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**Examiners Report:  
March 2018**

**BTEC Level 2 Technical Diploma in  
Animal Care**

**21177K – Unit 4: Animal Welfare**

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## 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 pass, merit and distinction.

## 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.

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## Unit 4: Animal Welfare

	Level 2			
Grade	Unclassified	Pass	Merit	Distinction
Boundary Mark	0	16	24	33

# Introduction

This was the first series of the new specification, and as such, the first time that this unit has been externally assessed.

The assessment followed the format identified in the sample assessment materials. The assessment was split into three activities. Each activity required learners to demonstrate knowledge and understanding of a range of specification topics and apply this to the scenario presented in the stimulus material.

A 'levels based' approach was taken when assessing the responses for each activity, where the overall quality of the learner response was considered rather than the specific number of facts stated from the indicative content, although this obviously had a bearing on the quality of the response. More detail can be found below in the individual activity section of the report.

# Overall performance of the unit

This report has been written to help you understand how learners have performed overall in the exam. For each activity there is a brief analysis of learner responses. You will also find examples of learner responses to the activities, along with features that led to the mark awarded. These should help to provide additional guidance helping you to prepare your learners for future examination series.

The style of the assessment is challenging due to the depth and breadth of knowledge required to fully address the demands of the paper. The activities demand depth of knowledge and understanding of how animal welfare standards are promoted, safe working practices and relevant legislation when working with animals. A breadth of knowledge and understanding of different areas of the specification is applied across the paper.

The emphasis is on learners' application of their knowledge to a scenario. Although learners may not be familiar with a particular setting, they should be reminded to apply what they *do* know about managing animal welfare related to the contexts illustrated in the specification.

Learners accessing higher marks for each activity did so by demonstrating that they had a depth of knowledge and understanding of animal welfare, safe working practices and the legislation applicable to managing the welfare of animals (and those who care for them). This was through clear engagement with, and reference to, a range of points from the stimulus material. These learners showed practical, realistic and appropriate considerations of both the context and potential improvements that could be implemented to promote good animal welfare, safe working practices and to ensure compliance with relevant legislation.

It was clear where centres had prepared learners well and had used the resources in the sample assessment materials (SAMS) to ensure learners knew what to expect for each activity. However, there were a number of centres where large proportions of learners made reference to aspects of the stimulus material in an unfocussed way throughout their responses. This restricted the marks that could be awarded for individual activities as they had failed to directly address each activity in an appropriate way.

Some learners provided responses that, though relevant, were not addressing the appropriate activity. Learners need to ensure that they discuss relevant aspects in their responses to each activity and not rely on having shown awareness elsewhere. Learners that referred to safe working legislation in their response to Activity 2 but then failed to mention it in Activity 3, for example, were only able to receive credit for its relevance to Activity 2.

Learners must be aware that credit is only given when awarding marks in the designated answer space (as well as clearly identifiable additional sheets attached securely at the correct point in the booklet with treasury tags). Making notes or responses on the stimulus material will not gain learners credit.

It is essential that centres stress to learners the need to read the stimulus information carefully and to be prepared to use this information in a structured way within their responses. It was clear that learners gave more considered responses where they had taken the task over two sessions totalling 2.5 hours, as their responses showed more engagement with the stimulus material. Where learners are unable to apply the context to their answer it will significantly restrict the number of marks learners can receive.

# Individual Activities

The following section considers each activity on the paper, providing examples of common learner responses and a brief commentary of why the responses gained the marks they did. This section should be considered with the live external assessment and corresponding mark scheme.

## **Activity 1**

This activity had by far the most detailed responses from learners. Not all learners provided specific terminology for the five needs but related to them by using examples from the stimulus material correctly. Learners gaining lower marks tended to focus on only one or two items and write everything they knew about those things, rather than assessing the scenario as a whole.

Bearing in mind the five needs identified in the Animal Welfare Act, the best learners selected relevant information in the stimulus material and:

- identified the extent to which the pet shop met those needs through the layout, routines and tasks, including noting the significance of where information was lacking
- explained why those routines or activities were important to the welfare of the animal
- suggested changes that would address those needs which were both reasonable and practical
- explained how these improvements would lead to higher standards of animal welfare

Learners who achieved identified a number of issues within the context but with only some reasoning (that was occasionally tenuous or showed a lack of understanding of the context in parts of their response) were limited to achieving 6-10 marks for their answer.

Learners were able to achieve more marks (11-15 marks) when they identified a number of issues linked to the scenario but did not fully explain the reasons why the issue was linked to the welfare of the animals in the shop. Some learners did attempt to say which need was being affected but without too much further elucidation. Learners may not sustain the reasoning for the points throughout, though sometimes suggested brief improvements without explaining why the change would improve the welfare standards.

The best learner responses identified and prioritised their discussion of issues, discussing a number of points in depth but also referring to the breadth of issues, demonstrating a deeper understanding of how the standard of animal welfare is linked to the tasks, routines, procedures and layout of the context.

Learner response 1 gained the maximum total of 20 marks. This learner has evaluated a range of issues from the stimulus material, making relevant connections with comprehensive justification. They also analysed the routines and procedures with reference to prioritisation of tasks with only a few areas of weakness.

Learner response 1 (awarded 20 marks):

How do you think routine tasks and procedures should be improved and why?

need to be checked more than once a month for nails and teeth

No mention of any enrichment being provided

only spot checked once a day no mention of full clean

Does not meet Animal welfare needs

Not enough room in hutches

only checked once a day for food and water

unfair to animal to keep moving them from one accommodation to another very stress full

No mention of cleaning equipment with disinfectant

Open top pen doesn't seem high enough no sign of water and should really be enclosed to stop Rabbits escaping or people putting their hands in.

Isolation hutches should be away from other Rabbits for sale. No Quarantine.

I do not agree with the routine tasks and procedures of Spring Valley pet shop, the routine is not in a logical order and the animal welfare needs are not being met. In the animal welfare act 2006 it states that the animal should




have enough room within its accommodation to exhibit its normal behaviour. I feel that the rabbit cannot do this in the hutches as the same sizes hutches are used for all size rabbits. I feel they would be much better met if they were left in the open top pen if some changes were made to the pen as I feel floor is a bit low for a rabbit and people can put their hand in which could stress the rabbits out, also in the animal welfare act 2006 it states whether the animal should be housed alone or as a group, Rabbits like to live with companions so as long as they are all the same sex the rabbits would benefit from being in the open pen with other rabbits of the same sex this is to prevent mating. There is no mention in any of the routine of cleaning any equipment with any cleffra approved disinfectant or full deep cleans of animal accommodation which is part of the animal welfare act 2006 that we must keep animals from pain, or suffering or disease using a cleffra approved disinfectant will kill only germs or bacteria preventing the animals becoming ill.

The pet shop only spot checks at the end of the day this should be done at

(Total for Activity 1 = 20 marks) 20

least twice a day to prevent illness and disease this relates to the animal welfare act 2006 we must prevent pain, suffering, illness and disease. The animals are also only checked once a day for food and water this should be done as soon as the first person comes into the shop once during the day and just before closing the shop. This falls into the animal welfare act 2006 providing correct diet for the animal. If the animals are not checked regularly they can become ill for example dehydrated. I do not agree with the pet shop's policy of having the rabbits and guinea pigs checked monthly for claws and teeth this should be done daily as part of the health check when grooming this comes into the welfare act 2006 preventing pain, suffering, illness and disease. If you do a daily health check you know you are selling healthy animals to customer and can also pick up quicker on illness or if your rabbit and guinea pig need their teeth cutting it may be an idea to provide some enrichment that could keep their teeth shorter, which brings me onto my (previous) next issue there is nowhere on the paperwork that suggest that the pet shop give any animals enrichment, any animals should be provided enrichment as this allows them to exhibit their natural behaviour which is one of the 5 animal welfare needs from act 2006.

I feel the open top pen does not meet animal welfare needs as I don't feel 50cm high is high enough to stop the rabbits escaping, also people can put their hands in which could cause the rabbits stress, the animal welfare act requires you to provide a safe end.



natural as possible environment for your animals the current environment does not allow for this.

The isolation hutches are next to the hutches with Rabbits for sale this does not follow the animal welfare act 2006 as you are not preventing illness, pain suffering and disease as the New Rabbits are not in a separate area from the other rabbits.

within the plan there is no Quarantine area for ill animals so once again you can not separate the rabbits for sale and the ill rabbits so this could result in all your stock becoming ill maybe even death or you selling ill animals which won't do business any good.

I would re write the routine as follows so all animals are cared for properly and in line with all 5 animal welfare needs, more time efficient

8.00AM Shop opens

8.15AM. Check all animals ~~check~~

8.45AM. Morning staff briefing

9.00AM: open shop.

9.15: Clean all animals water bottles and bowls with ~~cleaner~~ ~~disinfectant~~ Sear's water and dry

9.45: Prepare all animal feeds. fill water bottles and food bowls.

10.00AM: Spot clean housing and feed and water.

10.15AM. Make sure all animals and products are correctly labelled and priced and replenish Shelves & kaffers

10.45. Groom and health check animals Report any abnormalities to Animals Sanctuary. Care can be requested.

11.15: Break time

11.30 Shop floor tidies. ✓

### Activity 4 continued (Pg 3)

on the Staff room notice board it tells you what is in the Shop animal wise but does not state the Sex of the animal, Staff could put animals together and Cause un-wanted pregnancys.


when moving Rabbits from hutches to open pen Rabbit may not all get along as they are use to being in hutches in 1s or groups of small numbers this could cause illness, disease or unnecessary injury which is against the Welfare act 2006

when feeding the animals it states they eat nuggets and hay on an evening. Rabbits need a varied diet of vegetables, hay and nuggets, hay is 90% of a Rabbit diet as they constantly graze to keep their stomachs working if not they will die this ties into the animal welfare act 2006 providing a suitable diet

the Isolation Hutches Should be separate to the Rabbits in hutches for sale. They should be behind door to prevent Cross contamination, this ties into the animal welfare act 2006 to prevent illness, pain suffering and disease by protecting other Rabbits keep ill ones behind closed doors.

They need to provide a sink separate from the staff room to wash bowls, bottles grooming equipment etc because using Staff room sink could cause cross contamination of Zoonotic disease.

Soiled bedding should be put in a lidded container out side not in front of food cupboard as this can encourage flies to come in and cause rabbits & guinea pigs to get fly strike.



## **Activity 2**

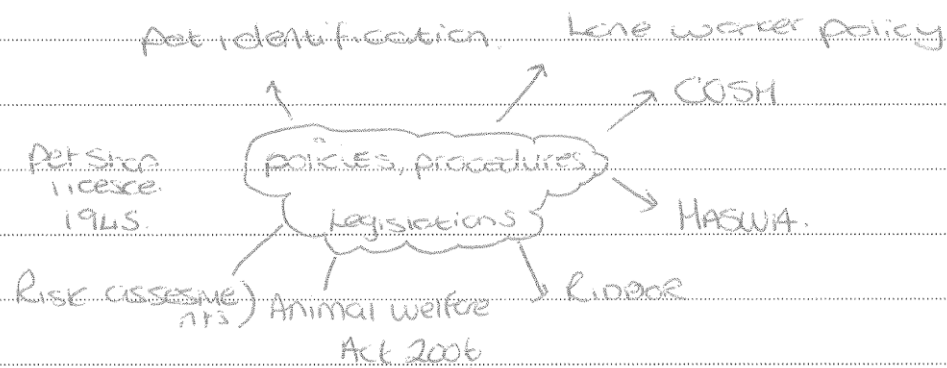
Most learners were able to identify relevant hazards and issues regarding safe working practices from the stimulus material. Relatively sensible suggestions for improvements to the layout and routines were frequently given, but in many cases the underlying reasoning for why and how these would result in safer working practices were omitted. Demonstrating this understanding is essential for accessing higher marks, therefore learners were limiting the opportunity for making the relevant and appropriate connections required for the 11-15 mark range.

Many learners referred to Health and Safety or COSHH legislation in the answer. This was credited where it was linked to a demonstration of understanding about the implications of the legislation in this context, but a good number of learners simply identified instances of where this would be breached and so did not demonstrate the level of understanding that is being assessed in this activity.

The learners who achieved the highest number of marks in this activity addressed a range of factors affecting the health and safety of staff and customers, demonstrating that they understood the potential consequences of each and providing a well-developed evaluation of how and why improvements could be made. They had clearly planned their response, making clear, logical and coherent arguments.

Learner response 2 gained the full 15 marks available for this activity. Their work demonstrates relevant and appropriate linkages to the stimulus material, showing comprehensive knowledge and understanding of safe working practices required to be awarded top marks in band 3.

Learner response 2 (awarded 15 marks):



I do not feel that health and safety procedures are followed very well at all. There is no mention of using PPE at all throughout the day which is a health and safety risk too staff because if any of the animals have any illnesses that are zoonotic (passable between humans and animals) staff could pick this up through cleaning urine and faeces up. I would provide staff with a designated Bathroom / Kitchen area to wash their hands before and after handling ~~the~~ animals and cleaning them out as using staff room sink is rather unhygienic and could cause illness amongst staff. There is no mention of using any deffra approved disinfectant

to wash bowls or accommodation, using scapy water will only clean the accommodation, not kill any germs or bacteria. Therefore I would provide gloves for staff to use when handling animals or equipment and deffra approved disinfectant to clean housing as well as scapy water. ✓

The Staffing is not correct as there is only 1 member of staff on at 1 time under the lone worker policy. Staff should not work alone, I would change this to make sure that there is always 2 members of staff on so one can work on shop floor with stock and animals while one can serve and help customers. Stacking empty food containers outside feed room is against health and safety as it is in front of a fire exit, and that is the only one so if a fire was to occur staff would either fall over (Total for Activity 2 = 15 marks) 15



Activity 2: continued pg. 1

The containers or wouldn't be able to get through the fire exit. I would provide a designated <sup>area</sup> outside the building to store these containers that was safe and out of the way of the fire exits or doors.

There is no mention of risk assessments this should be provided and put up in the designated area for staff to see to prevent accidents or to staff or animals.

Animal feeds are meant to be kept in sealed containers to prevent animal feeds getting mixed up or rodent such as rats and mice getting in. Rats and mice carry diseases that potentially make humans and animals very ill so open shelving is not a good idea.

There is no poster up in the staff room that mentions how staff should exit the building during an emergency procedure, or how to remove livestock this should be put on a very important board within the staff room. I would change the day to day running of the shop by including more staff so that one member of staff is under less pressure and all tasks can be completed during the day as 1 member can be on tills and with customers half of the day and one be with animals as stocking up and they could change over at dinner. I would ~~also~~ provide PPE such as gloves and uniform/apron for cleaning, grooming etc to prevent cross contamination. I would ask staff to spot clean morning and night.

leaflets should be free for customer so I would ask staff to remove price on put them away from the books. As a manager I would sit with staff and discuss the best way to utilise the time in the shop so we get our jobs completed and make sure staff are safe animals welfare is met and customers are happy and create a new daily routine as I feel the current one is inefficient. ✓



Learner response 3 gained 6 marks for this activity. There is some analysis of the routine tasks present, with a number of points identified, but there is minimal reasoning given for each point mentioned and some of the response is irrelevant. The lack of detail and development of evaluation places this at the lower end of mark band 2. The learner would have achieved more marks in this activity if they had developed their response further.

Learner response 3 (awarded 6 marks):

The Spring Valley Pet Shop have no sign about health and safety which means that they may not follow PPE. The boss needs to make sure that all staff are wearing PPE which includes overalls, steel cap boots, apron and gloves. They also need to know the fire drill and what to do and what not to do. The good thing is that they have places to put equipment so it's not in anyone's way and won't cause any hazards. But they need to find a new place to put their rubbish as they are in the way of the fire exit. Health and safety can also come under animals as well as humans. This means when cleaning enclosures floors or surfaces you should use disinfectants that are not harmful to either animals or humans. This means the shop needs to be cleaning everything with F10, Amegine, Vekol as these aren't harmful. The Shop could start to have a organisation of the health and safety routine and make sure that what they are going through is correct.

good thing is  
They ~~also~~ ~~to make sure~~ ~~that~~ that there equipment  
is checked and clean when ~~sent~~ put back and  
that there are regular health checks with  
the animals, also the vet comes every month. The  
other problem that needs to be sorted is that  
the boarding needs to stop unless they get the  
license as this can cause lots of problems as  
the shop doesn't know the background of the  
animal.

(Total for Activity 2 = 15 marks)

### **Activity 3**

Learners struggled most with this activity. The weakest responses included simply copying the checklist into the answer space, for which no credit was given. Some learners didn't go much beyond identifying that a numbered point on the council checklist was not being adhered to.

Most learners were generally aware of the Animal Welfare Act and some provided links to the stimulus material as to how and where the legislation was being adhered to or otherwise. Some learners also incorporated reference to the Health and Safety at Work, along with Control of Substances Hazardous to Health (COSHH) regulations. The Pet Shop Act 1951 was also recognised, with a small number of learners providing high quality answers which included the explicit recognition that the Council Checklist provided in the stimulus material was how the legislation is interpreted and enforced. All relevant references to legislation that were correctly applied to the context were recognised when awarding marks to this activity.

Most learners clearly recognised the checklist as being of legal importance and used it as some basis for their answers. However, weaker responses did not recognise this and interpreted the checklist as being part of the routines of the pet shop, indicating a lack of familiarity with the effect of legislation on the management of animal welfare in different contexts.

Many learners stated that it is illegal to have one person working at a time. It should be noted for centres that lone working is not illegal per se, provided that the employer has assessed the risks and taken steps to control or avoid risk as necessary. It is recommended that tutors familiarise learners with the main steps of implementing the Health and Safety at Work etc Act 1974 and the Management of Health and Safety at Work Regulations 1999, as these are applicable to many animal-related contexts that learners may find themselves working within.

Learner response 4 was awarded 14 marks. Overall, the learner has given a detailed and relevant response demonstrating understanding of the legal requirements in the context and their importance. A number of solutions are suggested which are sensible and practical. Most of the response contains well-developed evaluation but the learner does not always provide linkages between the importance of the legislation being adhered to and how the suggested improvement would lead to better compliance.

Learner response 4 (awarded 14 marks):

(15)

In the Council Check list it states that "all animals must not be housed where they can be disturbed by other animals or the public. However at 9:15 am the rabbits are moved to the open top pens. The Shop is then open to the public at 9:30 am which means the rabbits can then be disturbed by the public. In the Animal Welfare Act 2006 it states that animals have "The need to be free from fear and distress" also "The need to be in a suitable environment". The pet shop goes against these. By putting places for the rabbits to hide E.g. Boxes may make them feel more comfortable.

The pet shop are legally meant to give out free information leaflets which they are currently charging for. They need to stop charging for these.

In the Council Check list it also says "all equipment for human use must be stored and cleaned completely separately from livestock equipment. However there is only one cleaning room therefore this requirement is not being met.

In the Animal Welfare Act 2006 it states animals should have "The need to express natural

behaviour." Rabbits are a social animal therefore must be housed with a companion however some of the rabbits in this pet shop are in a hutch on their own.

## EXTRA PAPER.

### Lecture 3: Continued.

At the Spring Valley pet shop the sizing of the rabbit hutches are  $2m^2$  which is smaller than the requirements in the Council Check list which is  $4000cm^2$ . There are 3 rabbits in hutch 8 which makes this housing illegal. It goes against the Animal Welfare Act 2006 as it says every animal should have "the need to express natural behaviour" however the establishment is too small to express natural behaviour such as hopping. The Animal Welfare Act also says every animal should have the need for the correct environment. I would change this by getting bigger hutches.

### Lecture 3: Continued.

~~There are no forms with information about the guinea pigs in which they are boarding.~~

In the Council Check list it states there must be an isolation facility for sick animals. However the isolation hutches are hutches with healthy rabbits next to it which may result in the spread of diseases which will cause the healthy rabbits to become sick. The sick rabbits in isolation are also placed closely to the feed, bedding and product storage which has open shelving therefore germs from the rabbits may spread to these ~~areas~~ too.

The Council's requirement is that all feed should be in closed containers however it is just on open shelves.

✓

# Summary

Based on their performance on this paper, learners should:

- Be familiar with how to interpret different types of document that appear in the stimulus material.
- Use the scenario to demonstrate their ability to apply their knowledge and understanding.
- Give each response in the appropriate place
- Provide reasoning relevant to the focus of each activity.
- Be clear about terminology and contexts used in the specification
- Use appropriate technical language throughout their responses
- Structure answers to effectively demonstrate knowledge and understanding, e.g. for each topic within an individual activity:
  - Identify the issue/practice
    - Explain why it is an issue, making links to the context and other sources
  - Suggest changes that would help
    - Explain why this improvement would be of benefit, making links to the context and other sources
  - Compare/contrast this with things that are already being done that are best practice / compliant