

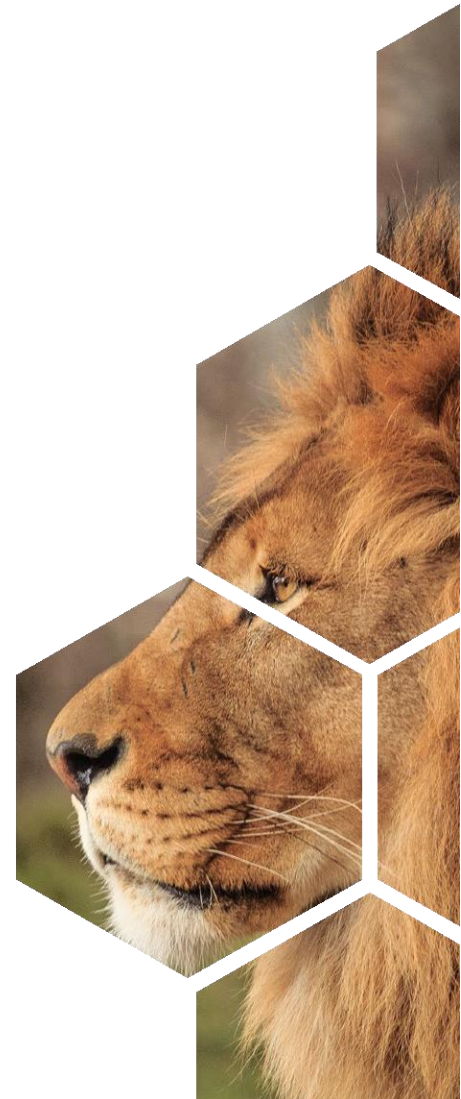


# **BTEC**

## **Level 1 Intro**

### **Sample Learner Work**

A3 Merit



PLEASE NOTE: When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own. You may use this form, a separate learner authenticity declaration, an electronic platform or incorporate a learner declaration into an Assignment Brief front sheet.



## Assessment record

First submission

Programme Title		Btec Level Entry 3 in Entry to Vocational Study	Learner Registration Number	
Assignment Title		Finding Out About a topic	Learner Name	
Unit / Component Number and Title		Unit 3 - Finding Out About A Topic		
Deadline		30/9/22	Date Submitted	30/9/22
Has an extension to the deadline been approved by the Assessor due to extenuating circumstances?				No
Targeted Criteria	Criteria achieved	Assessment comments		
A.P1	A.M1	You have used a range of different sources (websites/discussion).		
A.P2	A.M2	You have also toured the site of animal enclosures.		
B.P3	B.M3	You have gathered information by asking questions of an animal care worker / internet and woodpecker procedures / farm book. Documented and annotated information. You have created a detailed PowerPoint using your information, summarising also. Well organised and shared with the group.		
General comments				
You have worked well through this unit and created some very informative work. You interacted well with guests / speakers / farm workers.				
Learner Declaration - I certify that the evidence submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.			Learner signature	
			Date	
Assessor declaration - I certify that to the best of my knowledge the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.			Assessor signature	
			Date	4/10/22
Date of feedback to learner - this must be within a timely period of the assessment taking place				5/10/22
By signing the above declaration, you agree to your work and/or image (if featured in recorded and/or photographed files) to be used by Pearson or other Pearson group companies for:				
<ul style="list-style-type: none"> <li>professional development, online support and training of Centre Assessors</li> <li>support and training for Pearson Examiners/Moderators</li> <li>published resources</li> <li>marketing materials</li> </ul>				
Your personal details will be kept in accordance with GDPR, if you have any concerns regarding this, please contact us via the <a href="#">Pearson Contact Portal</a> .				
Resubmission authorisation by Lead Internal Verifier			LIV signature	N/A
All resubmissions must be authorised by the <b>Lead Internal Verifier</b> . Only one resubmission is possible per assignment, providing:			Date	N/A
<ul style="list-style-type: none"> <li>The learner has met initial deadlines set in the assignment or has met an agreed deadline extension.</li> <li>The tutor considers that the learner will be able to provide improved evidence without further guidance.</li> <li>Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner.</li> <li>Resubmission evidence <b>must</b> be submitted within 15 working days of learners receiving assessment feedback which must be within a timely period of the assessment taking place.</li> </ul>				

Note to Assessment Associate:  
Please return this completed form with the assessment materials



### BTEC Learner Sample Permission Declaration

<b>Centre Number &amp; Name:</b>	
<b>Qualification and Subject:</b>	BTEC Entry Level 3 in Entry to Vocational Study
<b>Unit Number and Title:</b>	Unit 3 Finding Out About A Topic
<b>Learner Number &amp; Name:</b>	

I agree to the learner work identified above, after having been made anonymous, being used to support any of the following activities, which may involve the display of work online through the Pearson website or through publications:

- Centre Professional Development, Training and Standardisation
- Exemplar Material
- Assessment Associate Training, Standardisation and Support
- Publication Materials

<b>Signed (Centre Assessor):</b>	
<b>Name (block capitals):</b>	
<b>Job Title:</b>	Tutor
<b>Date:</b>	4/10/22

<b>Signed (Learner):</b>	
<b>Name (block capitals):</b>	
<b>Parent/Guardian Consent (if under 16 years of age):</b>	
<b>Date:</b>	5/10/22

BTEC Learner Sample Permission Declaration  
Issue Date: 08 February 2021  
Owner: BTEC Assessment  
DCL1 Public (Unclassified)  
Version 0.1



## BTEC Assignment Brief

<b>Qualification</b>	BTEC Level Entry 3 in Entry to Vocational Study
<b>Unit or Component number and title</b>	Unit 3: Finding out about a topic
<b>Learning aim(s)</b> (For NQF/RQF only)	A 1 Skills for sourcing information on a topic A2 Skills for exploring and recording information on a topic B1 Skills for organising information on a topic B2 Skills for sharing information on a topic
<b>Assignment title</b>	Finding out about a topic
<b>Assessor</b>	
<b>Hand out date</b>	12/09/2022
<b>Hand in deadline</b>	30/09/2022

<b>Vocational Scenario or Context</b>	You have been asked to identify a personal interest or hobby, carry out some initial research and plan to present your findings to your group. The subject of your research should be negotiated with your tutor and you will be asked to find out about your topic and present it in a format suitable for your audience. You will share your collected information with at least one other person, such as your tutor or peer group.
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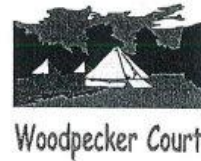
<b>Task 1</b>	You have been asked to research an animal at Woodpecker Court for the farm school students. You will need to choose one of the animals and research them using a variety of sources.
<b>Checklist of evidence required</b>	Record of research, information and sources of information
<b>Criteria covered by this task:</b>	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
A.P1	Select simple information from different sources.
A.M1	Select information from different sources and check their suitability.
A.P2	Record information in a limited range of ways.
A.M2	Record and explore information, making observations using different methods.
<b>Task 2</b>	Create a poster or PowerPoint presentation for your chosen animal
<b>Checklist of evidence required</b>	Poster or PowerPoint presentation displaying the animal, an image, what they eat and drink, their shelter needs, basic anatomy and life span.
<b>Criteria covered by this task:</b>	

Unit/Criteria reference	To achieve the criteria you must show that you are able to:
B.P3	Use simple methods for organising and sharing information, showing an attempt to summarise key information.
B.M3	Use methods for organising and sharing information, with some clear summarising of key information.

<b>Sources of information to support you with this Assignment</b>	<a href="https://www.ucl.ac.uk/ioe-writing-centre/reference-effectively-avoid-plagiarism/avoiding-plagiarism">https://www.ucl.ac.uk/ioe-writing-centre/reference-effectively-avoid-plagiarism/avoiding-plagiarism</a>  <a href="https://www.livestocking.net/what-are-farm-animals-introduction-and-benefits">https://www.livestocking.net/what-are-farm-animals-introduction-and-benefits</a>	
<b>Other assessment materials attached to this Assignment Brief</b>	<i>e.g. work sheets, risk assessments, case study</i>	
<b>FOR 2012 L1/2 FIRSTS ONLY: If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criteria have been met.</b>		
To achieve the criteria you must show that you are able to:	Unit	Criterion reference



**Woodpecker Court**  
 Woodpecker Court | Wigmore Lane | Eythorne | Kent | CT15 4BF  
 Tel: 01304 830958 Mobile: 07720 800391  
 Email: dmeehan@woodpeckercourt.com  
 Registered Company: 9629678 registered in England and Wales  
 VAT registration number: 218990574



## GUINEA PIGS

### STANDARD OPERATING PROCEDURE

1 October 2023  
 1st October 2019, Author D Meehan, Principal

Review date 1st October 2020

#### STANDARD OPERATING PROCEDURE

##### 1.0 PURPOSE:

- 1.1 This standard operating procedure (SOP) describes the methods for environmental enrichment of guinea pigs (*Cavia porcellus*) used for research and teaching purposes.
- 1.2 These methods are intended to improve the well-being of these animals by increasing species-specific behaviours and reducing maladaptive behaviours.

##### 2.0 STANDARDS:

###### 2.1 Natural Behaviour:

API - Simple  
 information

Guinea pigs are social rodents that do very well in group-housing situations. They have been domesticated for over 5000 years and have been used for food and as pets. Mating privileges, space and food are the primary stimuli for aggressive interactions, mostly occurring between males. Guinea pigs may be active at all times, though they appear to avoid intense light. They have a strong need to hide and their feeling of security depends on access to a covered refuge. (Banjanin et al, 2004) Guinea pigs are sensitive to changes in temperature and do not tolerate extreme heat very well. Guinea pigs are a gnawing species and are strict herbivores with a unique requirement for Vitamin C. They use vocal communications extensively and also rely on olfactory signals as scent marking.

1

Proud to be SSU Small Partner of the Year 2018



## 2.2 Environmental enrichment must be evaluated by taking into account the following:

2.2.1 The Natural Behaviour and needs of guinea pigs (see above)

2.2.2 **Social Enrichment** – Housing of compatible co specific offers a high level of enrichment. Every effort will be made socially house social species. If social housing is not possible, animals should be housed in a manner that allows for as much tactile, auditory, visual or olfactory contact as possible. Social housing is a recognized and important part of the Environment Enrichment Program but should not be viewed as the sole means of meeting the enrichment needs of animals.

2.2.3 **Physical Enrichment** (devices, toys, etc) – Physical enrichment can be an important part of the Environmental Enrichment Program. However the selection of physical enrichment should take into account the safety of the device, its ability to stimulate and maintain the animal's interest and its impact on the research being conducted. Physical enrichment should be carefully monitored to assess its impact of the goals of increasing natural behaviours.

2.2.4 **Activity/Food Enrichment** – Activity/food enrichment can be an important part of the Environmental Enrichment Program. However, the selection of activity/food enrichment should take into account the health of the animal and the limitations of its confines.

2.3 All animals will receive enrichment. In caring for the psychological well-being of animals, it is important to recognize limitations and use a balanced approach in providing the best possible care and allowing for the expression of species-typical behaviour within a functioning educational environment.

## 2.4 Stereotypies:

The Environmental Enrichment Program is a dynamic process. Ongoing evaluation is a necessary component to meeting the goal of more species-specific natural behaviours.

Stereotypies in guinea pigs include:

- fighting among cage mates
- stampeding

When these behaviours are observed we will evaluate the need for additional environmental enrichment.



- 2.5 Enrichment is an integral part of the daily husbandry and care of animals.

### 3.0 OPERATING PROCEDURES:

- 3.1 Social Enrichment – As a social species, guinea pig social housing will be considered the default method of housing unless otherwise justified based on social incompatibility resulting from inappropriate behaviour, veterinary-related concerns regarding animal well-being.
- 3.2 Physical Enrichment - in order of preference
- 3.2.1 **Hutch bedded with litter and ~ 8cm of autoclaved hay or wheat straw (separated from food and water) – Wheat straw is used if the guinea pigs are on a nutritional study as it provides bulk but minimal nutrition.**
- 3.2.2 PVC draining pipes cut in half to serve as a shelter
- 3.2.3 Housing to be cleared of litter and disinfected weekly as part of the standard cleaning plan.
- 3.2.4 External run outside of hutch to provide enrichment and extended run on grass, also allowing for petting by students.
- 3.3 Activity/Food Enrichment - in order of preference
- 3.3.1 **\*See 3.2.1 - ~ 8 cm of hay or wheat straw (separated from food and water) – Wheat straw is used if the guinea pigs are on a nutritional study as it provides bulk but minimal nutrition.**
- 3.3.2 **\*Novel fruits and vegetables (~2 pieces/guinea pig/week)**
- 4.0 **RECORDS:** The Animal Care Staff will ensure that up to date records are kept of all livestock, vet treatments and wellbeing.





We created a list  
of questions to ask  
Luke, who works on  
the farm, and he answered

1. Do guinea pigs hibernate?

2. Why do/How do some guinea pigs chirp?

3. What should guinea pigs eat?

no I know that already

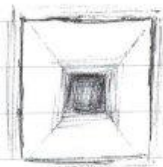
4. What is the life expectancy of a guinea pig?

5. Why should rabbits and guinea pigs be kept separate?

Food concentration + protein

6. What is the most common illness in guinea pigs?

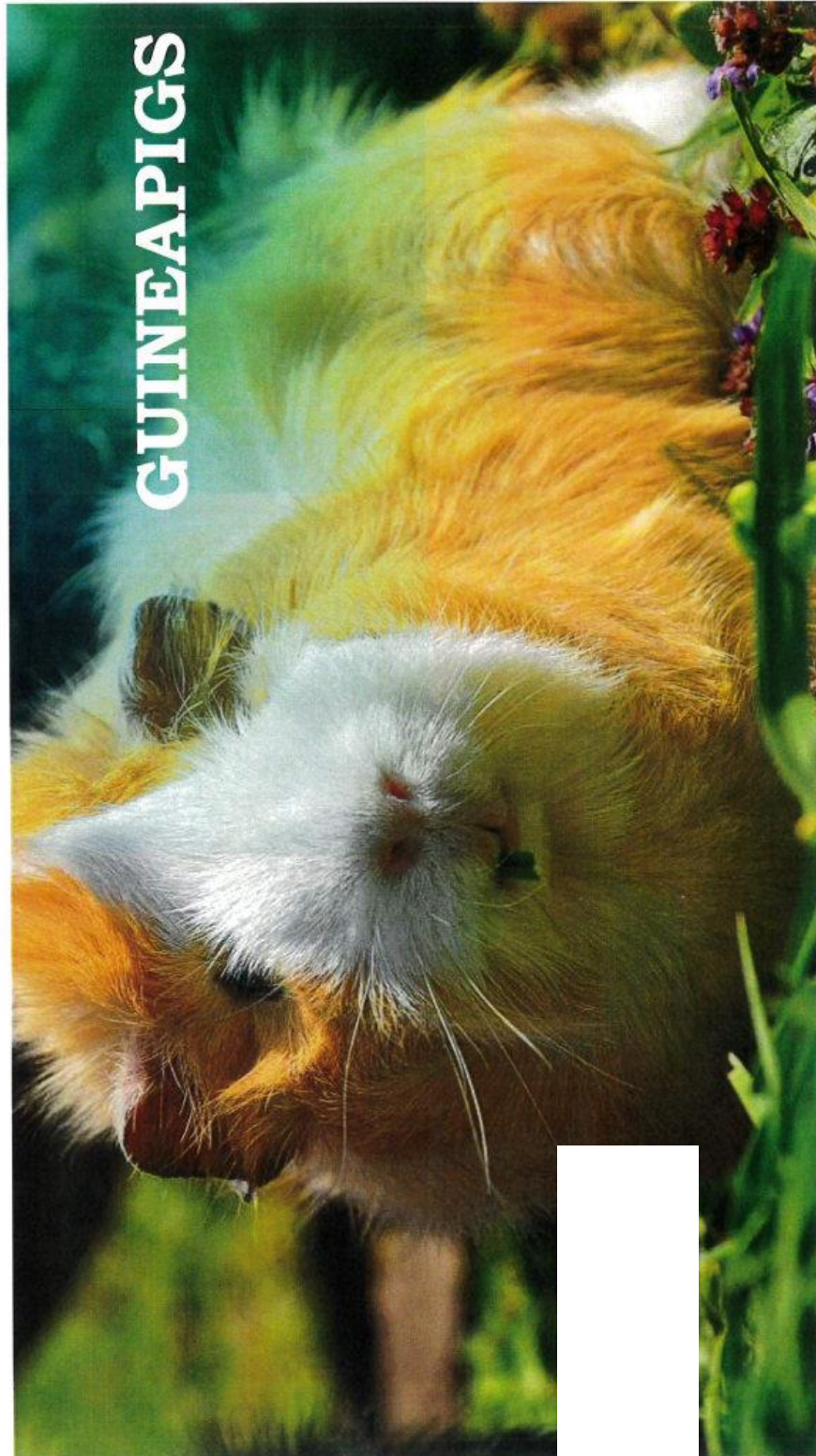
Flea and ticks



AP1 - Simple information

AP2 - Simple recording of information

*B P3 - Simple method of organising and sharing information*





AP2

BMB



# GUINEA PIG BREEDS

There are many different guinea pig breeds, and each type may need different care. An example of this is long-haired breeds, such as Coronet and Peruvian need more care for their fur, whereas Skinny pigs need extra care for their skin, since they have no fur at all.

-Abyssinian

American

American Crested / White Crested

Baldwin

Coronet

English Crested / Self Crested

Lunkarya

Merino

Peruvian

Satin

Sheba Mini Yak

Silkie

Skinny Pig

Teddy

Texel

Here are some types of guinea pig!





# GUINEA PIG DIETS

Guinea pigs are strict herbivores, and rely heavily on plants to sustain them. While their diets are relatively simple, there is a lot of foods that can harm your guinea pig.

## GOOD FOODS:

- Lettuce (Little gem, green leaf etc.)
- Carrots
- Cucumber
- Bananas
- Oranges
- Strawberries
- Tomatoes
- Hay
- Guinea pig nuggets



A fully grown guinea pig should be fed about  $\frac{1}{4}$  of a cup of pellets of food twice a day, as well as a good mix of safe fruits and vegetables.

## BAD FOODS:

- Potatoes
- Chillies
- Iceberg Lettuce
- Garlic
- Onions
- Dairy
- seeds, nuts and kernels
- mushrooms

# Guinea pigs Housing



A guinea pigs housing depends on if they are living outdoors or indoors. They are very fragile creatures and do not adjust to high or low temperatures well, so there should be things in places to make sure they stay warm/cool enough to survive and live happily.

Guinea pigs are very social animals, and should be kept in groups of two or more. However, males should not be put together unless they are bonded and there is no females around, as this can cause fights for dominance, sometimes to the death. Guinea pigs work in big groups with one male as the leader of the herd. Usually, a group will consist of one male, and however many females there is. In the wild, having a leader is vital for survival, and this mindset is programmed into their minds, even when domesticated.

Guinea pigs are also very friendly with other animals, such as humans. They enjoy cuddles and physical affection from us, although they are still very skittish and should not be handles roughly.

Guinea pigs need a lot of space, with plenty of places to burrow into and hide, such as hay and small hay houses. They need plenty of water bottles and lots of toys to increase sensory input. They should be given hay every day and given a full cleanout every week, making sure you do not stress the guinea pigs during.



# Guinea pig care


Guinea pigs should be given a check-up on their teeth, nails, skin and eyes every 2 weeks.

If they are an indoor guinea pig, they may need extra care than an outdoor guinea pig, such as more frequent nail trims. Each guinea pig will have their own separate needs. They are generally quite healthy creatures, but like any other animal, they can get sick and poorly. When a guinea pig gets sick or injured, it will try to hide is as they learned that weakness could lead to being picked on by other guinea pigs, or being an easy target for predators, so when looking after a guinea pig, you have to be observant and keep an eye out for any ill or ailments.




If you suspect there is something wrong with a guinea pig, make sure you take it to the vet quickly, as it can be hard to treat such a small animal later down the line


**FUN FACTS**



Guinea pigs can sleep with their eyes open!



Guinea pigs love cuddles



Guinea pigs are not related to pigs

Guinea pigs jump when happy! This can be called 'pop-corn'ing,