



Examiners' Report Lead Examiner Feedback

January 2022

Pearson BTEC Nationals
In Animal Management 31646
Unit 3: Animal Welfare & Ethics

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Januray 2022

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Grade Boundaries

What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link: <http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Awarding BTEC qualifications in 2022

Ofqual has [set out their plans](#) for awarding qualifications in 2022 and intend to return to a normal, pre-pandemic, approach to grading standards over by 2023. They have confirmed that 2022 will be a transition year, to reflect that we are in a pandemic recovery period and students' education has been disrupted.

Our guiding principle and approach to awarding BTEC qualification results in 2022 will be to ensure parity in relation to the approach being taken for GCSE and A level learners.

BTEC courses have a different structure and design to academic qualifications - BTECs are modular qualifications (with assessments taking place throughout the course) compared to GCSEs and A levels which are linear (assessed and awarded at the same time at the end of the year), and therefore our approach needs to be different.

In 2022 we will return to the usual method of calculating BTEC qualification results, however adaptations including, U-TAGs and reduced internal assessment, are in place to provide a comprehensive package of support for students.

The basis of our awarding approach to BTECs this year is to ensure it is as fair as possible for all learners. We will use a range of evidence to set grade boundaries for the external units. Part of this evidence will be to closely monitor learner performance in all assessments that contribute to learners’ final qualification grade, to ensure parity with A level and GCSEs.

Further information can be found [on our website](#) and via our Social Media channels.

31646H – unit 3 – Animal Welfare and Ethics

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	13	23	33	43

Introduction

This was the first full series of this paper following the cancellation of exams due to the pandemic. This is the fifth January paper and the eighth time this mandatory unit has been assessed via an external assessment.

The parts A & B task paper followed the format identified in both the sample assessment material, the additional sample assessment materials and the previous past papers published on the Pearson's website. The only change to this being the release of part A earlier to mitigate learners impacted by Covid 19.

The paper had four activities. Each task was based on an area of the specification. Learners were required to demonstrate knowledge and understanding of a range of specification topics and to apply this knowledge to the specific task scenarios. The intention was to offer as broad coverage as possible for all areas of the unit content. Activities had varying weightings attached to them and these weightings were consistent with the sample assessment materials and the previous papers.

There was also a focus on the use of suitable technical and vocational language and terminology within each activity response.

A number of learners included their preparatory notes completed in part A with their scripts and centres are reminded these should be retained by the centre as per the assessment rules. Where the preparatory notes had been included some of the notes contained notes that were plans for the different activities rather than factual notes that learners could apply to the stimulus material, the lead examiner considers this is wasted opportunity as learners could have had key facts with them to prompt discussion.

Introduction to the Overall Performance of the Unit

The overall performance of the paper and standard of the work produced was good and the activities performed as expected. Although there were a number of learners that failed to engage with the stimulus material provided. Therefore they talked generically about animal welfare, legislation & ethics rather than identifying welfare issues within the material provided and applying their knowledge to it.

Individual Activities

Activity 1

In this activity learners have been asked to review the information provided in the stimulus material booklet and conduct an appraisal of animal welfare. Within this they are asked to identify the welfare issues of the animals detailed in the stimulus material making relevant links to animal welfare legislation.

This activity provides an opportunity for learners to apply their knowledge and skills of animal welfare, care, husbandry, licensing requirements and legislation to the scenario. It is due to the application nature of this activity that led to on average good marks being achieved in this activity.

As seen in previous series a large number of learners failed to identify any legislation other than the Animal Welfare Act 2006.

A number of learners identified the Boarding establishments Act rather than identifying the Licensing of Activities involving Animals, despite this act being stated in the stimulus material. whilst a much larger number did discuss the most current Licensing of Activities involving Animals and engaged well with the council guidance provided.

As seen in previous series number of learners used a traffic light system to carry out their welfare appraisal, the idea behind this that they rank welfare issues red, amber or green as per the unit specification. However a large number of learners ranked the actual stimulus material and missing information as red, amber or green rather than the actual welfare issues that they identified. In addition to this a number of learners completed their action plan based on what was missing rather than the actual welfare issues identified.

The document included the layout of the kennels, which gives us a good idea on ~~what~~ how the staff run the site. From this, we can see that the kennels is based outside. There are no corridors linking the kennels and other facilities preventing dogs from escaping.

We can see how big the kennels are and what they are made out of. The current kennels are made out of wood, chicken wire, glass, and bricks.

The wood can be chewed/scratched which can be easily damaged. The chicken wire can be bitten and the dogs can hurt themselves as it is sharp when broken. The chicken wire is also installed at the top front part of the kennels, which does not protect the dogs from rain or ~~draughts~~ wind. The floor is made out of concrete and does not mention any heated walls or floor and because the kennels are outside, the dogs are exposed

to rain, high winds and cold weather.

The staff rota shows that Tilly is the only staff member which comes in every day. With her also being the only person to be in on Mondays and Sundays. This could be bad as if the kennels are busy on those days, the kennels will be understaffed and unsafe.

The daily routine for the dogs show that they start their day by opening all kennels and letting dogs into outdoor exercise area. Are all

doors opened at the same time and let all dogs loose? Will staff have to chase dogs into the right area? Cleaning one kennel at a time can be time consuming, especially if there's only one or two staff members on site. One will have to keep an eye on the dogs and another will be cleaning. Each dog gets to go off the lead and exercise for 10 minutes.

The above response outlines a range of animal welfare issues with very limited reasoning of the issues and is not linked to the Animal Welfare Act, or any other legislation. Therefore they did not demonstrate a thorough knowledge and understanding of how the welfare issues, link to legislation and their implications resulting in 5 marks being awarded.

Activity 1

The kushty kennels has a fair bit of detail however they have made a few of mistakes. They have not provided enough floor as the floor space of a kennel should be 1.9m² and their kennels are not. By not proving this, they are braking one of the five animal welfare needs. On the floor pan of kushty kennels there is no sleeping area which is not needed but would be beneficial to the dogs as they can rest with other dogs and will therefor provide them with the social interaction they need. Their kennels are too small for any dog because for small dogs the correct size kennel is 2.25m², for medium dogs should have a kennel size of 2.8m² and large dogs should have a kennel size of 4.5m² but their kennel sizes are 4m by 1m which isn't providing them with enough space and goes against The Welfare Act 2006 and The Animal Welfare (licensing of activates involving animals) Regulation 2018. They do not state how far the isolation kennel is from the other kennels. Kushty kennels don't tell you what information they keep of the dogs or their owners. They don't state if they do risk assessments or not and they don't tell you if they do full cleans' or when they do them. Kushty haven't said if the dogs have any toys in their kennels with them, they should have some toys with them as the need for suitable enrichment is a welfare need. Kushty has not stated how big their exercise areas are. Kushty has not told us how they keep track of the dogs, if the dog has any health conditions or if the dogs need any medications, if the dogs need a special diet, if the dog is pregnant and how old the dog is. They don't state if they have a cossh unit which is a legal requirement under the Control of Substances Hazardous to Health 2002 to have if you have any chemicals that are hazardous to health. They have wood on the kennels but this will absorb any illnesses and cannot be cleaded they need to state if it is coated wood however, they also have chicken wire which is fine but this will need to be checked every day as it can break and cause critical injuries.

Need for a suitable environment.

This is rated red. The kennel blocks open outward, rather than inward, in direct contradiction to the Licensing of Activities involving Animals (England) Regulations 2018 (LAAR). Furthermore, the kennels appear to open onto the outside, meaning not only do the not open onto a secure corridor, but they don't open onto a secure premissis, meaning that the dogs are endanger of escaping. Adding to that the material and messurments of the kennels; having a wooden door and frame, along with chicken wire comprising the outside run, that is only 1x2m (2m squared), which would have been adequate if the kennels were built before November 2018, which required only 1.9m squared, the new regulation states it must be twice the length for the dog to lie down, which wouldn't suit many medium to large breeds, and giant breeds such as great danes would have no chance to be boarded there. The material, wood, while fround upon, is not banned, so long as its maintained and treated regularly, however, the chicken wire that is used simply isn't good enough, as the council state that it must be "rigid and escape proof", a dog will have no problem chewing through chicken wire, and that's not to mention the fact that they could very easily get teeth or claws suck on there.

The inside of the kennels is the same size as the run, at 1x2m, and is again not big enough for larger dogs to lay down. However, being outside, the kennels are exposed to the elements, and therefore must require heating, as the LAAR states that dogs must be able to remove themselves from climate, and sleeping area should be a minimum of above 10 degrees celcius. They also state that dogs must beable to remove themselves from direct heat source, which they couldn't do in such a small space.

The internal door of the kennel (the one the closes off the sleeping area) also appears to be made of wire, forcing the elements on the dogs at all times. The exercise and kennels both show no drainage area ether, once more violating the Animal Welfare Act 2006 (AWA), and the LAAR.

The kennels is also unequipt for young puppies, requiring any dog under 7 months to be in the quietist part of the kennel, with no drafts or excess noise. Unfortunately, the kennels are drafty and unfit for any dogs, as the mesh doors mean constant draft, and no help blocking out any extra noise. Although that does mean that the indoor area is constantly ventilated as specified by LAAR.

The dogs will however have access to direct sunlight, and natural air, with plenty of ventilation, allowing them to be somewhat content in those small few mercies.

Need for a suitable diet.

The dogs nutritional value and home sceduals should be taken into consideration, however this pales in comparison to the fact that the dogs need constant access to clean water this should rate this red. The dogs are fed twice daily, while no mention of quantity or specific feed is mentioned (which is a good thing as a sudden new diet can make a dog very sick) this may go against what an owner does at home, some dogs having access to food constantly throughout the day, almost like one large meal, where others my have 3-4 smaller meals, left down for an hour or 30 minutes at a time, as to not allow the dog to engorge themselves and make them sick. Constant water is also however nessasery, and Kushty Kennels do not seem to facilitate that, mentioning feed bowls and food, but no water retainers, nor cleaning of the water retainers.

Need to be able to exhibit normal behaviour patterns.

This would be rated yellow. The dogs while technically having access to a run, are also given the minimum of 20 minutes exercise a day, which is a legal requirement, both on and off lead, 10 minutes afforded to each, separated throughout the day. This is by no means acceptable for higher energy dogs, who will start to suffer, but does meet the legal minimum standard. As they have natural light, constantly so long as the sun is up, it is probably safe to assume that there is no light within the indoor section of the kennel, which will give them a natural day night cycle.

Need to be housed with, or apart from other animals.

This should be rated yellow. While this too is acceptable by the minimum standards of the AWA, as dogs should only beable to share kennels if they are from the same household, and with the owners permission, the fact of the matter is that there is simply not enough room for dogs to share a kennel, nor are there any double kennels, or larger kennels for larger breeds. Some dogs are simply use to, and enjoy the company of another dog, and it is cruel to separate them, especially as there already being separated from the owners. Housing the animals separately is good practise until it is required or requested otherwise, however this kennels cannot facilitate that, and while not being a legality, should be.

Need to be protected from pain, suffering, injury, and disease.

This is red. Besides the abysmal kennels, that would need constant upkeep and monitoring just to function, the lack of water, the stress, exposure to the elements, and potential lack of draining area, there is no exercise area for isolating dogs. This is another requirement by both the AWA and LAAR, as it then has the potential to spread whatever disease it has to other dogs. The exercise areas themselves don't state what they're made of, nor what is keeping them contained, so giving the benefit of the doubt, and presuming that it is secure with high metal fences, with grass turfe underlayed with concrete, as to prevent digging escapes, these would provide adiquete space for dogs to exercise, and play.

The Kennels layout diagram is adequate, while lacking several key features it would have liked to see, such as being to scale, and materials present, the document itself is useful enough. The key, while present was minimal, having only one thing on it, being the doors, and the entire thing has no scales or size reference for the complex as a whole, as well as the other stuff.

The kennel diagram was the most useful thing provided, with noted materials, dimensions, and labels, attached to it. An inside view of the indoor section of the kennel would be useful though, as all that can be told from the image at present is the approximate size of it.

The kennel staff rota is interesting, with having one person working 7 days a week, and unequal spread of staff throughout the days. The document itself though, in terms of usefulness to assess the kennel is mild at best, not showing whether these are full time staff, or volunteers. It is however easy to read and understand.

The qualifications of the staff are in themselves not up to scratch, as half do not appear to meet the council standards. The document is useful in attaining the quality of staff and proving that they are not adequate to run the kennels. This is a very useful document.

The kennels daily routine is, while easy to understand, lacking in key features once more, such as times for these processes to be done, or number of staff completing them at any one time. It also misses tasks that should be done, such as play time, times when dogs should be monitored, or extra time to clean kennels should it be necessary.

Some documents that could have proved useful when assessing the kennel are: an example of kennel numbering, and the information needed that should be present with them, as it would show what notes are taken on the dogs housed with them. A list of all dogs present, with a birds eye view of which kennels they're staying in, as this would keep everything organised, along with help with breeds, and extra requirements that might be needed by that dog. A detailed diagram of the exercise area, as to know what material it is all made of, and to note where the drainage layer might be. An emergency plan, in case of fire, flood, or other potential problems, as this is a legal

Another thing not stated, although this time probably not provided, is enrichment, which, without it could force the dog into boredom or depression, or an anxious state where they can become a danger to themselves, and others in bids to escape.

Besides the apparent drainage problem, the law requires kennels to be cleaned as necessary, as well as the minimum once daily cleaning, along with the twice daily removal of faeces, that is accounted for upon the daily routine. By not having times to check and monitor all dogs, (which is required, as the water intake is required to be monitored from the council) there is no mention of extra cleaning when required.

Finally, many of the staff don't appear to be trained in the council mandated level 2 qualification in animal care, and presuming that the 'induction training' counts, and provides all the necessary skills, 2 of the team aren't trained in dogs, but rather in other animals, which would not constitute (at least on paper without practical demonstration) knowing to be competent in; dog handling, dog behaviour, kennel hygiene, dog feeding, and recognising signs of ill health in dogs. Furthermore, on days such as Wednesday and Sunday, there are 2 or less staff present at the kennels, when it is clearly stated that there should be 1 staff to every 15 dogs. The kennel has a capacity for 40 dogs, not including isolation kennels, so to have 1-2 staff at a time is unacceptable, as it will not only diminish the dogs quality of care, potentially leading to illness, but there wouldn't be enough time to do all the maintenance, and basic husbandry tasks, as well as exercising all the dogs.

The above response has been structured around both around the five needs they give a balance of both the positives of the kennels and also identifies animal welfare issues. They have linked the welfare to legislation and given

good application and reasoning, and as a result of this they have gained all 20 of the marks available for this activity.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Appraisal of animal welfare issues/factors based on information provided	0	1-5	6-10	11-15	16-20
	No rewardable material	<ul style="list-style-type: none"> Generic statements or isolated elements of knowledge and understanding. Welfare issues/factors identified link to some of the welfare needs and are supported by occasionally relevant examples. Limited lines of reasoning evident in support of the welfare issues/factors identified which address either strengths or weaknesses. A limited attempt to link issues/factors to relevant welfare legislation/policy. A limited approach to scaling/ranking the issues/factors in terms of their impact is evident. 	<ul style="list-style-type: none"> Demonstrates generally accurate knowledge and understanding. Welfare issues/factors identified link to all welfare needs supported by a few relevant examples. Occasional lines of reasoning evident in support of the welfare issues/factors identified which address both strengths and weaknesses although there may be some imbalance. Partially developed linkage of issues/factors to relevant welfare legislation/policy. An adequate approach to scaling/ranking the issues/factors in terms of their impact is evident. 	<ul style="list-style-type: none"> Demonstrates mostly accurate knowledge and understanding. Welfare issues/factors identified link to all welfare needs supported by some relevant examples. Lines of reasoning evident in support of the welfare issues/factors identified which address both strengths and weaknesses with a reasonable balance. Developed linkage of issues/factors to relevant welfare legislation/policy. An effective approach to scaling/ranking the issues/factors in terms of their impact is evident. 	<ul style="list-style-type: none"> Demonstrates accurate and thorough knowledge and understanding. Welfare issues/factors identified clearly link to all welfare needs through the sustained use of relevant examples. Comprehensive lines of reasoning evident in support of the welfare issues/factors identified which address both strengths and weaknesses in a balanced way. Comprehensive linkage of issues/factors to relevant welfare legislation/policy. A comprehensive approach to scaling/ranking the issues/factors in terms of their impact is evident.

Activity 2

This activity asked learners to identify to what extent was the information provided in the stimulus materials useful and what additional information would have allowed them to complete a more comprehensive appraisal. This activity performed as expected with learners structuring their response around each piece of stimulus material and stating what judgements it allowed them to make and then going on to discuss what additional information would have helped them with a more thorough appraisal. Although there were a number of learners that continued appraising the welfare of the kushty Kennels.

- 2. What they can do to help kushty kennels is get a few things done to make sure the safety of the animals, staff ad customers are safe would be to have a fire plan in case of a fire because you never know when a fire going to start so it would be good to have a plan that's says what you do in case of a fire and where the emergency spot is to meet in case of one. Also, there was no list of dogs that are staying at the kennels is would be good to have a list of breeds and names of the owner's details with them. Make sure they keep the animals separate from the other animals so they don't attack each other or hurt other people. Make sure the kennels are clean and smell nice and have no slopes or sharp edges that they can hurt themselves on. Also make sure the kennels is connected to a drainage system so it**

doesn't smell or break. The isolation kennels should be 5 meters away from all the other dogs it doesn't tell us how far away they are from the other dogs and it also doesn't tell us how often they clean the isolation kennels out because if they isolating its either because they are ill an have a virus or disease or just in isolation from males. They must have a range of muzzles and protective wear in case a dog is agitated to keep you safe from the dog in case of an attack. Also, it doesn't say weather or not they have indication on the kennels or a register that have name, age and details on which would be need for vets, emergency and legislation reasons also they must all wear an identification tag and collar to see them and to know who they are. Also, it doesn't say or have a day-to-day routine or a yearly routine which would say how many times they clean or have the same dogs in. there is a problem with the staff qualifications and training because in the legislation it says there all meant to have a level 3 animal care qualification and it only says one have one.

In the above response the learner doesn't answer the question simply continues writing about welfare issues, however they do identify some information they were not provided with, the learner was awarded one mark.

The ^{diagram} ~~layout plan~~ - helped me appraise the need for a suitable environment as it clearly stated the materials each individual ~~space~~ ^{kernel} was made out of. It would've helped me more if the diagram actually included pictures of the inside of the kernel as if they did as if they did I could properly evaluate the ventilation, food & water systems within the kernel.

The Daily routine: helped me appraise the need to be free from pain, suffering and disease as it showed me not only a plan of the days but also how many times individual events occurred for example the amount of times the areas get cleaned. It would help my appraisal if a copy of the health checks was given to me as I could then know how (if any) ~~the~~ health issues are dealt with.

Tests or Exams

The Kuzhty kennels staff qualifications and training ~~sheet~~ sheet was also a good addition to the booklet as it allowed me to grasp an understanding on how qualified each member of staff is and whether or not the dogs are being kept in safe and professional hands. If each of their qualifications were written in the form of levels, it would make my appraisal more accurate, as I would be able to see which staff are actually eligible to work there.

The above response is a good evaluation it is structured around each piece of material provided stating its usefulness and what it allowed them to discuss, then going on to outline additional information they would have liked in order to complete a more comprehensive appraisal with limited reasoning as to why the additional information would have helped them. Therefore this response was awarded the eight marks for this activity.

Activity 2 – Evaluation of evidence provided

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Additional information necessary to complete the appraisal	0	1-2	3-5	6-8	9-10
No rewardable material		<ul style="list-style-type: none"> A limited evaluation of the suitability of the information. Additional information identified is of limited relevance and would only partially improve the appraisal. Limited lines of reasoning evident in support of either the evaluation or additional information. 	<ul style="list-style-type: none"> A partially developed evaluation of the suitability of the information. Additional information identified is generally relevant and would adequately improve the appraisal. Occasional lines of reasoning evident in support of both the evaluation and additional information. 	<ul style="list-style-type: none"> A developed evaluation of the suitability of the information. Additional information identified is relevant and would effectively improve the appraisal. Lines of reasoning mostly evident in support of both the evaluation and additional information. 	<ul style="list-style-type: none"> A comprehensive evaluation of the suitability of the information. Additional information identified is consistently relevant and would considerably improve the appraisal. Comprehensive lines of reasoning evident in support of both the evaluation and additional information.

Activity 3

In activity 3 learners produce an action plan which is based on the welfare issues that they have identified at Kushty Kennels in activity 1. A number of learners produced an action plan that did not apply and priority or realistic timescales and a number of learners based their actions plans around the information that was missing rather than the welfare issues raised and both of these limited the marks they were awarded. As seen in previous series the learners that achieved the best marks in this activity considered the format of their response such as producing table or using subheadings to ensure that they outlined the action, why the action was required, the timescale and priority of the action.

Question 3:

The first priority of the kennels is getting a register veterinarian with the appropriate level of experience in health and welfare so that any treatment that is administered with the consent of the owner when opening a kennels.

The first priority when a new dog comes in the kennel is to take the information from the owner like name of the dog, sex, age, medications.

1. The first priority in a daily routine, when working in a kennels in the morning is health checking the dogs as they have to go into the isolation bay or has an injury while they were trying to biting through the chicken wire to escape. So, then you can assess and address the situation so, you could inform the owner about what is happened and it should take only a few minutes to do a health check.
2. The kennels is removing soiled blankets from the enclosures and taking them to the cleaning store for the laundering, cleaning all the kennels a block at a time and picking faeces in the kennels so, when the dog are in the outside run so it is free from diseases and it should take an hour to clean all the kennel a block at a time.
3. When the kennels blocks are cleaned, make sure that the dogs have biscuits and water are cleaned, fill with extra wet food if they are provide to do so on the dogs information records, it should take a few minutes in each enclosure.
4. The dogs should also be health check after going to the outside run to check if they have injured themselves so it can be taken care off and it should take only a few minutes to do a health check.
5. Let each dog exercise separately off the lead for 10 minutes.

- they are dogs that are easy to catch as they want to stay and play in the run.
6. If the information record says that the owner want the kennels to groom their dog as they have paid extra for the service, it could take an hour and a half to groom the dog, however the staff should take extra prohen as the dog might bite and if they is any matted fur.
 7. Staff should walk no more than four dogs on the lean at the same time for 10 minutes.
 8. Clean the 'off lead' exercise area, it would take 30 minutes to clean.
 9. Make sure that the dogs have bisects and water are refill if needed, fill with extra wet food if they are provide to do so on the dogs information records, it should take a few minutes in each enclosure.
 10. Restocking the feeds and cleaning items should take only a few minutes to do.
 11. Mop all corridors and communal areas should only a few minutes.
 12. Locking up the kennels for the night, however they should be a member of staff on site.

In the above response the learner has totally misunderstood the question they simply produced a more effective daily routine rather than an action plan, this response was awarded zero marks for this activity.

Action	Justification	Timescale	Priority
<p>• Joe needs to go through training as he is a worker qualified</p>	<p>The fullbridge council states that staff must have a minimum level 2 qualification but he has a level one 1.</p>	<p>2 months</p>	<p>Critical</p>
<p>• Movement of the isolation block</p>	<p>I believe that the isolation block facing stay onto the outdoor exercise area is wrong as its almost like tormenting the isolated dog.</p>	<p>3 weeks</p>	<p>critical</p>
<p>of • Lack of staff</p>	<p>The FC states that the ratio of staff to dogs</p>	<p>(continued)</p>	<p>on page 12)</p>

Action	Justification	Timescale	Priority
	<p>↳ 1:15 however on Monday & Sunday Tilly is the only person working leading ↳ to assume they are not following rules Have new staff or move around the rota</p>	1 month	Red

The above response is a basic action plan that states the action required with some reasoning as to why it is required and a timescale, and a priority. This response was awarded 7 marks for this activity.

Activity 3 – Action plan in response to issues identified

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Action plan in response to welfare factors/issues identified	0	1-2	3-5	6-8	9-10
No rewardable material		<ul style="list-style-type: none"> Suggested actions are limited in terms of addressing the issues/factors identified. Limited lines of reasoning evident in support of the actions. Actions are listed without an attempt to prioritise. Limited attempt to apply realistic timescales to the actions. 	<ul style="list-style-type: none"> Suggested actions are adequate in terms of addressing the issues/factors identified. Occasional lines of reasoning evident in support of the actions. Actions are listed with an attempt to prioritise. Adequately applies realistic timescales to the actions. 	<ul style="list-style-type: none"> Suggested actions are good in terms of addressing the issues/factors identified. Lines of reasoning evident in support of the actions. Effectively prioritises most actions identified. Effectively applies realistic timescales to the actions. 	<ul style="list-style-type: none"> Suggested actions are comprehensive in terms of addressing the issues/factors identified. Comprehensive lines of reasoning evident in support of the actions. Comprehensively prioritises all actions identified. Comprehensively applies realistic timescales to the actions.

The structure of this paper is that learners are given an additional scenario for activity 4, and they are to apply their knowledge and understanding of ethical issues and apply them to this scenario, in this case the sale of animals as pets.

As seen previously a number of learners addressed the scenario with no reference to any of the ethical theories. Again, as seen previously some learners discuss the ethical theories generically without particularly applying

them to the given scenario limiting their ability to gain good marks on this activity.

Animals being kept as pets has ⁽²⁰⁾ possible and negative sides to it.

A negative about this is that in dogs especially, the animals get crossbred which can lead to health problems which is why it can be seen as cruel.

Another negative is that some animals will give birth multiple times which is seen as unfair because the animals sometimes are forced into it. This would not only tire their body out but would be stressful throughout the birth. The animals would usually be killed when they are no longer able to provide babies.

Another ethical issue is that during their time ~~in~~ before they are sold the animals may be treated badly.

The above response whilst it engages with the scenario and outlines a number of ethical issues, only one viewpoint is considered, unsupported reasoning or discussion and it makes no links to the ethical theories it was awarded 4 marks.

and handlers. When raised in breeding kennels, puppies are given the least care possible to lessen the cost to the owner. This can lead to ~~hard to socialise~~ behavioural problems when the puppies are adopted ~~as they are not used to the environment they~~ that can continue even when they have left the kennel. The mothers are often treated poorly, forced to give birth to an unnatural exponential amount of litters, ~~potentially~~ causing health problems from the ~~stress~~ ~~of birth~~ repeated stress of birth. Also, ~~as dogs raise their young,~~ ~~removing them from their~~ Also, with animals that raise their young, removing them early can have lasting effects on both the mother and children. If a ~~cat~~ kitten is not properly fed by their mother, later in life they can have atypical behaviours such as sucking on blankets to mimic breastfeeding. From a sentence point of view, this shows that cats have the capacity to be affected from separation ~~with~~ from their mothers.

In Order to sell as many animals as possible, pet shops may not disclose the information needed to care for them. Rabbits are often marketed as easy first time pets. However, they have a lot of specific care they need in order to survive. If an unexperienced pet owner chooses to adopt a rabbit without properly researching its needs, it can lead to the rabbit having a poor quality of life. Additionally, animals can be bought impulsively. ~~It~~ During lockdown, pet sales increased drastically. ~~When owners realise that they do not~~ Impulse buying leads to a lot of animals being abandoned at shelters. This is an issue as there is a growing animal ~~homeless~~ problem. Shelters often being overwhelmed with the amount of animals and thus being unable to adequately care for them.

[Because mothers are only valued when able to reproduce, if they become infertile they are put down. This is very sad.]

Thinking of the animals as a commodity ~~and~~ is human centered. The mass breeding of animals as products takes away their individuality ~~and dehumanises~~ them, despite them being living creatures with feelings. Being disconnected from the fact that pets are conscious allows people to justify their animal cruelty by dehumanising them. Someone with an animal rights point of view ~~are~~ would encourage adopting animals from a shelter rather than purchasing them.

☒ Pedigree breeds are often bred specifically for sale at high prices. ~~In order to~~ get 'pure breed' dogs ~~there can some~~ can sometimes involve inbreeding which leads to genetic defects in offspring. Dogs such as pugs have been specifically bred for their looks, however this has led to respiratory issues due to their juttared faces.

Breeding kennels are notorious for their cruel, cramped conditions. The owners of these places often take a contractarianism standpoint, focusing on making as much profit as possible. When the welfare of the animals is not the main focus of the person caring for them, it can ~~often~~ lead to a variety of problems. For example, ~~in dog breeding kennels~~ it is important to socialise puppies in order to habituate them to ~~the~~ the environment they will experience in the future. This could involve ~~making~~ ensuring they are used to the noise of ~~household~~ household items such as hoovers.

The above response is a comprehensive discussion that outlines a range of ethical issues giving thorough examples which are linked to ethical theories and terminology with clear lines of reasoning. This response was awarded the full 20 marks available for the activity.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Exploration /discussion of ethical issues on basis of information provided	0	1-5	6-10	11-15	16-20
	No rewardable material	<ul style="list-style-type: none"> Generic statements or isolated elements of knowledge and understanding, with many irrelevant issues. Only one viewpoint is considered. Lines of reasoning are unsupported or unclear, with serious logical flaws in the arguments put forward. There is a lack of structure to the response with little use of appropriate terminology. Displays a superficial discussion leading to a superficial judgement rarely supported through the application of relevant evidence. 	<ul style="list-style-type: none"> Demonstrates generally accurate knowledge and understanding of ethical issues relevant to the scenario with some lapses supported by occasional examples. Two contrasting viewpoints are explored with some consideration of how they are interrelated. Some occasional linkages present so that lines of reasoning are partially supported though following the argument may sometimes be difficult. There is a clear structure to the response and appropriate terminology is used. Displays a partially developed discussion leading to a judgement occasionally supported through the application of relevant evidence. 	<ul style="list-style-type: none"> Demonstrates mostly accurate knowledge and understanding of ethical issues relevant to the scenario supported by some examples. Several viewpoints are explored with some consideration of how they are interrelated. Linkages present so that lines of reasoning are supported and clear. There is an effective structure to the response and consistent terminology is generally used. Displays developed discussion leading to a judgement supported through the application of relevant evidence. 	<ul style="list-style-type: none"> Demonstrates accurate and thorough knowledge and understanding of the ethical issues relevant to the scenario supported by sustained examples. Several viewpoints are explored with sustained consideration of how they are interrelated. Comprehensive linkages evidenced so that lines of reasoning are well supported, clear and concise. There is a clear and logical structure to the response with thorough use of appropriate terminology. Displays a comprehensive discussion culminating in a judgement that is fully supported throughout by sustained application of relevant evidence.

Summary

Based on these performances on this paper learners should:

- Engage with the stimulus material provided including the council guidance and use this to identify welfare issues within the setting provided
- Link the issues to accurate and appropriate legislation with reasoning and an understanding of the impact of these issues
- Understand that their role is to complete a welfare appraisal prior to an inspection visit
- Use the number of marks awarded as a guide to the amount of depth required and read the question and ensure it is fully answered
- Know the different ethical theories and terminology and apply them in different scenarios demonstrating understanding through the use of relevant examples



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom

