



## Qualification Specification

### GA Level 3 Certificate in Animal Care and Welfare Management

**610/5108/1**

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

## Section 1: Qualifications 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 GA Level 3 Certificate in Animal Care and Welfare Management.

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 an existing qualification.

### 1.2 Qualification Title, Qualification Number and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 3 Certificate in Animal Care and Welfare Management	610/5108/1	03/12/2024	Dec 2029

### 1.3 Qualification Aims and Objectives

In the GA Level 3 Certificate in Animal Care and Welfare Management, learners will explore animal nutrition and the design of balanced diets, and evaluate the impact of feeding practices. Learners will develop their understanding of health biosecurity and disease prevention strategies, including regular health checks.

Learners will also address animal behaviour, welfare, and housing, focusing on stress identification, environmental enrichment and safe handling techniques. Finally, learners will consider the legal and ethical aspects of animal care and welfare management.

It is an ideal qualification for individuals interested in animal care careers or those wanting to expand their knowledge of animal welfare. Roles may include veterinary assistant, animal care technician, animal rescue worker or manager, professional pet care provider or a supervisory role in related settings.

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

The structure of this qualification is as follows:

GA Level 3 Certificate in Animal Care and Welfare Management (610/5108/1)				
Mandatory Units	Unit Reference	Credits	GLH*	GLH + Study Time**
1. Animal Nutritional Management	H/651/4239	4	33	43
2. Animal Health and Biosecurity	L/651/4240	4	33	40
3. Animal Behaviour and Welfare Management	M/651/4241	6	49	58
4. Management of Animal Housing and Environments	R/651/4242	4	34	44
5. Animal Care Legislation and Ethics	T/651/4243	5	34	47
		<b>Total Credits</b> 23	<b>Total GLH*</b> 183	<b>TQT**</b> 232

### \*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 qualification within this specification is 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 5 mandatory units. There are no optional units.

The mandatory units within the 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 the 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 from a range of backgrounds and with a range of personal and professional aspirations, for example aspiring veterinary nurses looking to build foundational knowledge and practical skills before pursuing formal veterinary nursing qualifications, animal care assistants currently working or seeking to work in animal shelters, kennels or pet care facilities who wish to enhance their expertise in animal welfare, behaviour and health management, and pet groomers and trainers who want to deepen their knowledge of animal behaviour, handling and welfare to provide higher standards of care and service to their clients. It is also suitable for animal rescue and welfare workers who need a thorough understanding of health, biosecurity, and legal aspects of animal care to improve the well-being of animals. The qualification is also suitable for pet business owners, animal enthusiasts and students preparing for higher education.

This qualification is intended for learners aged 16 and above.

Entry for the Level 3 Certificate in Animal Care and Welfare Management is through holding a full level 2 qualification in a related subject area or a minimum of 5 GCSE's including English, Mathematics and Science (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 assessment criteria, learning outcome or unit(s). The requirement for RPL in such instances must also 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 Certificate in Animal Care and Welfare Management is an ideal qualification from which a learner might progress onto higher level study, practical occupational training or a career in the animal care industry.

## **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 Model and Certification

### 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 found in the Unit Specifications in Section 4 below.

### 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 18 months. 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 this GA qualification 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

Teaching staff include those who deliver teaching and learning content for knowledge and understanding elements and those who are involved in teaching and learning of practical skills.

The primary responsibility of an Assessor is to assess a candidate's performance and ensure that the evidence submitted by the candidate meets the requirements of the qualification.

All Teachers and Assessors must:

- be occupationally competent and hold, or be working towards, a regulated qualification at a higher level than the level being taught\* in the subject area or related subject area
- hold, or be working towards, a recognised teaching or training qualification, e.g. Level 3 Award in Education and Training (or equivalent)\*.

AND

- be able to evidence relevant and up to date teaching/assessing experience.
- understand the qualification structure, unit learning outcomes and criteria related to the teaching and learning being delivered.
- have access to appropriate guidance and support.

An Assessor must be able to recognise competence, knowledge, skills and understanding in line with the qualification standards and requirements and therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth subject knowledge related to the qualifications they are assessing.

Assessors must therefore also:

- hold, or be working towards, a recognised assessor qualification or their recognised equivalent\*\* e.g.,
  - 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.

\*In the absence of a regulated qualification in teacher training, the Teacher or Assessor must ensure that they are able to demonstrate that they have delivered a minimum of 30 hours of teaching or assessing. They are then required to agree to update their training to a Ofqual-regulated qualification within 18 months of commencing their role in order to continue to deliver the qualification.

\*\*Assessors may be working towards a relevant equivalent qualification in assessing under the guidance of a suitably qualified and experienced Assessor and their IQA. Trainee Assessors' decisions MUST be counter-signed by a suitably qualified, experienced Assessor.

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)**

IQAs are responsible for internal moderation and quality assurance of the qualification to ensure standardisation, reliability, validity and sufficiency of the assessor's assessment decisions.

IQAs 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 IQAs.

Assessors may have one or several appointed Internal Moderators.

This qualification is 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.

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

- meet all requirements for Assessors, as outlined above

AND

- Hold, or be working towards\*\*, 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

\*\*Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced Internal Moderator. Trainee Internal Moderator's decisions **MUST** be counter-signed by a suitably qualified, experienced Internal Moderator.

Staff may undertake more than one role within the centre, e.g., Teacher, Assessor and Internal Moderator. However, members of staff must **NOT** IQA their own assessment decisions.

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 this GA qualification.

Candidates are assessed on the evidence contained within their portfolio.

### 3.3 Assessment Strategy

The table below indicated the methods of assessment for each of the units within the GA Level 3 Certificate in Animal Care and Welfare Management.

Unit	Assessment Criteria	Assessment Method
1. Animal Nutritional Management	ALL	Portfolio
2. Animal Health and Biosecurity	ALL	Portfolio
3. Animal Behaviour and Welfare Management	ALL	Portfolio
4. Management of Animal Housing and Environments	ALL	Portfolio
5. Animal Care Legislation and Ethics	ALL	Portfolio

### 3.4 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.

### 3.5 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.

### 3.6 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.

### 3.7 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.

### 3.8 Venue and Equipment 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.

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.

For this qualification, suitable venue arrangements may include the learner having access to:

- a spacious indoor area for practical demonstrations and assessments
- separate areas for different animal species to prevent stress
- proper ventilation and temperature control systems
- adequate lighting (natural and artificial)
- easy-to-clean, non-slip flooring
- handwashing and sanitation stations
- a secure storage area for equipment and supplies
- waste disposal facilities
- a first aid area for both humans and animals
- a quiet area for health checks and grooming

Suitable equipment and supplies the learner may need access to may include:

- handling and restraint equipment (e.g. leads and collars (various sizes), harnesses (for dogs and cats), cat carriers, small animal carriers, towels for wrapping small animals, thick gloves
- feeding and watering equipment (e.g. food bowls (various sizes), water bottles and bowls, food scales, food storage containers, feeding charts and record sheets.
- health care equipment (e.g. grooming tools (brushes, combs, nail clippers), bathing supplies (species-appropriate shampoos), health check equipment (thermometers, stethoscopes), first aid kits (for animals), exercise equipment (toys,), enrichment items (puzzle feeders, chew toys).



- accommodation (e.g. cages and enclosures for various species, bedding materials (hay, wood shavings, blankets), cleaning supplies (disinfectants, brushes, mops), repair tools and materials).
- safety and efficiency equipment (e.g. Personal Protective Equipment (PPE): gloves, aprons, face masks, safety goggles, cleaning schedules and checklists, time management tools (stopwatches, timers), waste management supplies (bins, bags), environmental protection materials (recycling bins, water-saving devices).

### 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.

Please note, any references to books, journals, websites or other third-party materials and publications made by GA does not infer that GA's accepts responsibility for the content of such materials or any opinions expressed within them.

### 3.10 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.

### **3.15 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 Certificate in Animal Care and Welfare Management (610/5108/1)

Mandatory Unit		GLH	Credits	Unit Reference
1	Animal Nutritional Management	33	4	H/651/4239
<p>In this unit, learners will develop an understanding of the nutritional requirements of animals, explaining essential nutrients and analysing the roles of vitamins, minerals and macronutrients. They will compare the dietary needs of animals at different life stages and learn how to design and manage effective diet plans.</p> <p>Learners will also consider the implications of different feeding practices on animal health, including the effects of overfeeding and underfeeding, and strategies used to prevent nutritional disorders.</p> <p>Learners will also evaluate the quality of commercial pet foods, comparing them with homemade diets to determine suitability based on specific nutritional needs.</p>				
<h4>Assessment Requirements &amp; Indicative Content</h4>				
<h4>Assessment Requirements</h4> <p>The Learner must cover a minimum of two animals from the following range: cat, dog, rabbit, guinea pig, hamster, budgerigar, tortoise.</p>				
<h4>Indicative Content</h4> <p>LO1 - to include fat, protein, carbohydrates, water, fibre, vitamins, micro and macro minerals. Roles to include maintenance of physical and mental health. Life stage needs to include young, adult, senior and geriatric animals.</p> <p>LO2 - to include consideration of species, age, and health conditions. Diet plans to include usual diet and any supplements or modifications required. Effectiveness of diet plans should consider general health and wellbeing, energy levels, and maintenance of weight.</p> <p>LO3 - to include obesity, anorexia and malnutrition. Long- and short-term effects to include health and welfare, disease and deficiency prevention. Nutritional disorders such as diabetes, rickets, scurvy, pancreatitis. Supplements to include prescribed and over the</p>				

counter along with dangers of incorrect supplementing (e.g. young/ pregnant animals and too much calcium).

LO4 - to include raw, dried, wet and homemade diets and treats. Nutritional content should reflect the suitability of the diet for specific animals depending on need and life stage.

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand the nutritional requirements of animals	1.1 Explain the essential nutrients animals need
	1.2 Analyse the roles of vitamins, minerals, and macronutrients in maintaining animal health
	1.3 Compare the nutritional needs of young, adult and senior animals
2. Understand how to design and manage diets for different animals	2.1 Describe diet plans for animals
	2.2 Analyse the potential risks of dietary imbalances
	2.3 Discuss corrective measures to address dietary imbalances
	2.3 Evaluate the effectiveness of diet plans
3. Understand the implications of feeding practices on animal health	3.1 Describe effects of overfeeding and underfeeding on the health of animals
	3.2 Analyse the long-term consequences of poor nutrition on animal welfare
	3.3 Evaluate strategies for preventing nutritional disorders
	3.4 Evaluate the role of supplements in animal diets

4. Understand the quality and suitability of commercial animal foods	4.1 Analyse the nutritional content of various commercial pet foods
	4.2 Evaluate suitable commercial foods based on specific nutritional needs
	4.3 Compare the benefits and drawbacks of homemade vs commercial diets

Mandatory Unit		GLH	Credits	Unit Reference
2	<b>Animal Health and Biosecurity</b>	33	4	L/651/4240
<p>In this unit, learners will develop their understanding of common health issues and diseases in animals, including early symptoms and species-specific susceptibilities. They will explore effective biosecurity measures such as hygiene practices and protective equipment, to prevent disease spread.</p> <p>Learners will also consider the importance of regular health monitoring and assessments, focusing on early disease detection and its role in ensuring long-term animal welfare.</p>				
<p><b>Assessment Requirements &amp; Indicative Content</b></p>				
<p><b>Assessment Requirements</b></p> <p>The Learner must cover a minimum of two animals from the following range: cat, dog, rabbit, guinea pig, hamster, budgerigar, tortoise.</p>				
<p><b>Indicative Content</b></p> <p>LO1 - to include notifiable and zoonotic diseases. Susceptibility of animals to disease to include higher susceptibility in certain conditions or when needs are not being met. To include the importance of veterinary diagnosis and care/treatment. Prevention of treatment to include parasite control, correct nutrition and accommodation/conditions and prevention of stress.</p> <p>LO2 - to include cleaning and maintenance, along with quarantine and isolation. PPE to include equipment and clothing for the animal carer to prevent transmission between animals and to people, and the use of barrier techniques for unwell animals with certain conditions.</p> <p>LO3 - to include daily, weekly, monthly, annual and one-off health checks. Health checks to manage and prevent short- and long-term issues.</p>				

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand common health issues and diseases in animals	1.1 Describe diseases affecting animals
	1.2 Explain early symptoms of diseases to ensure timely intervention
	1.3 Describe the susceptibility of different animals to specific health issues
	1.4 Describe prevention and treatment of common diseases affecting animals
2. Understand effective biosecurity measures in animal care settings	2.1 Describe biosecurity protocols to prevent disease spread among animals
	2.2 Explain the effectiveness of hygiene practices in maintaining animal health
	2.3 Analyse the use of protective equipment in disease prevention
3. Understand the importance of regular health monitoring and assessments	3.1 Explain the significance of routine health checks in early disease detection
	3.2. Describe frequency of monitoring to maintain health
	3.3 Describe the role of regular health monitoring in long-term animal welfare

Mandatory Unit		GLH	Credits	Unit Reference
<b>3</b>	<b>Animal Behaviour and Welfare Management</b>	<b>49</b>	<b>6</b>	<b>M/651/4241</b>

In this unit, learners will develop an understanding of the behavioural patterns of different animals, explaining typical behaviours and analysing environmental influences with evaluation of species-specific needs. They will explore the management of stress and behavioural issues, including recognising signs of stress and implementing behaviour management plans.

Learners will also examine ethical principles of animal welfare, discussing the five animal needs and the impact of management practices. Additionally, learners will understand behaviour modification techniques, focusing on positive reinforcement and enrichment plans to enhance animal welfare.

### Assessment Requirements and Indicative Content

#### Assessment Requirements

The Learner must cover a minimum of two animals from the following range: cat, dog, rabbit, guinea pig, hamster, budgerigar, tortoise.

#### Indicative Content

LO1 - to include communication behaviours, vocalisation, body language and position and behaviours seen in animals in different situations. Environmental factors affecting behaviour to include accommodation, feeding, multi-pet households, reproductive status, temperature, light, humidity, availability of space etc.

LO2 – to include signs of stress, fear and aggression in behaviour, body language, vocalisation etc. Behaviour management plans and stress reduction techniques to include enrichment, training, pheromone use, and management of multi-animal households. Long term effects of stress to include both health and behaviour.

LO3 – to include the five animal needs as included in the Animal Welfare Act 2006 and the impact on practices to include health, behaviour and welfare. Different management practices to include multi-pet settings, long term care environments, e.g. long-term kennelling, and veterinary care environments.

LO4 – to include positive and fear free methods of training and behaviour modification. Effectiveness of behaviour modification against expected targets and measures.



<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand the behavioural patterns of different animals	1.1 Explain the typical behaviours and social interactions of animals
	1.2 Analyse how environmental factors influence animal behaviour
	1.3 Evaluate species-specific behavioural needs and their implications for welfare
2. Understand management of stress and behavioural issues in animals	2.1 Explain signs of stress, fear and aggression in animals
	2.2 Describe the long-term effects of stress on the animal's body
	2.3 Explain behaviour management plans used to address common behavioural issues
	2.4. Evaluate the effectiveness of stress-reduction techniques
3. Understand the ethical principles of animal welfare	3.1 Discuss the five animal needs and their relevance to animal welfare
	3.2 Evaluate how different management practices effect animal welfare
	3.3 Describe the importance of ethical animal care practices
4. Understand behaviour modification techniques used to improve animal welfare	4.1 Describe the use of positive reinforcement techniques to modify undesirable behaviours
	4.2 Evaluate the effectiveness of behaviour modification programs

Mandatory Unit		GLH	Credits	Unit Reference
4	<b>Management of Animal Housing and Environments</b>	34	4	R/651/4242

In this unit, learners will develop an understanding of the housing needs and environmental requirements of animals, describing suitable housing features and the impact on their wellbeing. They will learn to design and manage environments that cater to specific animal needs, assessing the suitability of materials and layouts.

Learners will consider the principles of environmental enrichment, explaining its role in promoting natural behaviours and evaluating its effectiveness in enhancing welfare.

Learners will also develop their understanding of the importance of proper maintenance and improvement of housing environments, focusing on safety, comfort and ongoing assessments.

### Assessment Requirements and Indicative Content

#### Assessment Requirements

The Learner must cover a minimum of two animals from the following range: cat, dog, rabbit, guinea pig, hamster, budgerigar, tortoise.

#### Indicative Content

LO1 - to include features such as substrate, design, fixtures, enrichment, feeding equipment, size requirements, access to outside spaces. Natural habitats compared to wild counterparts and ensuring captive settings are as natural as possible with the resources available. Impact of housing to include health, welfare, behavioural indicators.

LO2 - to include specific needs of species, proximity to other animals/species, captive vs wild, suitability of materials used to construct and maintain housing.

LO3 - to include the link between health, welfare and environmental enrichment. Enrichment items to include food enrichment, toys, puzzles, use of scent and visual enrichment, provision of items such as scratch posts, digging areas and perches.

LO4 - to ensure cleaning maintains biosecurity in the animal care environment, and stress reduction within the accommodation and environment.

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand the housing needs and environmental requirements of animals	1.1 Describe the key features of suitable housing for animals
	1.2 Explain the environmental needs of animals based on their natural habitats
	1.3 Describe the impact of housing on the physical and psychological wellbeing of animals
2. Know how to design and manage appropriate housing environments for animals	2.1 Describe environments that cater to the specific needs of animals
	2.2 Assess the suitability of different housing materials and layouts
3. Understand the principles of environmental enrichment in animal housing	3.1 Explain the importance of environmental enrichment in promoting natural behaviours and enhancing welfare
	3.2 Analyse different enrichment strategies and their application in various settings
	3.3 Evaluate the effectiveness of enrichment programmes in enhancing animal welfare
4. Understand maintenance and improvement of animal housing environments	4.1 Describe cleaning and maintenance procedures and routines for animal housing
	4.2 Explain the importance of safety and comfort in animal housing environments
	4.3 Describe improvements to housing based on assessments and feedback
	4.4 Explain monitoring and record keeping requirements in animal care settings

Mandatory Unit		GLH	Credits	Unit Reference
5	<b>Animal Care Legislation and Ethics</b>	34	5	T/651/4243
<p>In this unit, learners will develop their understanding of the legal frameworks governing animal care, explaining key legislation and the obligations of animal care professionals. They will explore the application of ethical principles, analysing dilemmas and the implications of care decisions.</p> <p>Learners will explore the role of animal welfare standards and organisations, assessing their impact on the quality of care. Learners will also consider how to respond to situations involving animal abuse or neglect, including identifying signs and evaluating effective interventions.</p>				
<b>Assessment Requirements &amp; Indicative Content</b>				
<b>Assessment Requirements</b>				
There are no specific assessment requirements for this unit.				
<b>Indicative Content</b>				
<p>LO1 - to include Animal Welfare Act 2006, Veterinary Surgeons Act 1966, Dangerous Dogs Act 1991, Wildlife and Countryside Act 1981, Animal Boarding Establishments Act 1963, Zoo Licensing Act 1981, COSHH, RIDDOR, Health and Safety at Work Act. Obligations of professionals to include moral, ethical and legal.</p> <p>LO2 - to include euthanasia reasoning and methods, animals from hoarding households. Ethical guidelines to include those set by governing and membership bodies in animal care. Ethical implications including public perception, animal rights groups, sourcing, keeping and care of animals</p> <p>LO3 - to include key organisations such as RSCPA, Blue Cross, Cats Protection, Dogs Trust. Welfare standards and codes of practice including those set by governing and membership bodies.</p> <p>LO4 - to include why, when, who and how to safely report concerns to and the importance of being sure before reporting abuse, neglect or cruelty towards animals.</p>				

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand the legal frameworks governing animal care	1.1 Explain legislation relevant to the care of animals
	1.2 Analyse the legal obligations of animal care professionals
	1.3 Evaluate consequences of non-compliance with animal welfare legislation
2. Understand how to apply ethical principles in animal care practices	2.1 Explain ethical dilemmas in the treatment and care of animals
	2.2 Analyse ethical guidelines for animal care practices in various scenarios
	2.3 Describe the ethical implications of different animal care decisions
3. Understand the role of animal welfare standards and organisations	3.1 Describe the functions of key animal welfare organisations
	3.2 Explain the role of welfare standards in ensuring humane treatment of animals
	3.3 Evaluate the impact of welfare standards on the quality of animal care
4. Understand how to respond appropriately to situations involving animal abuse or neglect	4.1 Describe signs of animal abuse or neglect in different species and settings
	4.2 Evaluate the correct procedures for reporting and addressing suspected cases of animal cruelty
	4.3 Evaluate the effectiveness of interventions in improving animal welfare outcomes

## 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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