

ANIMAL CARE (BTEC FIRST AWARD) ASSESSMENT FRAMEWORK

Assessment Grade = BTEC Grade	Key Knowledge and Skills	
Level 2 Distinction	a	<p>Students must achieve all the criteria from Pass and Merit. They can also:</p> <ul style="list-style-type: none"> • synthesise their understanding of aspects of animal health, recognising good and ill health in dogs, cats, rabbits, goats, chickens and bearded dragons. • apply, explore and evaluate their understanding of common diseases and parasites to help reduce their transmission, and help in the treatment and prevention of these diseases and parasites to ensure good health in animals.
	b	<ul style="list-style-type: none"> • show depth of knowledge about and a developed understanding of animal health when carrying out daily and weekly observations of the appearance and behaviour of animals, knowing when to refer them for more in-depth veterinary tests. • evaluate the risks associated with working with animals. • evaluate three ways in which methods of approach might need to be adapted when handling and restraining animals.
	c	<ul style="list-style-type: none"> • evaluate three handling and restraint techniques and equipment, considering animal safety, animal welfare and stress reduction. • evaluate the suitability of the accommodation for one animal species and recommend improvements. • evaluate the preparation and maintenance of given animal accommodation and suggest improvements. • justify the importance of high standards of cleaning and hygiene for a selected animal establishment.
	d	<ul style="list-style-type: none"> • analyse how the main influences on animal behaviour impact on normal patterns of behaviour in or between named animal species. • evaluate the effectiveness of three types of enrichment in improving the mental and physical health of named animal species. • analyse the observed behaviours with regard to the physical and mental state of the named animal species.
Level 2 Merit	a	<p>Students must achieve all the criteria from Pass and in addition:</p> <ul style="list-style-type: none"> • discuss two control measures to reduce risks when working with animals, carrying out a risk assessment. • evaluate three reasons for the handling and restraint of animals. • demonstrate the appropriate and safe handling and restraint of animals with confidence and dexterity, using appropriate equipment for a given purpose using a scenario.
	b	<ul style="list-style-type: none"> • explain how the accommodation meets the welfare needs of one animal species. • explain why the correct preparation of animal accommodation is important in relation to the needs of two given species of animal. • plan and carry out appropriate safety and maintenance checks with confidence and dexterity for two types of animal accommodation.
	c	<ul style="list-style-type: none"> • confidently and safely carry out cleaning of two types of animal accommodation to a high standard for different situations. • explain the influences on animal behaviour and their impact for a range of animal species. • explain the main factors which cause abnormal behaviours in animals. • explain the impact of three different types of enrichment on animal behaviour.
	d	<ul style="list-style-type: none"> • monitor and record one solitary and one group animal species, identifying normal and abnormal behaviours. • construct a detailed recording system, record behaviours of species and use a range of graphs to display findings.
Level 2 Pass	a	<p>Students must achieve all criteria from Level 1 Pass and in addition:</p> <ul style="list-style-type: none"> • be able to recall and apply knowledge of aspects of animal health, including signs of good and ill health in animals, as well as the causes, transmission and treatment of common diseases in animals. Focusing on the health of the following commonly kept animal species: dogs, cats, rabbits, goats, chickens and bearded dragons, as well as the common diseases and parasites that affect these animals. • have a sound understanding of the levels and frequency of monitoring/checks, the differences

		<p>between daily visual and weekly physical checks, and will be expected to know why daily visual and weekly physical checks are carried out and that these checks help to observe small changes that may indicate more serious illness.</p> <ul style="list-style-type: none"> • know what is involved in the weekly physical checks, and know that veterinary practice-based checks include more in-depth quantitative checks. Students will be able to identify the symptoms of common diseases in animals, and their causes, prevention and modes of transmission. • describe the risks, hazards and accident reporting procedures when handling and restraining animals. • describe the correct use of appropriate personal protective equipment when handling and restraining animals. • explain two reasons why you need to handle and restrain animals. • explain two reasons why it might not be advisable to handle an animal if handling could endanger the animal's and/or handler's safety.
Level 1 Pass	b	<ul style="list-style-type: none"> • demonstrate, using appropriate equipment, the correct and safe handling and restraint of four specified animals. • select and fit the appropriate handling and restraint equipment for two specified animals. • explain reasons for maintaining and cleaning handling and restraint equipment. • demonstrate how to care, clean and store equipment used to handle and restrain animals. • describe factors to consider when selecting housing for animals. • describe suitable accommodation for two animal species. • prepare animal housing, bedding and fixtures and fittings to the required standard for two given species of animal. • carry out appropriate safety and maintenance checks against a prepared checklist for two types of animal accommodation.
	c	<ul style="list-style-type: none"> • safely carry out cleaning of animal accommodation to the required standard for two species of animal. • describe different normal behaviour patterns in named animal species. • describe the influences on animal behaviour. • describe examples of stereotypical behaviour. • describe the main reasons why animals display abnormal behaviours. • describe different types of enrichment for named animal species. • describe observed behaviour of a range of animals in solitary and group species. • construct a suitable recording system and record observed behaviours.
	d	<p>Students must identify two risks associated with handling and restraining animals. They must also:</p> <ul style="list-style-type: none"> • list the correct PPE equipment for handling and restraining animals. • list the reasons for handling and restraining animals. • list the reasons why it might not be appropriate to handle animals. • demonstrate, using appropriate equipment, the correct and safe handling and restraint of a specified animal.
		<ul style="list-style-type: none"> • recognise two pieces of handling and restraint equipment and know the animals on which they can be used. • list reasons for maintaining and cleaning handling and restraint equipment. • outline factors to consider when selecting housing for animals. • outline suitable housing for one given animal species. • prepare animal housing and bedding to the required standard for two species of animal, using a checklist. • carry out appropriate safety and maintenance checks for one type of animal accommodation using a checklist. • carry out cleaning of animal accommodation safely and to the required standard for two species of animal, with guidance. • outline the different normal behaviour patterns in animals. • identify influences on animal behaviour. • identify two signs of stereotypical behaviour. • identify the main reasons why animals display abnormal behaviours. • outline different types of enrichment for animals. • describe observed behaviour of a range of animals. • create a recording system and record a range of animal behaviours.