

Delivering BTEC during Coronavirus (COVID-19)



September 2020 to August 2021

Animal Care/Animal Management

Guidance for BTEC Nationals, Firsts and Technical Diploma

Teaching and learning guidance

Last updated 27 October 2020



Introduction

It is expected that COVID-19 will continue to impact upon teaching, learning and assessment through the academic year, impacting those learners who are part-way through their qualifications and those who are commencing this academic year. We are committed to ensuring that learners continue to benefit from the breadth of content of BTEC qualifications through adaptations in teaching and learning.

This document is intended to provide you with guidance for how you **might adapt delivery** for the sector's BTEC qualifications in the academic year of 2020-2021.

We continue to work with our regulators and relevant sector bodies on any possible adaptations or accommodations in line with the OFQUAL and DfE consultations.

Key aspects such as social distancing, safety, lost teaching time, subject content and practical activities have been considered from a sector perspective for your reference. However, it should be noted that all of the guidance provided here must only be followed within the context of the guidance issued by your own centre, relevant governing and industry bodies, local and national government.

For further advice and guidance, please refer to the Teaching, Learning and Assessment pages [on Pearson's website](#) or contact us [via the Customer Support portal](#).

We look forward to continuing to support you and your learners throughout this challenging time and wish you well for the coming year.



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 - BTEC Nationals in Animal Management (2010)



Overview

Adaptations to Assessments in 2021

Please refer to the assessment section on the [2020/2021 Teaching and Assessment page](#), for adaptations to assessments and qualifications for the 2021 Academic Year. Here you will find:

- External Assessment Adaptations
- Tech Award Assessment Evidence Adaptations
- Work Experience and Employer Engagement
- Exam timetables
- FAQs

Please note that not all qualifications will be adapted, and it is important that you refer to the relevant adaptation guidance for 2021.

Some qualifications will not be adapted for one of the following reasons:

- An adaptation would impact the reliability and validity of the qualification
- The qualification is a licence to practice or primary purpose is progression to the workplace

Please note all adaptations apply to assessments completed by 31 July 2021.



Safety

Care is needed to carry out practical work which will probably require fewer learners taking part in any practical task at the same time. Having fewer learners on each practical task may make the situation safer. However, lone working should not be attempted.

Lost time teaching

Centres may want to focus on ensuring that the learners have an adequate foundation for the units that will be delivered in 2020-21. Learners will probably have missed some teaching during early to mid-2020 and tutors may need to in-fill as they deliver the programmes during 2020-21. This will require careful planning.

Flexibility of delivery and assessment

There is considerable latitude for the use of diverse delivery models and assessment models. Most assessments can employ written reports, presentations, posters, video or audio recordings and other methods and these can be used in remote delivery. Visits to animal care/management industries are valuable but not mandatory.

What is important to retain the validity of the sector's qualifications?

Practical work/tasks are fundamental to BTECs in Animal Care/Management. This is essential for developing the proficiency in practical skills which is required in these vocational qualifications.

As contact time between staff and learners maybe limited, centres may find that they should use this time for practical work as theory can be delivered remotely. Centres may decide to deliver option units which do not require practical work in assessment.



Teaching and learning guidance

| Unit Title | Remote delivery (✓ X) | Socially distanced (✓ X) | Comments |
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| Pearson BTEC Level 1/Level 2 First Award in Animal Care 2014 | | | |
| Unit 1: Animal Health | ✓ | ✓ | Traditional written examination which may be delivered remotely. Individual/solo handling/restraint where social distancing cannot be maintained. |
| Unit 2: Animal Handling | ✓ | ✓ | <p>Assessors should select the animals and handling tasks to ensure that handling can be carried out individually safely. The range should still be covered. Learning aim B.P5, learners must be able to demonstrate competently and safely the correct handling and restraint techniques for four different species of animals (with at least one animal from each of the range of animals specified in the unit content and Resources section)</p> <p>Unit content</p> <ul style="list-style-type: none"> • small/companion animals (rabbit, guinea pig, hamster, etc.) • reptile animal (lizard, snake, tortoise, etc.) • avian animal (duck, chicken or small bird, e.g. budgie, cockatiel) • large/livestock animal (pig, sheep, goat etc.). <p>Use of video evidence or remote video platform e.g. Teams could be used to assess practical aspects and limit contact time. Practical evidence is still to be supported by authenticated evidence.</p> <p>Plan for and use of PPE to limit risk of COVID as well as handling/animal safety. Completion of handling and fitting of restraint equipment could be completed remotely with submission of suitable evidence e.g. video. Tasks could be completed on learners own animals or in a suitable industrial placement with expert witness statement and appropriate evidence.</p> |



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| | | | <p>Animals could be rotated between learners in line with government guidance.</p> <p>Handling equipment can be rotated between learners and appropriately cleaned and disinfected before and after use.</p> <p>Preparation for and evaluation of tasks could be carried out remotely.</p> <p>Strong links to Unit 4: Animal Housing and Accommodation - assessment and teaching could be combined to reduce time and number of assessments required.</p> |
| <p>Unit 4: Animal Housing and Accommodation</p> | <p>✓</p> | <p>✓</p> | <p>Activity/assessment could be individual activity or small groups ensuring social distancing and hygiene in line with government guidance.</p> <p>Consider where the activity takes place e.g. could it be done outside where there is more space and ventilation.</p> <p>Consider the use of video evidence or remote video platform e.g. Teams to assess practical activities. Practical evidence is still to be supported by authenticated evidence.</p> <p>Animals/accommodation could be rotated between learners in line with government guidance.</p> <p>Where possible equipment can be rotated with suitable time frames between use.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use e.g. virucidal cleaner/disinfectant.</p> <p>Preparation for and evaluation of practical tasks could be carried out remotely and individually before and after the practical activity. To reduce contact and assessment time.</p> <p>Consider remote completion of tasks with submission of suitable evidence e.g. video. Tasks could be completed using learners' own animals or in a suitable industrial placement with expert witness statement and appropriate evidence.</p> |



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| | | | <p>Plan for and use of PPE to limit risk of COVID as well as safety associated with working with animals.</p> <p>Consider the environment where the activity takes place</p> <p>Strong links to Unit 2: Animal Handling - assessment and teaching could be combined to reduce time and number of assessments required.</p> <p>Optional so could be replaced with another optional unit with less practical assessment.</p> |
| Unit 5: Principles of Animal Behaviour | ✓ | ✓ | <p>Learners can individually complete behavioural observations of animals. Or consider small groups where government guidelines can be met on social distancing and hygiene.</p> <p>This unit provides opportunity for remote learning and assessment where learners have access to a suitable range of animals from home and/or the use of quality behavioural video footage.</p> |
| Pearson BTEC Level 2 First in Animal Care 2010 QCF | | | |
| Unit 1: Undertake Work Related Experience in the Land-based Industries | | ✓ | <p>Some aspects can be taught and assessed remotely e.g. researching in employment, applying for work experience and evaluation of work experience.</p> <p>Consider conducting any interviews via an online platform.</p> <p>Consider running this unit long and thin or assessing at the end of year/qualification to enable learners the maximum amount to time to complete required work experience hours. The specified number of work experience hours should be completed.</p> <p>The availability of work experience providers has been impacted by the current situation surrounding COVID-19 rules and regulations.</p> <p>Learners can be credited for hours from work completed 'in house' on the college/school facilities e.g... Animal Unit, Stable yard, Farm. This situation should be treated as a working</p> |



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| | | | <p>environment with learners given a job description for the role they are expected to fulfill, for example, an 'animal care technician'.</p> <p>'In house' hours should be considered as a starting point for learners and be combined with further hours in an animal/equine setting i.e. rotate learners amongst the available providers and the animal unit.</p> <p>Whilst on work experience look to see how learners could collect practical evidence and witness statements to evidence other unit requirements e.g. grooming, large animal handling. This will need to be planned to ensure that unit criteria are fully covered, and evidence is authentic and enables assessment.</p> <p>Work placements will need to be compliant with government restrictions and guidelines. Guidance for employers may be needed. Consider the use of online platforms to reduce paper trails.</p> |
| <p>Unit 2: Maintain Animal Accommodation</p> | <p>✓</p> | <p>✓</p> | <p>Activity/assessment could be individual activity or small groups ensuring social distancing and hygiene in line with government guidance.</p> <p>Consider where the activity takes place e.g. could it be done outside where there is more space and ventilation.</p> <p>Consider the use of video evidence or remote video platform e.g. Teams to assess practical activities. Practical evidence is still to be supported by authenticated evidence.</p> <p>Animals/accommodation could be rotated between learners to reduce risk.</p> <p>Where possible equipment can be rotated with suitable time frames between use.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p> |



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| | | | <p>Preparation for and evaluation of practical tasks could be carried out remotely and individually before and after the practical activity. To reduce contact and assessment time.</p> <p>Consider remote completion of tasks with submission of suitable evidence e.g. video. Tasks could be completed using learners' own animals or in a suitable industrial placement with expert witness statement and appropriate evidence.</p> <p>Plan for and use of PPE to limit risk of COVID as well as safety associated with working with animals.</p> |
| <p>Unit 3: Undertake Practical Animal Feeding</p> | ✓ | ✓ | <p>Activity/assessment could be individual activity or small groups ensuring social distancing and hygiene in line with government guidance.</p> <p>Consider where the activity takes place e.g. could it be done outside where there is more space and ventilation.</p> <p>Consider the use of video evidence or remote video platform e.g. Teams to assess practical activities. Practical evidence is still to be supported by authenticated evidence.</p> <p>Where possible equipment can be rotated with suitable time frames between use.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p> <p>Preparation for and evaluation of practical tasks could be carried out remotely and individually before and after the practical activity. To reduce contact and assessment time.</p> <p>Consider remote completion of tasks with submission of suitable evidence e.g. video. Tasks could be completed using learners' own animals or in a suitable industrial placement with expert witness statement and appropriate evidence.</p> |



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| | | | <p>Plan for and use of PPE to limit risk of COVID as well as safety associated with working with animals.</p> <p>Possible links to Units 2 to combine assessment and teaching to reduce time and contact. Links also to a range of optional units</p> |
| <p>Unit 4: Maintain Animal Health and Welfare</p> | <p>✓</p> | <p>✓</p> | <p>Individual/solo health checks and treatment where social distancing cannot be maintained. Assessors could select the animals and treatment to ensure that they can be carried out individually safely. The range should still be covered.</p> <p>During the assessment the assessor and learner are to maintain social distancing and hygiene measures in line with government guidance.</p> <p>Consider the use of video evidence or remote video platform e.g. Teams to assess practical activities. Practical evidence is still to be supported by authenticated evidence.</p> <p>Animals/accommodation could be rotated between learners in line with government guidance.</p> <p>Where possible equipment can be rotated with suitable time frames between use.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p> <p>Preparation for and evaluation of practical tasks could be carried out remotely and individually before and after the practical activity. To reduce contact and assessment time.</p> <p>Consider remote completion of tasks with submission of suitable evidence e.g. video. Tasks could be completed using learners' own animals or in a suitable industrial placement with expert witness statement and appropriate evidence.</p> <p>Plan for and use of PPE to limit risk of COVID as well as safety associated with working with animals.</p> <p>Opportunity for links to other units to combine assessment and reduce time required.</p> |



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| <p>Unit 8: Participate in Providing Estate Maintenance</p> <p>Unit 9: Conservation and Improvement of British Habitats</p> <p>Unit 10: Presentation and Service for Retailing in the Landbased Sector</p> <p>Unit 11: Introduction to Animal Breeds and Grooming</p> <p>Unit 12: Understand the Principles and Practices of Animal Establishments</p> <p>Unit 13: Contribute to the Care of Exotic Animals</p> <p>Unit 14: Contribute to the Nursing of Animals</p> <p>Unit 15: Introduction to Caring for Ornamental Aquatics</p> <p>Unit 16: Introduction to Caring for Horses</p> | <p>✓</p> | <p>✓</p> | <p>All these units include some form of practical element. Please refer to comments on Unit 2, 3 and 4: regarding practical learning and assessment.</p> <p>Look at where evidence generated in one practical could be used to evidence criteria across a range of units to reduce assessment and contact time. Ensure this is planned and that the appropriate evidence for each criterion is generated and authentic.</p> <p>Work experience could be used to evidence criteria and provide learning.</p> |
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| Pearson BTEC Level 2 Technical Diploma Animal Care | | | |
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| <p>Unit 1: Practical Animal Health</p> | <p>✓</p> | <p>✓</p> | <p>Individual/solo health checks, grooming, treatment and first aid of animals where social distancing cannot be maintained. Assessors could select the animals and activity to ensure that they can be carried out by one learner safely. The range should still be covered. Learning Aim A: Animal species must include a minimum of two examples each from (to a total of 6): mammal, avian or aquatic, reptile or amphibian. Learning Aim B: 3 animals groomed (must include cat/dog) and also 2 animals treated Learning Aim C: 3 animal species</p> <p>During the assessment the assessor and learner are to maintain social distancing and hygiene measures in line with government guidance.</p> <p>Consider the use of video evidence or remote video platform e.g. Teams to assess practical activities. Practical evidence is still to be supported by authenticated evidence.</p> <p>Animals could be rotated between learners to reduce risk.</p> <p>Where possible equipment can be rotated with suitable time frames between use.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p> <p>Preparation for and evaluation of practical tasks could be carried out remotely and individually before and after the practical activity. To reduce contact and assessment time.</p> <p>Consider remote completion of tasks with submission of suitable evidence e.g. video. Tasks could be completed using learners' own animals or in a suitable industrial placement with expert witness statement and appropriate evidence.</p> <p>Plan for and use of PPE to limit risk of COVID as well as safety associated with working with animals.</p> |



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| Unit 2: Introduction to Animal Biology and Health | ✓ | ✓ | Online on demand examination that can be taken at different times by learners to allow social distancing. |
| Unit 3: Animal Care Work Placement | ✓ | ✓ | <p>Some aspects can be taught and assessed remotely e.g. researching in employment, applying for work experience and evaluation of work experience.</p> <p>Consider conducting any interviews via an online platform.</p> <p>Consider running this unit long and thin or assessing at the end of year/qualification to enable learners the maximum amount of time to complete required work experience hours. The specified number of work experience hours should be completed.</p> <p>The availability of work experience providers has been impacted by the current situation surrounding COVID-19 rules and regulations.</p> <p>Learners can be credited for hours from work completed 'in house' on the college/school facilities e.g. Animal Unit, Stable yard. This situation should be treated as a working environment with learners given a job description for the role they are expected to fulfill, for example, an 'animal care technician'.</p> <p>'In house' hours should be considered as a starting point for learners and be combined with further hours in an animal/equine i.e. rotate learners amongst the available providers and the unit.</p> <p>Whilst on work experience look to see how learners could collect practical evidence and witness statements to evidence other unit requirements e.g. grooming, large animal handling. This will need to be planned to ensure that unit criteria are fully covered, and evidence is authentic and enables assessment.</p> <p>Work placements will need to be compliant with government restrictions and guidelines. Guidance for employers may be needed. Consider the use of online platforms to reduce paper trails.</p> |



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| Unit 4: Animal Welfare | ✓ | ✓ | An externally set task which has a two day window of supervised time, 2 hour 30 minutes. This would support learners being separated into smaller groups to sit this task and allow social distancing. |
| Unit 5: Animal Behaviour Assessment and Safe Handling | ✓ | ✓ | Individual/solo handling/restraint. Where social distancing cannot be maintained. Assessors should select the animals and activity to ensure that they can be carried out by one learner safely. The range should still be covered. Learning aim A, at least one each of companion animal, farm livestock animal, small animal and exotic or wild animal. This must be assessed in practical situations wherever possible, e.g. observation of animals in a given scenario. However, the use of high-quality audio-visual materials can be used in circumstances where behaviours are not naturally occurring at the time of assessment. Learning aim B and C, two companion animals, one species of farm livestock, one small and one exotic or wild animal. During the assessment the assessor and learner are to maintain social distancing and hygiene measures in line with government guidance. Consider the use of video evidence or remote video platform e.g. Teams to assess practical activities. Practical evidence is still to be supported by authenticated evidence. Animals could be rotated between learners to reduce risk. Where possible equipment can be rotated with suitable time frames between use. All equipment should be appropriately cleaned and disinfected before and after use. Preparation for and evaluation of practical tasks could be carried out remotely and individually before and after the practical activity. To reduce contact and assessment time. |



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| | | | <p>Consider remote completion of tasks with submission of suitable evidence e.g. video. Tasks could be completed using learners' own animals or in a suitable industrial placement with expert witness statement and appropriate evidence.</p> <p>Plan for and use of PPE to limit risk of COVID as well as safety associated with working with animals.</p> <p>Learners can individually complete behavioural observations of animals. Or consider small groups where government guidelines can be met on social distancing and hygiene.</p> <p>Use of quality behavioural video footage could be used to aid distance learning and assessment.</p> |
| <p>Unit 6: Feeding, Accommodating and Moving Animals</p> | ✓ | ✓ | <p>Feeding and accommodation activity/assessment could be individual activity or small groups ensuring social distancing and hygiene in line with government guidance.</p> <p>Individual/solo handling/restraint where social distancing cannot be maintained. Assessors should select the animals and activity to ensure that they can be carried out by one learner safely. The range should still be covered.</p> <p>Learning aim A, Animal species to include: mammal, avian or aquatic, insect or arachnid, reptile or amphibian.</p> <p>Learning aim B, Animal species to include a mammal and two selected from the following groups: avian or aquatic, insect or arachnid, reptile or amphibian.</p> <p>Learning aim C, a named animal species.</p> <p>Consider where the activity takes place e.g. could it be done outside where there is more space and ventilation.</p> <p>Consider the use of video evidence or remote video platform e.g. Teams to assess practical activities. Practical evidence is still to be supported by authenticated evidence.</p> |



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| | | | <p>Where possible equipment can be rotated with suitable time frames between use.</p> <p>All equipment should be appropriately cleaned and disinfected before and after use.</p> <p>Preparation for and evaluation of practical tasks could be carried out remotely and individually before and after the practical activity. To reduce contact and assessment time.</p> <p>Consider remote completion of tasks with submission of suitable evidence e.g. video. Tasks could be completed using learners' own animals or in a suitable industrial placement with expert witness statement and appropriate evidence.</p> <p>Plan for and use of PPE to limit risk of COVID as well as safety associated with working with animals.</p> |
| Pearson BTEC Nationals Animal Management (2016) RQF | | | |
| Unit 1: Animal Breeding and Genetics | ✓ | ✓ | This unit is assessed by an externally set task which has no practical. This may be delivered remotely to learners. The examination timetable has a supervised window of one day so it may be possible to split the class and have one group sit the task in the morning and the other group could sit it in the afternoon/evening to support social distancing in the examination room and keep each set of learners separate. |
| Unit 2: Animal Biology | ✓ | ✓ | Assessed by exam. No practical in assessment. Can be delivered remotely to learners. |
| Unit 3: Animal Welfare and Ethics | ✓ | ✓ | This unit is assessed by an externally set task which has no practical. This may be delivered remotely to learners. The examination timetable has a supervised window of one day so it may be possible to split the class and have one group sit the task in the morning and the other group could sit it in the afternoon/evening to support social distancing in the examination room and keep each set of learners separate. |



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| <p>Unit 4: Practical Animal Husbandry</p> | <p>✓</p> | <p>✓</p> | <p>Handling, accommodation and husbandry activity/assessment could be individual activity or small groups ensuring social distancing and hygiene in line with government guidance.</p> <p>Activities should be planned to be individual/solo where social distancing cannot be maintained. Assessors should select the animals and activity to ensure that they can be carried out by one learner safely.</p> <p>Consider where the activity takes place e.g. could it be done outside where there is more space and ventilation.</p> <p>Consider the use of video evidence collected by the learner or the use of a remote video platform e.g. Teams to assess practical activities without the need to be present. Practical evidence is still to be supported by authenticated evidence.</p> <p>Where possible equipment can be rotated with suitable time frames between use.</p> <p>All equipment and surfaces should be appropriately cleaned and disinfected before and after use and between learners.</p> <p>Preparation for and evaluation of practical tasks could be carried out remotely and individually before and after the practical activity. This will help to reduce contact and assessment time.</p> <p>Consider remote completion of tasks with submission of suitable evidence e.g. video. Tasks could be completed using learners' own animals or in a suitable industrial placement with expert witness statement and appropriate evidence.</p> <p>Plan for and use of PPE to limit risk of COVID as well as safety associated with working with animals.</p> |
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| <p>Unit 5: Animal Behaviour</p> | <p>✓</p> | <p>✓</p> | <p>Learners can individually complete behavioural observations of animals. Or consider small groups where government guidelines can be met on social distancing and hygiene.</p> <p>This unit provides opportunity for remote learning and assessment where learners have access to a suitable range of animals from home and/or the use of quality behavioural video footage.</p> |
| <p>Unit 6: Animal Health and Diseases</p> | <p>✓</p> | <p>✓</p> | <p>Practical aspects of the unit for Learning Aim B and C (carry out/perform health assessment, treatments, monitoring and recording) can be linked and kept to the minimum as identified in the assessment guidance. Please refer to Unit 4: Practical Animal Husbandry for comments on activities and assessment of practical activities.</p> <p>There is opportunity to link these practical activities with other units e.g. unit 4 and 17 to reduce teaching and contact time.</p> |
| <p>Unit 7: Work Experience in the Animal Sector</p> | <p>✓</p> | <p>✓</p> | <p>Some aspects can be taught and assessed remotely e.g. researching in employment, applying for work experience and evaluation of work experience.</p> <p>Consider conducting any interviews via an online platform.</p> <p>Consider running this unit long and thin or assessing at the end of year/qualification to enable learners the maximum amount of time to complete required work experience hours. The specified number of work experience hours should be completed.</p> <p>The availability of work experience providers has been impacted by the current situation surrounding COVID-19 rules and regulations.</p> <p>Learners can be credited for hours from work completed 'in house' on the college/school facilities e.g. Animal Unit, Stable yard. This situation should be treated as a working environment with learners given a job description for the role they are expected to fulfill, for example, an 'animal care technician'.</p> |



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| | | | <p>'In house' hours should be considered as a starting point for learners and be combined with further hours in an animal/equine i.e. rotate learners amongst the available providers and the unit.</p> <p>Whilst on work experience look to see how learners could collect practical evidence and witness statements to evidence other unit requirements e.g. grooming, large animal handling. This will need to be planned to ensure that unit criteria are fully covered, and evidence is authentic and enables assessment.</p> <p>Work placements will need to be compliant with government restrictions and guidelines. Guidance for employers may be needed. Consider the use of online platforms to reduce paper trails.</p> |
| Unit 8: Investigative Research Project | ✓ | ✓ | This unit would lend itself to remote learning. Learners can select research projects to carry out independently abiding by government guidance and social distancing. |
| Unit 9: Practical Skills in Animal Science | ✓ | ✓ | Aspects of this unit can be carried out remotely with some practical lab work and assessment required with the use of specialised equipment. Consider rotating learners periodically between lab work and remote work to reduce class numbers and maintain social distancing. |
| Unit 16: Animal Grooming Unit 18: Aquatic Animal Health and Husbandry Unit 19: Farm Livestock Husbandry Unit 20: Human and Animal Interaction Unit 21: Exotic Animal Husbandry Unit 22: Practical Estate Planning, Construction and Maintenance | ✓ | ✓ | <p>All these units include some form of practical element. Please refer to comments on Unit 4: regarding practical learning and assessment.</p> <p>Look at where evidence generated in one practical could be used to evidence criteria across a range of units to reduce assessment and contact time. Ensure this is planned and that the appropriate evidence for each criterion is generated and authentic.</p> <p>Work experience could be used to evidence criteria and provide learning.</p> |



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| <p>Unit 24: Wildlife Ecology and Conservation Management</p> | <p>✓</p> | <p>✓</p> | <p>Please refer to comments on unit 4 and unit 7 regarding practical assessment.</p> <p>Consider learners completing individual surveys remotely and then combining data online from several learners to provide the range needed for analysis.</p> |
| <p>Pearson BTEC Level 3 National in Animal Management 2010</p> | | | |
| <p>Unit 1: Understand and Promote Animal Health</p> | <p>✓</p> | <p>✓</p> | <p>Handling and health assessment activity/assessment could be individual activity or small groups ensuring social distancing and hygiene in line with government guidance.</p> <p>Activities should be planned to be individual/solo where social distancing cannot be maintained.</p> <p>Assessors should select the animals and activity to ensure that they can be carried out by one learner safely. The range should still be covered.</p> <p>Consider where the activity takes place e.g. could it be done outside where there is more space and ventilation.</p> <p>Consider the use of video evidence collected by the learner or the use of a remote video platform e.g. Teams to assess practical activities without the need to be present. Practical evidence is still to be supported by authenticated evidence.</p> <p>Where possible equipment can be rotated with suitable time frames between use.</p> <p>All equipment and surfaces should be appropriately cleaned and disinfected before and after use and between learners.</p> <p>Preparation for and evaluation of practical tasks could be carried out remotely and individually before and after the practical activity. This will help to reduce contact and assessment time.</p> |



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| | | | <p>Consider remote completion of tasks with submission of suitable evidence e.g. video. Tasks could be completed using learners' own animals or in a suitable industrial placement with expert witness statement and appropriate evidence.</p> <p>Plan for and use of PPE to limit risk of COVID as well as safety associated with working with animals.</p> |
| Unit 2: Understand the Principles of Animal Biology | ✓ | ✓ | This unit is suitable for remote learning and assessment. |
| Unit 3: Understand Animal Anatomy and Physiology | ✓ | ✓ | This unit is suitable for remote learning and assessment. |
| Unit 4: Undertake Animal Handling and Safe Working | ✓ | ✓ | <p>Handling, accommodation, feeding and husbandry activity/assessment could be individual activity or small groups ensuring social distancing and hygiene in line with government guidance.</p> <p>Activities should be planned to be individual/solo where social distancing cannot be maintained.</p> <p>Assessors should select the animals and activity to ensure that they can be carried out by one learner safely. The range should still be covered.</p> <p>Consider where the activity takes place e.g. could it be done outside where there is more space and ventilation.</p> <p>Consider the use of video evidence collected by the learner or the use of a remote video platform e.g. Teams to assess practical activities without the need to be present. Practical evidence is still to be supported by authenticated evidence.</p> <p>Where possible equipment can be rotated with suitable time frames between use.</p> |



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| | | | <p>All equipment and surfaces should be appropriately cleaned and disinfected before and after use and between learners.</p> <p>Preparation for and evaluation of practical tasks could be carried out remotely and individually before and after the practical activity. This will help to reduce contact and assessment time.</p> <p>Consider remote completion of tasks with submission of suitable evidence e.g. video. Tasks could be completed using learners' own animals or in a suitable industrial placement with expert witness statement and appropriate evidence.</p> <p>Plan for and use of PPE to limit risk of COVID as well as safety associated with working with animals.</p> |
| Unit 5: Plan and Monitor Animal Feeding | ✓ | ✓ | This unit involves practical elements. Please refer to comments on Unit 4: regarding practical learning and assessment. |
| Unit 6: Plan and Monitor Animal Feeding | ✓ | ✓ | This unit involves practical elements. Please refer to comments on Unit 4: regarding practical learning and assessment. |
| Unit 7: Undertake an Investigative Project in the Land-based Sector | ✓ | ✓ | This unit would lend itself to remote learning. Learners can select research projects to carry out independently abiding by government guidance and social distancing. |



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| <p>Unit 8: Undertake and Review Work Related Experience in the Land-based Industries</p> | <p>✓</p> | <p>✓</p> | <p>Some aspects can be taught and assessed remotely e.g. researching in employment, applying for work experience and evaluation of work experience.</p> <p>Consider conducting any interviews via an online platform.</p> <p>Consider running this unit long and thin or assessing at the end of year/qualification to enable learners the maximum amount of time to complete required work experience hours. The specified number of work experience hours should be completed.</p> <p>The availability of work experience providers has been impacted by the current situation surrounding COVID-19 rules and regulations.</p> <p>Learners can be credited for hours from work completed 'in house' on the college/school facilities e.g. Animal Unit, Stable yard. This situation should be treated as a working environment with learners given a job description for the role they are expected to fulfill, for example, an 'animal care technician'.</p> <p>'In house' hours should be considered as a starting point for learners and be combined with further hours in an animal/equine i.e. rotate learners amongst the available providers and the unit.</p> <p>Whilst on work experience look to see how learners could collect practical evidence and witness statements to evidence other unit requirements e.g. grooming, large animal handling. This will need to be planned to ensure that unit criteria are fully covered, and evidence is authentic and enables assessment.</p> <p>Work placements will need to be compliant with government restrictions and guidelines. Guidance for employers may be needed. Consider the use of online platforms to reduce paper trails.</p> |
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| <p>Unit 11: Understand the Principles of Animal Nursing</p> <p>Unit 17: Understand the Principles of Aquatics Husbandry and Management</p> <p>Unit 18: Understand the Principles and Carry Out the Practice of Exotic Animal Health and Husbandry</p> <p>Unit 21: Understand and Carry Out Farm Livestock Husbandry</p> <p>Unit 22: Undertake Kennel and Cattery Management</p> <p>Unit 23: Undertake Dog Grooming</p> <p>Unit 24: Undertake Estate Skills</p> <p>Unit 29: Undertake Animal Training</p> | <p>✓</p> | <p>✓</p> | <p>All these units include some form of practical element. Please refer to comments on Unit 4: regarding practical learning and assessment.</p> <p>Look at where evidence generated in one practical could be used to evidence criteria across a range of units to reduce assessment and contact time. Ensure this is planned and that the appropriate evidence for each criterion is generated and authentic.</p> <p>Work experience could be used to evidence criteria and provide learning.</p> |
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| <p>Unit 16: Understand the Principles and Carry Out the Practice of Biochemistry and Microbiology</p> <p>Unit 26: Fundamentals of Science</p> <p>Unit 27: Chemistry for Biology Technicians</p> <p>Unit 30: Understand the Principles of Chemistry for Biological and Medical Science</p> | <p>✓</p> | <p>✓</p> | <p>Aspects of these units can be carried out remotely with some practical lab work and assessment required with the use of specialised equipment. Consider rotating learners periodically between lab work and remote work to reduce class numbers and maintain social distancing.</p> |
| <p>Unit 19: Understanding the Principles of Wildlife Populations, Ecology and Conservation</p> <p>Unit 20: Understand and Undertake Wildlife Management and Rehabilitation</p> | <p>✓</p> | <p>✓</p> | <p>Please refer to comments on unit 4 and unit 7 regarding practical assessment.</p> <p>Consider learners completing individual surveys remotely and then combining data online from several learners to provide the range needed for analysis.</p> |