



## Qualification Specification

**GA Level 3 Diploma in British Wildlife Rehabilitation  
Studies**

**610/0047/2**

This qualification is subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.



## Section 1: Qualification Overview

### 1.1 Introduction: About this Qualification

Gatehouse Awards (GA) qualifications are designed to give candidates the skills to be active in the modern labour market and progress in their career and/or into higher level study.

This specification covers the Diploma-sized qualification in British Wildlife Rehabilitation Studies at Level 3.

This document provides centre staff, candidates and employers with an overview of the qualification content as well as the assessment and quality assurance requirements for this qualification.

This qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and is part of the Regulated Qualifications Framework (RQF). All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

This qualification is not designed to replace any existing qualifications.

### 1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 3 Diploma in British Wildlife Rehabilitation Studies	610/0047/2	18-10-2021	Oct 2026

### 1.3 Qualification Aims and Objectives

This qualification is an ideal qualification which will enhance candidates' job prospects and provide the underpinning knowledge for a successful career in wildlife rehabilitation or related career.

In the GA Level 3 Diploma in British Wildlife Rehabilitation Studies, learners will gain knowledge of working with British wildlife in a rehabilitation context, examining handling and restraining methods, and capture and release techniques. Learners will understand the methods used to assess and treat an injured wild animal, including first aid, and how and when euthanasia is appropriate. In addition, learners will also develop an understanding of the relevant legislation and external agencies involved in working in the rehabilitation of British wild animals and why and how to monitor and record wildlife populations in different ways.

This qualification can be relied upon by employers to indicate that an individual has the knowledge and understanding to undertake a specific role in the workplace.

### 1.4 Qualification Structure and Overview: Units, GLH, TQT, Level and Credit Value

The structure of this qualification is as follows:

GA Level 3 Diploma in British Wildlife Rehabilitation Studies				
Mandatory Units	Unit Reference	Credits	GLH*	Study Time*
1. Hygiene Requirements and the Health of British Wild Animals	H/650/0125	5	40	10
2. Principles of Handling and Restraining British Wild Animals	J/650/0126	4	25	10
3. Legislation and Agencies Involved in British Wildlife Rehabilitation	K/650/0127	4	25	10
4. Principles of First Aid for British Wild Animals	F/650/0205	8	60	15
5. Principles of Assessment and Treatment of Injured Wildlife	K/650/0208	8	60	15
6. Principles of Wild Animal Capture and Release Techniques	L/650/0209	5	40	15
7. Principles of Monitoring and Recording British Wildlife Species	Y/650/0211	5	40	10
<b>Total Credits</b>		<b>39</b>	<b>Total GLH*</b>	<b>290</b>
			<b>TQT*</b>	<b>380 (GLH + 90 Study Hours)</b>

### **\*Guided Learning Hours (GLH): Definition**

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

### **\*\*Total Qualification Time (TQT): Definition**

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a learner is expected to undertake in order to complete each unit is expressed in the 'Study Time' above. This, including the GLH, provides the Total Qualification Time, or TQT, and represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of this qualification.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and is in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

## **Level**

The qualifications within this specification are designated at Level 3 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that this qualification is considered by GA to lead to the outcome as follows:

Achievement at Level 3 reflects the ability to identify and use factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine, interpret and evaluate relevant information and ideas, and reflects an awareness of the nature of the area of study or work and different perspectives or approaches within the area of study or work.

## **1.5 Rules of Combination**

This qualification consists of seven mandatory units. There are no optional units.

The mandatory units within each qualification are detailed in Section 1.4 above. Candidates must successfully demonstrate their achievement of all the learning outcomes and assessment criteria within the mandatory units.

The learning outcomes and assessment criteria for each unit are provided in Section 4 below.

There are no further rules of combination.

### **1.6 Intended Audience, Age and Entry Requirements**

This qualification is ideal for learners who work in, or intend to enter, an animal care-related career.

This qualification is intended for learners aged 16 and above.

There are other no formal entry requirements for this qualification; however, due to the nature of the qualification content, those undertaking the qualification must have a proficient level of spoken and written English (e.g. GCSE Grade C / Grade 4 or above) or equivalent).

It is recommended that prior to commencing a programme of study leading to this qualification, candidates receive detailed advice and guidance from the training provider in order to ensure the programme and qualification will meet their needs.

### **1.7 Recognition of Prior Learning and Transfer of Credits**

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA unit or units prior to the candidate taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the candidate's knowledge and skills are current, valid and sufficient the use of RPL may be acceptable for recognising achievement of a unit, units or whole qualification. The requirement for RPL in such instances will include a consideration of the currency of the knowledge gained by the candidate at the time they undertook the prior learning. RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

No transfer of credits is permitted.

### **1.8 Relationship to Other Qualifications & Progression Opportunities**

The GA Level 3 Diploma in British Wildlife Rehabilitation Studies is an ideal qualification from which a learner might progress onto higher level study, practical occupational training or a career in animal care.

Careers in this sector include marine animal welfare officers, ecologists and a wide range of careers in animal-care related roles.

### **1.9 Language of Assessment**

This qualification is offered in English.

Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

### **1.10 Grading**

All learning outcomes and assessment requirements must be met before a learner can be considered having achieved this qualification.

This qualification is not graded on a scale. Learners are assessed as Pass or Fail. Learners who aren't successful can resubmit work within the registration period.

### **1.11 Qualification Availability**

This qualification is available via GA Approved Centres in the UK and internationally. If you would like further information on offering this qualification, please contact us.

Our contact details appear on our website, [www.gatehouseawards.org](http://www.gatehouseawards.org)

## **Section 2: Qualification Delivery, Assessment & Quality Assurance Model**

### **2.1 Teaching and Learning Requirements**

Courses leading to this qualification may consist of e-learning courses or classroom-based courses, or a blended option.

Learners can therefore undertake learning and assessment on a flexible basis.

Candidates must have suitable access to teaching and assessment staff as well as technical support. Specialist staff, high quality learning materials and access to assessment opportunities are essential for all centres.

Further details and guidance on the content of teaching and learning for each unit can be accessed by approved GA centres, or upon request.

### **2.2 Assessment and Quality Assurance Model**

This qualification is delivered in-centre, where learners' work is internally assessed and internally moderated by centre staff to clearly show where learners have achieved the learning outcomes and qualification requirements. There is no requirement for external assessment.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA. Centres operating this model are subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

### **2.3 Registering Candidates & Unique Learner Numbers**

Candidates must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be 2 years. Should a candidate not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a candidate is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

### **2.4 ID Requirements**

It is the responsibility of the centre to have systems in place to confirm each learner's identity.



Learners are required to declare that all work submitted for assessment is their own work.

## 2.5 Record Keeping

Records of learner's details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care and comply with clinical and information governance requirements, with appropriate policies and procedures in place to maintain confidentiality related to clients, staff and learners.

All records must be easily retrievable and made available to GA or the Regulator upon request.

Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, centres may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.

## Section 3 – Centre Requirements: Assessment & Quality Assurance

Course providers offering these GA qualifications must ensure that they have the following resources in place.

### 3.1 Staff

The knowledge and experience of all staff involved in the teaching, assessment and internal quality assurance of this qualification will be considered during the approval and re-approval process and at External Quality Assurance Visits.

The course provider must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of this qualification and must make records available to GA upon request. The information GA expects the course provider to hold for each member of staff includes, as a minimum:

- current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

The course provider must also ensure that they have the management and administrative arrangements in place which are suitable to support the registration of candidates and the qualification delivery.

### Requirements for Teachers and Assessors

Those delivering and assessing this qualification must hold relevant qualifications.

Teachers and Assessors must hold relevant qualifications and have relevant expertise and experience.

GA recommends that Assessors hold relevant teaching or assessing qualifications suitable to support the making of appropriate and consistent assessment decisions.

Suitable teaching and assessing qualifications may include:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 or 4 PTLLS, or above (i.e. CTLLS or DTLLS)
- Level 3 or 4 Award/Certificate in Education and Training, Cert. Ed or PGCE
- Degree in Education
- Level 3 or 4 NVQ in Training and/or Learning & Development.

Assessors may be working towards a relevant equivalent teaching/assessing qualification under the guidance of a suitably qualified, experienced Assessor and their Internal Verifier.

Where a Teacher or Assessor does not hold teaching or assessing qualifications, they must ensure that they are able to demonstrate that they have delivered a minimum of 30 hours of teaching or assessing.

All staff involved with the delivery and assessment of this qualification must also be able to demonstrate ongoing professional development relevant to the sector subject area.

### **Requirements for Internal Moderators (also referred to as an Internal Quality Assurers or IQAs)**

Assessors may have one or several appointed Internal Moderators.

This qualification are assessed by an Assessor and internally moderated and quality assured by an Internal Moderator to ensure standardisation, reliability, validity and sufficiency of the Assessor's assessment decisions.

Internal Moderators therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring. It is the centre's responsibility to select and appoint Internal Moderators.

To be able to perform the internal moderation and quality assurance role, an Internal Moderator must:

- have up-to-date working knowledge and experience of the specific occupational field
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following Assessor qualifications or their recognised equivalent:
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess candidate performance using a range of methods
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
  - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
  - V1 Conduct internal quality assurance of the assessment process
  - D34 Internally verify the assessment process
- show current evidence of continuing professional development in assessment and quality assurance.
- In addition, Internal Moderators must be familiar with GA's qualification requirements.

Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced Internal Moderator.

The Internal Moderator must have relevant occupational experience and hold relevant qualifications in the particular subject area being assessed. They must hold a regulated qualification at least at the level of the qualification they are assessing.

The knowledge and experience of Teachers, Assessors and Internal Moderators will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

### **External Moderation (also referred to as External Quality Assurance or EQA)**

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications

### **3.2 Assessment of Candidates**

The centre must ensure that Assessors meet the requirements listed in Section 3.1 above in order to make assessment decisions leading to the award of these GA qualifications.

Candidates are assessed on the evidence contained within their portfolio.

### **3.3 Portfolio Requirements**

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements.

Various types of evidence may be used, for example:

- essays/assignments
- short questions and answers
- workbooks
- professional discussions
- observations of performance in the workplace
- product evidence
- reflective accounts
- witness testimony
- records of questioning

Evidence in the portfolio should be mapped against the learning outcomes, reflect the type of evidence supplied and indicate its location within the portfolio. By using portfolio reference numbers, it will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

All evidence must meet CRAVES requirements.

### 3.4 CRAVES Requirements

Assessors must ensure that all evidence within the learner's portfolio judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the candidate's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

### 3.5 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that Assessors are assessing to the same standards, i.e. consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring Assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing Assessors with clear and constructive feedback
- supporting Assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which incorporates the number of learners, number of Assessors, and the experience and competency of Assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

### 3.6 External Moderation and Quality Assurance Arrangements

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the GA *Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval. These include:

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualifications, including physical resources and staffing, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualifications
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- the internal moderation and quality assurance arrangements
- sampling internal moderation records against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- administrative arrangements
- ensuring that any actions from moderation and wider quality assurance activity have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner's work, moderation of assessment, talking to learners and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

### 3.7 Venue Requirements

When training premises are used in the delivery of teaching and assessment of this qualification, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply.

### 3.8 Equipment

Centres must ensure that all products and equipment used in the delivery and assessment of this qualification must be authorised by GA and confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of centres.

Where specific products and equipment are required for the delivery and assessment of a GA qualification, the suitability of the products and equipment at the centre will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

### **3.9 Teaching and Learning Resources**

GA does not prescribe the use of set course books, workbooks or other materials but expects that centres providing such courses should use relevant and up-to-date, high-quality teaching and learning materials which allow candidates to adequately prepare for assessment.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of candidates.

GA provides additional resources for this qualification on the relevant qualification page of the website: [www.gatehouseawards.org](http://www.gatehouseawards.org)

Please note, any references to books, journals, websites or other third-party materials and publications made in this Qualification Specification are made in good faith only and Gatehouse Awards does not accept responsibility for the content of such materials or any opinions expressed within them.

### **3.11 Results**

Centres may make claims for certification via the Ark when learners complete and the Assessor and Internal Moderator have confirmed achievement. Such claims for certification are subject to successful external moderation (EQA). Following the External Moderator's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account. Certificates are usually issued within 10 working days of the award of the qualification.

### **3.12 Certificates**

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g. learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

### **3.13 Direct Claims Status (DCS)**

Direct Claims Status is not available for this qualification.

### **3.14 Appeals and Enquiries**

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

### **3.11 Ongoing Support**

There are a number of documents on the GA website that centres and candidates may find useful: [www.gatehouseawards.org](http://www.gatehouseawards.org)

The website is updated regularly with news, information about all GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and candidates are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so centres can be provided with the best level of support and guidance.

At the time of approval, centres are assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website [www.gatehouseawards.org](http://www.gatehouseawards.org).



## Section 4: Unit Specifications

### 4.1 GA Level 3 Diploma in British Wildlife Rehabilitation Studies (610/0047/2)

Mandatory Unit		GLH	Credits	Unit Reference
1	Hygiene Requirements and the Health of British Wild Animals	40	5	H/650/0125
<p>The learner will develop an understanding of the health and safety considerations which should be made when working with British wild animals alongside understanding the hygiene standards which should be maintained and how to maintain them. Learners will also develop an understanding of the common diseases which affect British wildlife, including how disease is transmitted, the signs and symptoms of disease and how disease can be treated.</p>				
<p><b>Assessment Guidance</b></p>				
<p>No additional assessment guidance is available for this unit.</p>				

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. understand the health and safety considerations of working with British wild animals	1.1 Identify the relevant UK health, safety and hygiene legislation relevant to working with British wild animals (e.g. HSWA, COSHH, RIDDOR)
	1.2 Summarise the aims of objectives of a range of the legislations identified (e.g. HSWA, COSHH, RIDDOR)
	1.3 Identify the personal protective equipment required when working with British wild animals
	1.4 Explain the use of personal protective equipment in the context of working with British wild animals
2. understand how to maintain hygiene standards when working with British wild animals	2.1 Describe why cleaning and disinfecting protocols are important when working with British wildlife
	2.2 Explain what needs to be kept clean and how to disinfect items
	2.3 State the reasons for the correct frequency of cleaning

3. understand diseases and health conditions commonly associated with British wild animals	3.1 Identify common disease-causing pathogenic organisms in British wildlife, including bacteria, fungi, virus, parasite, protozoa (e.g. rabbit and the virus <i>myxomatosis</i> )
	3.2 Identify British wildlife and their common diseases (e.g. badger and <i>TB</i> , or rats and <i>rabies</i> )
	3.4 Explain: <ul style="list-style-type: none"> <li>• the transmission of</li> <li>• signs and symptoms of; and</li> <li>• treatment for at least one disease per pathogen (e.g. bacteria <i>salmonella</i> in the house sparrow)</li> </ul>

Mandatory Unit		GLH	Credits	Unit Reference
2	Principles of Handling and Restraining British Wildlife Species	25	4	J/650/0126
<p>Learners will gain knowledge of how to handle and, where necessary, restrain a variety of British wildlife animals and the methods and techniques which should be used, including the risks, clothing and equipment and the legal considerations which must be made. The learner will also understand the limitations of handling and restraint and consider the related ethical issues posed in the handling and restraint of wildlife.</p>				
<p><b>Assessment Guidance</b></p>				
<p>Assessment of 1.1 must include the following animals: birds (small, medium, large), rodents (including squirrels), mustelids (including stoat, weasel, otter, badger), lagomorphs, fox, hedgehogs, deer, marine mammals, reptiles and amphibians.</p>				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. understand handling and restraining methods and equipment	1.1 Explain the correct handling and restraining methods for a variety of British wildlife species
	1.2 Discuss the risks to human and animal when handling British wildlife
	1.3 Outline the equipment and clothing required for handling and restraining British wild animals along with any specific considerations
2. understand when handling and restraining should be used	2.1 Explain the legal requirements that must be met for animal and human safety when handling and restraining animals
	2.2 Detail the limitations of handling and restraining wild animals
	2.3 Analyse the ethical issues of handling and restraining wild animals

Mandatory Unit		GLH	Credits	Unit Reference
3	Legislation and Agencies Relevant to British Wildlife Rehabilitation	25	4	K/650/0127
<p>Learners will gain an understanding of the legislation related to rehabilitating a range of British wildlife species. The Learner will also develop an understanding of a range of agencies involved in British wildlife rehabilitation, their work and how this work contributes to rehabilitation efforts.</p>				
<p><b>Assessment Guidance</b></p>				
<p>Assessment of this unit requires coverage of a range of legislation. This should include the following: Wildlife and Countryside Act 1981, Conservation of Habitats and Species Regulations 2010, Protection of Badgers Act 1992, Deer Act 1991, Conservation of Seals Act 1970, Wild Mammals Protection Act 1996, Animal Welfare Act 2006, Destructive Imported Animals Act 1932, Veterinary Surgeons Act 1966, The Welfare of Animals (Transport) (England) Order 2006, Dangerous Wild Animals Act 1976, Animal Health Act 1981, Zoo Licencing Act 1981, Control of Trade in Endangered Species (Enforcement) Regulations 1997 (COTES), Protection of Animals (Anaesthetics) Act 1954 (1964).</p> <p>Agencies should include RSPCA, British Wildlife Rehabilitation Council, RSPB, British Hedgehog Preservation Society, Mammal Society, Bat Conservation Trust, and British Deer Society.</p>				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 understand legislation relevant to British wildlife rehabilitation	1.1 State the legislation relevant to British wildlife rehabilitation
	1.2 Summarise the aims of the legislation relevant to British wildlife rehabilitation
	1.3 Explain how legislation impacts on British wildlife rehabilitation principles and practices
	1.4 Explain the relevant licensing laws for British wildlife rehabilitation
	1.5 Summarise the legal requirements for removing an animal from the wild
	1.6 Explain the welfare implications of removing wildlife from their habitat
2 understand wildlife agencies and their relation to British wildlife rehabilitation	2.1 Identify wildlife agencies relevant to British wildlife rehabilitation
	2.2 Explain how different wildlife and animal agencies inform and contribute to the rehabilitation of British wildlife

Mandatory Unit		GLH	Credits	Unit Reference
4	Principles of First Aid for British Wild Animals	60	8	F/650/0205
<p>The learner will understand the principles of wild animal first aid, knowing how to identify a need for first aid in an animal and the equipment needed to maintain an animal first aid kit. The Learner will also understand when wild animal first aid can be used, the legal requirements and codes of practice relating to wild animal first aid and the principles of wild animal euthanasia in relation to British wildlife.</p>				
<p><b>Assessment Guidance</b></p>				
<p>Assessment of Criteria 3.1 should make reference to, as a minimum, the veterinary surgeon's act (1966), AWA, Wildlife and Countryside Act, and the Animal Health Act.</p>				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 understand the principles of wild animal first aid	1.1 State the principles of wild animal first aid including: <ul style="list-style-type: none"> <li>the 3 aims of wild animal first aid</li> <li>the four rules of wild animal first aid</li> <li>the ABC in wild animal first aid</li> </ul>
	1.2 State the signs of shock or stress in a wild animal
	1.3 Explain why it is important to be able to identify the signs of shock or stress in a wild animal
	1.4 Explain methods of handling, transporting and restraining injured wild animals
	1.5 State the equipment which should be kept in a first aid kit for wild animals
2 understand when wild animal first aid can be used	2.1 Outline the considerations which should be made before using first aid on a wild animal
	2.2 Give examples of the following wildlife first aid situations which may arise, explaining the appropriate treatment methods for each one: <ul style="list-style-type: none"> <li>life threatening</li> <li>immediate attention</li> <li>minor injuries</li> </ul>

	2.3 Explain methods of treatment for haemorrhage
	2.4 Explain the process of bandaging: <ul style="list-style-type: none"> <li>• a bird</li> <li>• a small mammal</li> </ul>
3 understand the legal requirements and codes of practice relating to wild animal first aid	3.1 Explain what the legal requirements are for administering animal first aid
	3.2 Explain the codes of practice an animal first aider should follow
4 understand the principles of wild animal euthanasia in relation to British wildlife	4.1 Identify medical issues likely requiring euthanasia of British wildlife
	4.2 Discuss the moral and ethical implications of the use of euthanasia on British wildlife

Mandatory Unit		GLH	Credits	Unit Reference
5	Principles of Assessment and Treatment of Injured Wildlife	60	8	K/650/0208
Learners will develop an understanding of how to initially assess the vital signs in wildlife casualties, the signs of injury and appropriate treatment methods. Learners will also understand how an injured animal should be housed and fed and how veterinarian diagnoses are made.				
<b>Assessment Guidance</b>				
No additional assessment guidance is available for this unit.				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 understand the initial assessment of wildlife casualties	1.1 Explain the relevant legislation which needs to be adhered to when initially assessing wildlife casualties
	1.2 Identify the checks which should be made as part of the initial assessment of an animal
	1.3 Identify the equipment required for the initial assessment of an animal
	1.4 Explain the concept and use of body conditioning scoring for: <ul style="list-style-type: none"> <li>• birds</li> <li>• mammals</li> <li>• reptiles and amphibians</li> </ul>
2 understand assessment methods used to identify injuries and appropriate treatment methods for injured wild animals	2.1 Discuss the signs of injury in a wild animal covering the following body functions: <ul style="list-style-type: none"> <li>• TPR</li> <li>• state of consciousness</li> <li>• visible injuries</li> <li>• haemorrhage</li> <li>• shock</li> <li>• movement/weight bearing</li> </ul>
	2.2 Explain the factors which should be considered in preparing to treat a sick or injured wild animal

	<p>2.3 Explain different treatments methods which may be used on a sick or injured wild animal, giving examples for:</p> <ul style="list-style-type: none"> <li>• birds</li> <li>• small mammals</li> <li>• large mammals</li> <li>• reptiles/amphibians</li> </ul>
<p>3 understand how to feed and house injured wildlife</p>	<p>3.1 Explain the diet and accommodation needs of an injured wild animal, giving examples for:</p> <ul style="list-style-type: none"> <li>• birds</li> <li>• small mammals</li> <li>• large mammals</li> <li>• reptiles/amphibians</li> </ul>
<p>4 understand how a veterinary diagnosis is made</p>	<p>4.1 Explain the methods used by veterinary surgeon to make a veterinary diagnosis (e.g. analysis of faecal samples)</p>



Mandatory Unit		GLH	Credits	Unit Reference
6	Principles of Wild Animal Capture and Release Techniques	40	5	L/650/0209
<p>The learner will understand the methods and reasons for the capture of British wild animals, as well as the methods and reasons for the release of British wild animals. Learners will also understand the impact human intervention can have on wild animals and the associated ethical issues</p>				
<p><b>Assessment Guidance</b></p>				
<p>Assessment Criteria 3.2 requires a Case Study. Candidates may be provided with a basic case study on which they may base an assignment, or produce their own case study. An example of a suitable case study could be the reintroduction of dormice.</p>				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 understand the methods and reasons for the capture of British wild animals	1.1 Identify a range of British habitats and species present in them
	1.2 Summarise different capture techniques and which are used for different species and habitats
2 understand the methods and reasons for the release of British wild animals	2.1 Explain the considerations which need to be made prior to the release of a wild animal
	2.2 Explain the process of soft release
3 understand the impact human intervention can have on wild animals and the associated ethical issues	3.1 Identify the human threats to wildlife
	3.2 Discuss the impact of human intervention on British wildlife using a case study
	3.3 Explain the ethical implications of human intervention in the context of animal population management
	3.4 Explain the ethical implications of human intervention in the context of wildlife rehabilitation

Mandatory Unit		GLH	Credits	Unit Reference
7	Principles of Monitoring and Recording British Wildlife Species	40	5	Y/650/0211
<p>The learner will understand the reasons for monitoring and recording British wildlife and the methods used to monitor and record British wildlife. The learner will also understand how to carry out monitoring and recording of British wildlife populations.</p>				
<p><b>Assessment Guidance</b></p>				
<p>Assessment Criteria 2.1 requires coverage of the following methods, as a minimum: wildlife signs, entire population counts, distance sampling and harvest models.</p>				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 understand the reasons for monitoring and recording British wildlife	1.1 Explain why wildlife populations need to be monitored
	1.2 Identify how field study is planned (e.g. setting a purpose, objectives, methodology used, etc)
	1.3 Explain when and why humans may need to intervene in response to monitoring activity records
2 understand the methods used to monitor and record British wildlife	2.1 Identify the methods used to survey British wildlife
	2.2 Evaluate the different survey types used to survey British wildlife
3 understand how to carry out monitoring and recording of British wildlife populations	3.1 Produce a plan for a wildlife survey
	3.2 Explain the capture-mark-recapture method

## Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

### 3.1 Introduction to Internal Moderation

Internal Moderation is a centre's internal system that ensures learner evidence is complete and genuinely meets all the required criteria by which the learner is judged to have met in order to be awarded a qualification. The process involves regularly sampling and evaluating the centre's assessment practices and decisions, and it is the Internal Moderator's responsibility to act on their findings to ensure consistency and fairness.

Ensuring quality standards are maintained and are consistent within and across a centre's provision is the responsibility of the head of centre, who must ensure that suitable staff are in place to act as Internal Moderator(s) and provide full support and standards scrutiny of the centre's Assessment decisions.

### 3.2 Internal Moderation Processes

Internal Moderation involves three key processes: co-ordination of the assessment process, standardisation of assessment practice, and sampling of assessed work.

These processes are conducted by one Internal Moderator or, if there is more than one, a team of Internal Moderators who are under the direction of a Lead Internal Moderator.

Information about the experience and qualification requirements for Internal Moderators is provided in the *Qualification Specification*.

### 3.3. Co-ordination of the Assessment Process

Prior to delivery commencing, it is the Internal Moderator who will confirm that assessment tasks are appropriate. This may involve checking that proposed assessment activities, plans for practical assessments, or the briefs of any assignments or reports are fit for purpose. It may also include checking that internal tests or examination materials are fit for purpose.

In order to ensure that the planned assessment activities and materials are fit for purpose, the Internal Moderator will consider and judge whether the activities and materials provide inclusive opportunities for all learners to meet the assessment objectives and generate evidence which is current, reliable, authentic, valid, able to be evaluated and sufficient to meet the requirements of the qualification.

During delivery of assessment, Internal Moderators will work with the Assessment team, ensuring that assessment practices are being carried out correctly. This may involve observing assessment taking place.

### 3.4 Standardisation of Assessment

The standardisation process helps to ensure that all centre staff involved in the delivery, assessment and quality assurance are consistent and fair to all learners and interpret and follow the requirements of the qualification in the same way.

Internal Moderators are expected to ensure high levels of consistency across Assessors and centre delivery sites through sharing good practice and providing feedback and support, doing so accurately and in good time. The internal Moderator may highlight areas for further CPD or additional training as necessary.

### 3.5. Sampling Process

When planning and carrying out internal moderation activities, it is important that the Internal Moderator works to a sound sampling strategy to ensure that standardisation of assessment decisions can take place.

A centre's sampling strategy involves reviewing the quality of Assessor's judgements, which will include reviewing learner work.

The learner work may be sampled before the learner has completed the full qualification, for example by sampling one or two assignments, topic areas or units, as the learner completes them.

The Internal Moderator should check that planning and reviewing has taken place and feedback is given to learners by the Assessor. The Internal Moderator will also check and confirm the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The Internal Moderator will therefore be able to evaluate the quality and consistency of the Assessor's assessment decisions and be able to identify any problems at an early stage. It will highlight individual Assessor training and development needs, which in turn can inform the programme of CPD for the assessment team as a whole.

The Internal Moderator must plan their sampling activities as outlined below.

### 3.6 Establishing a Sampling Strategy

Sampling should enable the Internal Moderator to evaluate how Assessors have reached their decisions. They must be able to follow documentation which clearly shows that Assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by Assessors as '**CRAVES**'

- **Current:** the work is relevant at the time of the assessment
- **Reliable:** the work is consistent with that produced by other learners
- **Authentic:** the work is the learner's own work
- **Valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **Evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner resulting in improvements in knowledge or competency leading to the award
- **Sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

### 3.7 Planning Sampling Activities

The Internal Moderator should consider the following when considering the volume of work that they should sample:

- the learners' ethnic origin, age and gender to ensure a representative range of learners are sampled
- the Assessors' experience and qualifications, workload and their occupational competence. For example, if Assessors are qualified and experienced it may not be necessary to look at everything in a learner's portfolio. If Assessors have less than 12 months' experience, are new to the centre or a particular qualification, or perhaps have not assessed for a length of time, the Internal Moderator will need to sample substantially more of their decisions for the first 6 - 12 months
- the full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, products, RPL, simulation, etc and ensure a good, representative range of assessment evidence is sampled
- previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the Internal Moderator has a particular concern regarding the assessment decisions of a particular Assessor they should focus on increasing the volume of work from that Assessor to continue increased monitoring and evaluation of risk
- whether any changes have been implemented relating to the assessment of the qualification or its units, for example if there have been amendments to the qualification specification, or instances where industry practice or legislation has changed
- the range of locations where assessments have taken place
- the sampling process must not be determined by any rule of thumb such as '10%.'

### **3.8 Producing a Sampling Plan**

The Internal Moderator must develop a sampling plan at the beginning of the learner's (or cohort's) programme and record, on the plan, which topic areas/assessment methods they plan to sample, and when.

Copies of sampling plans should be made available to other Internal Moderators and the assessment team, and sampling carried out according to the plan.

Where variations are made, these should be recorded on the plan.

### **3.9 Completing a Sample Record**

The Internal Moderator should record the quality assurance sampling activities on a Sample Record. As a minimum, this record must indicate the Assessor's decision, the content of the sample, the Internal Moderator's decision and relevant feedback to the Assessor.

Where the Internal Moderator agrees with the assessment decisions, certification claims can go ahead.

Where the Internal Moderator does not agree with the assessment decisions, full feedback must be given to the Assessor, with action points agreed which relate to the Assessor's areas for improvement and instructions for how the learner can be supported to produce the required evidence of knowledge and skills.

Sampling must take place before any certification claims are made by the centre and all records, including those of standardisation meetings, feedback to Assessors and CPD activity should be made available to the GA-appointed External Moderator (also referred to as the EQA) upon request.

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