated with the handling of exotic animals and any actions which must be taken to ensure safety.	
P11 plan activities and equipment to move exotic animal species according to current legislation and welfare codes [SM]		**D3** discuss the effectiveness of legislation and current welfare codes relating to the movement of exotic animals.
P12 identify the main legislation regarding the transport of exotic animal species.		

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.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical and written assessments, visits to suitable collections and will link to industrial experience placements.

The unit has been designed to give learners the theoretical knowledge relating to the keeping of exotic animals, the husbandry and welfare needs of exotic species and the practical competence to safely handle, feed and transport exotic animals.

Tutors should ensure that a comprehensive range of exotic species from the six taxa (mammals, birds, fish, reptiles, amphibians and invertebrates) are included in the delivery of this unit. The reasons for keeping exotic species and the impact this has on wild populations must be investigated along with the wider issues relating to the management of exotic animals in captivity.

Legislation and codes of conduct should feature heavily in the delivery of this unit to ensure learners have a sound understanding of the legislative responsibilities when exotic animals are housed and transported. The importance of health and safety and personal safety when handling and managing exotic animals should be reinforced throughout the delivery of this unit.

The importance of recognising good and poor health in exotic animals will be studied; the reasons for poor health and disease must be investigated, with learners understanding the links between correct husbandry and diet to maintain health. Tutors should ensure learners fully understand the risk of zoonotic disease when working alongside exotic animals, especially reptiles, birds and primates, and the methods that can be adopted to prevent infection.

It is anticipated that learners regularly undertake practical activities associated with handling, feeding, transporting and maintaining the accommodation of exotic animals. This will enable them to build up confidence and skill when working with different exotic animal species. Tutors should ensure this practical skill is reinforced with theoretical knowledge.

Guest speakers from exotic animal charities and organisations involved in the promotion of exotic animals as pets would enhance the delivery of this unit. Visits to exotic animal collections should form part of the delivery of this unit to enable learners to see and possibly handle a larger range of exotic animals.

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 and overview of the unit.
Assignment 1: Ethical Sourcing and Welfare of Exotic Animals (P1, P2, M1) Tutor introduces the assignment brief.
Theory session: Reasons for keeping of exotics, definition of exotic animals and common species of exotic animals.

Topic and suggested assignments/activities and/assessment
Guest speaker: conservation efforts and ethical trading of exotic animals and its implications on wild populations.
Assignment 2: Legislation (P3) Tutor introduces the assignment brief.
Theory session: Legislation relating to exotic animals in the UK, responsibilities of keeping exotics.
Theory session: Exotic animal welfare standards within the UK, legislative powers to maintain welfare standards – use case studies.
Guest speaker: local authority, lawyer, animal welfare professional.
Assignment 3: Exotic Animal Health (P4, P5, M2, D1) Tutor introduces the assignment brief.
Theory session: signs of health and ill health in common species of exotic animals.
Theory session: causes of disease and poor welfare in exotic species.
Practical activity: health checking, reporting on animal health and evaluation of animal welfare.
Theory session: zoonotic disease, identification, treatment and prevention, health and safety.
Assignment 4: Practical Logbook (P6, P7, P9, P10) and **Presentation** (M5) Tutor introduces the assignment brief.
Theory session: correct handling and restraint of exotic animals and the problems associated with exotic animal handling.
Practical activity: preparation and maintenance of exotic animal accommodation, health checking, handling and restraint, feeding and movement of exotic animals.
Assignment 5: Exotic Animal Collection Evaluation (M3, D2) Tutor introduces the assignment brief.
Field trip: visit to exotic animal collection to review animal accommodation, nutrition and health monitoring and recording systems and animal welfare standards.
Theory session: feedback session following visit.
Assignment 6: Exotic Animal Nutrition (P8,M4) Tutor introduces the assignment brief.
Theory session: exotic animal nutritional requirements covering a range of exotic species.
Theory session: types of food suitable for exotics, food storage, preparation and presentation, feeding equipment, supplements.
Theory session: feeding problems associated with exotic animals.
Assignment 7: Transportation of Exotics and Related Legislation (P11, P12, D3) Tutor introduces the assignment brief.
Theory session: legislation and codes of practice associated with the movement and transportation of exotic animals, correct transport methods for fish, birds, mammals, reptiles, amphibians and invertebrates.
Theory session: problems associated with the transportation of exotic animals.
Unit review.

Assessment

For P1, learners are required to describe the term 'ethical sourcing' and explain its implications when related to exotic animal species. Learners must also define the term 'exotic animal' and give examples of each type of exotic animal species (birds, fish, amphibians, reptiles, mammals and invertebrates). Evidence can be written or as an annotated poster. P2 requires learners to identify the five animal 'needs' and relate these needs to exotic animals in captivity. All five needs should be considered with the learner identifying appropriate husbandry techniques to meet the animal's needs. The evidence could be the same as for P1.

For P3, learners must identify all legislation and relevant codes of practice as stated in the unit content. They must also discuss how these impact on the health and welfare of exotic animals in captivity. P4 and P5 require learners to investigate exotic animal health and its links to animal welfare. For P4, learners should explain the causes of ill health in exotic animals and discuss how poor welfare can contribute to ill health. All the causes of ill health and poor welfare as stated in the unit content should be discussed. P5 requires learners to describe the methods used for the recording and monitoring of exotic animal ill health and how common diseases are treated. A minimum of three diseases that commonly affect birds, mammals, fish, invertebrates, reptiles and amphibians should be discussed.

P6 requires learners to prepare accommodation for exotic animals. Tutors should ensure learners prepare the accommodation for birds, fish, mammals, amphibians and either reptiles or invertebrates. To meet this criterion, learners must include features of natural habitat appropriate to the species. For P7, learners must compare the maintenance required for the housing of exotic animals. All the types of housing as stated in the unit content should be included; this involves comparing the maintenance of bird, fish, invertebrate, reptile, mammal and amphibian accommodation. Evidence for this criterion could take the form of a written review.

For P8, learners must report the nutritional requirements of exotic animal species, including one species of animal from each of the following groups: mammals, birds, fish, invertebrates, reptiles and amphibians. Tutors can issue the species or agree them through discussion with the learner. Learners must report on types of food, frequency, supplements and any required specialist diets. P9 requires learners to practically demonstrate the feeding of exotic animals. Learners should be given regular opportunities to feed all types of exotic animals including mammals, birds, fish, reptiles, amphibians and invertebrates. When assessing this unit tutors should ensure learners are assessed via a practical workbook/skills log on the practical feeding and food preparation techniques associated with four of the six types of exotic animals.

P10 and P11 relate to the practical handling, restraint and transportation of exotic animals. P10 requires learners to practically demonstrate the correct techniques associated with the handling and restraint of exotic animals. To show competence in this task learners should be given regular opportunities to handle all types of exotic animals including mammals, birds, fish, reptiles, amphibians and invertebrates. When assessing this unit tutors should ensure learners are assessed via a practical workbook/skills log on the practical handling and restraint techniques associated with four of the six types of exotic animals. Tutors should pay particular attention to health and safety, use of PPE, correct handling and restraint technique and the prevention of stress in the selected animal species.

P11 requires learners to produce a plan detailing the activities and equipment needed to move exotic animals safely. Written evidence is appropriate for this criterion. The choice of species can be selected by the tutor or agreed through discussion with the learner. Learners must consider all necessary equipment, activities before, during and after the move, any welfare issues and compliance with any relevant legislation or codes of practice.

For P12, learners must identify all legislation and relevant codes of practice regarding the transport of exotic animals as stated in the unit content. Learners could prepare a leaflet as evidence.

M1 is linked to P1 and requires learners to justify the need for the keeping of exotic animals in captivity. To do this learners must consider all the reasons why exotic animals are housed in captivity, justify the trade and the need for exotic animals. M2 requires learners to identify common zoonotic diseases which affect mammals,

birds, fish, reptiles, amphibians and invertebrates. Learners should state at least two zoonotic diseases for each type of exotic animal and discuss their symptoms, treatment and prevention. For M3, learners should confidently discuss why knowledge of an animal's natural habitat should influence how it is housed in captivity. Learners must look at the topic holistically, using examples and identifying species from the full range of exotic animals.

M4 and M5 requires learners to investigate issues and problems which can occur with the feeding, handling and transportation of exotic animals. For M4, learners must discuss all feeding problems as stated in the unit content and provide appropriate solutions to each feeding problem identified..M5 requires learners to identify issues relating to the handling and restraint of exotic animals from all categories. Health and safety, use of PPE, animal safety, toxicity, feeding patterns, shedding and stress must be included when discussing exotic animals in general.

D1 requires learners to evaluate a given exotic animal collection for the procedures used to maintain health and to treat and prevent disease. The animal collection could be selected by the tutor or agreed in discussion with the learner and must house a minimum of three exotic animal species. Learners are required to offer realistic and valid recommendations for improvement to these procedures.

D2 requires learners to investigate the housing, nutrition and animal welfare of one animal collection which houses exotic animals. The animal collection can be selected by the tutor or agreed in discussion with the learner. The collection chosen can be the same as for D1. Learners are required to evaluate the exotic animal housing and feeding procedures for a minimum of four species from the six types of exotic animals. Learners are also required to evaluate animal welfare standards at the collection and make valid and realistic recommendations for improvement.

For D3, learners must discuss the effectiveness of exotic animal legislation relating to the movement and transport of exotic animals in the UK. Learners must evaluate each act of legislation in the unit content. Learners must justify their opinions on the legislation or code of practice's effectiveness in preventing disease and ensuring animal welfare.

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, M1	Ethical Sourcing and Welfare of Exotic Animals	You work as part of a welfare team at an animal care centre. You have been asked to produce an annotated poster detailing the importance of and reasons for the ethical sourcing of exotic animals and the reasons exotic animals are kept as pets, including welfare issues.	Written evidence/ annotated poster.
P3	Legislation	You need to devise a leaflet for customers which details current legislation relating to exotic animals and an evaluation of this legislation.	Written evidence.
P4, P5, M2, D1	Exotic Animal Health	You are asked to explain causes of ill health, methods of recording and treating ill health in exotics and zoonotic disease identification and prevention. This task will also provide the opportunity to evaluate one exotic animal collection for the systems used to maintain health.	Written evidence.

Criteria covered	Assignment title	Scenario	Assessment method
P6, P7, P9, P10	Practical Logbook	You are required to keep a practical logbook of your practical work when undertaking routine husbandry tasks associated with exotic animals such as feeding, handling, transportation and preparing and maintaining housing.	Practical observation and assessment.
M3, D2	Exotic Animal Collection Evaluation	You have been asked to evaluate one animal collection reviewing animal accommodation, nutrition and welfare.	Written evidence.
P8, M4	Exotic Animal Nutrition	You have been asked to devise a brochure for all new exotic animal owners advising them on the nutritional requirements of exotic animals to maintain health and the problems associated with the feeding of exotic species.	Written evidence.
M5	Exotic Animal Handling	Deliver a presentation on the issues associated with the handling of exotic animals and the methods used to overcome these issues to ensure safety.	Presentation feedback.
P11, P12, D3	Transportation of Exotics and Related Legislation	You are planning to move your small exotic animal pet store to another part of the UK. You are required to plan the move, review the legislation and codes of conduct as well as identifying any issues which may arise.	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
Understand the Principles and Practices of Animal Establishments	Understand and Promote Animal Health
Contribute to the Care of Exotic Animals	Undertake Animal Handling and Safe Working
	Understand the Principles of Animal Nutrition
	Undertake Pet Store Design and Animal Management

Essential resources

Learners must be able to access a wide range of exotic animal species when studying this unit. Species from the six groups identified should be available, consisting of invertebrates (insects, arachnids, crustaceans), mammals (rodents, primates, carnivores, ungulates), birds (soft bills, raptors, hard bills), fish (marine, tropical freshwater, brackish), amphibians (Anura, Caudate, Gymnophiona) and reptiles (snakes, lizards and chelonians). Essential equipment to house, feed and maintain exotic animals should also be available when delivering this unit.

Tutors delivering this unit should be competent and experienced within the field of exotic animal management.

Employer engagement and vocational contexts

Centres are encouraged to develop links with organisations and charities associated with the exotic animal industry; this could be in the form of visits, industrial experience or guest lectures. With the general trend to keep exotic animals increasing, and as more varied species become available, employers will be looking for skills associated with the management of exotic animals as well as companion and pet species.

Indicative reading for learners

Textbooks

Alderton D – *Reptiles and Amphibians* (Interpet, 1986) ISBN 9780861012121

Alderton D – *The Complete Book of Finches and Softbills: Their Care and Breeding* (TFH, 2000) ISBN 978079380512

Alderton D – *You and Your Pet Bird* (Dorling Kindersley, 1992) ISBN 9780863188053

Dallas S – *Animal Biology and Care* (Blackwell Science, 2000) ISBN 9780632050543

Frye F – *Captive Invertebrates: A Guide to Their Biology and Husbandry* (Krieger Publishing Company, 1992) ISBN 9780894645556

Girling S – *Veterinary Nursing of Exotic Pets* (Wiley-Blackwell, 2003) ISBN 9781405107471

Halliday T and Adler K – *The New Encyclopedia of Reptiles and Amphibians* (OUP Oxford, 2002) ISBN 9780198525073

Hearne T – *Pets* (Bloomsbury, 1990) ISBN 9781854710581

Kleiman D G et al (editors) – *Wild Mammals in Captivity: Principles and Techniques* (Chicago University Press, 1997) ISBN 9780226440033

Manning D – *Exotic Pet Handbook* (HarperCollins, 1998) ISBN 9780004133249

Mills D – *You and Your Aquarium* (Dorling Kindersley, 1992) ISBN 9780862837334

Young R – *Environmental Enrichment for Captive Animals* (UFAW Animal Welfare) (Wiley- Blackwell, 2003) ISBN 9780632064076

Websites

Cage and Aviary Birds	www.cageandaviarybirds.com
Convention on International Trade in Endangered Species of Wild Fauna and Flora	www.cites.org
Department for Environment, Food and Rural Affairs	www.defra.gov.uk
Lantra Sector Skills Council	www.lantra.co.uk
Ornamental fish	www.ornamentalfish.org
Reptile Expert	www.reptileexpert.co.uk
Association of British and IrishWild Animal Keepers	www.abwak.co.uk

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 ...
Team workers	working effectively as part of a team or with others when undertaking practical activity associated with the handling, feeding of exotic animals and the maintenance of animal accommodation
Self-managers	developing plans and strategies for the safe transport of exotic animals, pre-empting issues and finding solutions evaluating exotic animal collections for the systems used to maintain and record animal health evaluating exotic animal collections and recommending improvements with regards to housing, feeding and standards of animal welfare
Effective participators	undertaking practical activity associated with the handling, feeding of exotic animals and the maintenance of animal accommodation discussing and developing plans and strategies for the safe transport of exotic animals, pre-empting issues and finding solutions.

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 ...
Independent enquirers	researching natural habitats and natural features of captive habitats investigating legislation and codes of conduct relevant to exotic animal species
Creative thinkers	preparing annotated posters, presentations, leaflets and brochures.

Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching the internet for information relating to exotic animal legislation and codes of practice researching the internet for zoonotic disease identification, treatment and prevention researching the internet for individual species housing and feeding requirements researching the internet for the natural environment of a range of exotic animal species
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: • text and tables • images • numbers	producing written assessments using ICT programs producing a range of written material using ICT ie annotated posters, leaflets and brochures
Bring together information to suit content and purpose	collating suitable images and text appropriately when preparing a presentation on the issues related to exotic animal handling
Present information in ways that are fit for purpose and audience	producing leaflets, brochures and annotated posters suited for the intended audience
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing ethical sourcing and conservation of exotic animals presenting information to peers on the issues surrounding the handling of exotic animals
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading and summarising the legislation and codes of practice relating to the keeping of and transportation of exotic animals
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	completing practical logs when describing work undertaken to maintain, feed and handle exotic animals completing written summaries of relevant exotic animal legislation completing a written justification for the need for ethical sourcing of exotic animals completing evaluations and recommending appropriate improvements to exotic animal collections.