



## Qualification Specification

### GA Level 2 Certificate in Animal Care and Welfare

(610/4910/4)

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 2 Certificate in Animal Care and Welfare.

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 2 Certificate in Animal Care and Welfare	610/4910/4	25/10/2024	Oct 2029

### 1.3 Qualification Aims and Objectives

In the GA Level 2 Certificate in Animal Care and Welfare, learners will explore the basic components of caring for a range of animals in a variety of settings. Learners will translate the five animal needs required into day-to-day care and will explore best welfare practices.

It is an ideal qualification for learners entering the world of animal care for the first time, or for those working in an animal care role already wishing to gain a formal regulated qualification to strengthen their knowledge.

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

The structure of this qualification is as follows:

GA Level 2 Certificate in Animal Care and Welfare (610/4910/4)				
Mandatory Units	Unit Reference	Credits	GLH*	GLH + Study Time**
1. Animal Health and Biology	T/651/3858	8	64	76
2. Animal First Aid	Y/651/3859	1	8	13
3. Animal Behaviour	F/651/3860	6	44	55
4. Animal Welfare	H/651/3861	4	34	44
5. Animal Diet and Nutrition	L/651/3864	5	43	53
		<b>Total Credits</b> 24	<b>Total GLH*</b> 193	<b>TQT**</b> 241

#### \*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 2 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 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.

## **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:

- working in animal care
- keeping animals as pets
- strengthening knowledge of new or unfamiliar species
- gaining formal recognition of their knowledge of animal care and welfare
- to meet Animal Activities Licensing regulations (Licensing of Activities Involving Animals Regulations 2018)

This qualification is intended for learners aged 16 and above.

There are no other 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 may also be appropriate for learners to be undertaking Level 2 maths and English qualifications alongside studying for this vocational qualification at Level 2.

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 2 Certificate in Animal Care and Welfare 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.

Following completion of the GA Level 2 Certificate in Animal Care and Welfare, learners may wish to progress onto the GA Level 2 Diploma in Animal Care and Welfare.

### **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 delivering this qualification 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 teaching qualification, 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 an Ofqual-regulated teaching 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 IQA)**

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 2 Certificate in Animal Care and Welfare.

Unit	Assessment Criteria	Assessment Method
1. Animal Health and Biology	ALL	Portfolio
2. Animal First Aid	ALL	Portfolio
3. Animal Behaviour	ALL	Portfolio
4. Animal Welfare	ALL	Portfolio
5. Animal Diet and Nutrition	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 GA's 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. A Guide is provided in Appendix 1 of this Qualification Specification.

### 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.

### 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.

### 3.11 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.

### 3.12 Direct Claims Status (DCS)

Direct Claims Status is not available for this qualification.

### 3.13 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.

### 3.14 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 2 Certificate in Animal Care and Welfare

Mandatory Unit		GLH	Credits	Unit Reference
1	Animal Health and Biology	64	8	T/651/3858
<p>Learners will develop an understanding of the health and biology of animals in their care. This includes signs of good and ill health, the importance of early intervention and effects of an animal's environment on their health. Underpinning knowledge of animal biology will assist learners to understand how an animal's body works.</p>				
<b>Assessment Requirements &amp; Indicative Content</b>				
<b>Assessment Requirements</b>				
<p>The Learner must cover a minimum of two animals from the following range: cat, dog, rabbit, guinea pig, hamster, budgerigar, tortoise.</p> <p>LO2 / AC 2.5 – to include a minimum of 3 preventive health measures.</p>				
<b>Indicative Content</b>				
<p>LO1 – to include viral, fungal, bacterial, parasitic, zoonotic and notifiable diseases.</p> <p>LO2 – to include weekly, monthly and annual considerations in health plans. Administration of medications to include topical, oral and vaccinations.</p> <p>LO3 – to include records of animal health, health and safety and records kept adhering to legal requirements.</p> <p>LO4 – to include the nervous, musculoskeletal, endocrine, respiratory, circulatory, digestive, integumentary, and reproductive systems.</p>				

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand animal health	1.1 Identify common signs of health and illness in animals
	1.2 Describe the routine health checks required for different animals
	1.3 Discuss the role of hygiene in maintaining animal health
	1.4 Explain common conditions and diseases that may occur in animals
2. Understand preventive animal health care	2.1 Describe a preventive health care plan for animals
	2.2 Explain the use and administration of basic medications
	2.3 Explain the importance of vaccinations and parasite control
	2.4 Discuss the methods for monitoring the health status of animals
	2.5 Explain the effectiveness of preventive health measures.
3. Understand record keeping in animal health care	3.1 Describe the different records kept in animal health care
	3.2 Explain the importance of accurate record keeping
	3.3 Describe the implications of not keeping records of animal health
4. Know concepts of animal biology	4.1 Identify key anatomical features of animals

	4.2 Describe the functions of the major body systems of animals
	4.3 Compare feeding and digestive adaptations in animals
	4.4 Outline reproductive strategies used by animals

Mandatory Unit		GLH	Credits	Unit Reference
2	Animal First Aid	8	1	Y/651/3859
<p>Learners will gain a comprehensive understanding of animal first aid, including its principles, the importance of triage, and clear communication during emergencies. They will explore legal and ethical responsibilities when providing first aid, recognising various scenarios where intervention is necessary. Learners will become familiar with common injuries, species-specific presentations, and techniques such as bandaging, CPR and using a first aid kit effectively.</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>LO2 / AC 2.3 – to include a minimum of 2 animals.            LO3 / AC 3.2 - to include a minimum of 2 first aid situations.            LO3 / AC 3.3 – to include a minimum of 3 injuries and conditions in animals.</p>				
<p><b>Indicative Content</b></p> <p>LO1 - to include the Veterinary Surgeons Act 1966. Scenarios to include RTC's, falls, poisoning, animal fights.</p> <p>LO2 and LO3 - to include burns, fractures, wounds and lacerations, haemorrhage, heatstroke, choking, drowning, collapse, seizures, eye and head injuries, shock, poisoning, GDV (bloat) in dogs. Information to be passed to a vet to include animal species, location, visible injuries, level of consciousness, anything ingested, time of incident, estimated time of arrival, first aid given at scene.</p> <p>LO4 - to include bandages and dressings, wound care, medications and tools (thermometer, tweezers, syringes etc), PPE, documentation/contact numbers, torch, towels/blankets, bag for waste.</p>				

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand the principles of animal first aid	1.1 Describe the principles of animal first aid and its importance in emergency situations
	1.2 Identify scenarios where animal first aid may be required
	1.3 Discuss the ethical and legal considerations relating to animal first aid
	1.4 Describe the meaning and importance of triage and classification of emergency in animal first aid
	1.5 Describe the importance of clear communication in an animal first aid situation
	1.6 Explain behaviour changes seen in animals during first aid situations
2. Understand common injuries and illnesses in animals	2.1 List common injuries in animals and their causes
	2.2 Identify signs of common animal first aid conditions
	2.3 Describe the differences in injury presentation
	2.4 Explain the potential complications of untreated injuries and illnesses in animals
3. Understand how to provide animal first aid	3.1 Identify the normal parameters for temperature, pulse and respiration rate (TPR) in animals and how to take them
	3.2 Describe bandaging and dressing procedures
	3.3 Describe first aid for other injuries and conditions in animals

	3.4 Describe the recovery position in animals
	3.5 Explain how to perform cardiopulmonary resuscitation on animals
	3.6 Explain the information required to pass onto a vet in a first aid situation
4. Understand first aid kit contents suitable for animal first aid	4.1 List the contents of an animal first aid kit
	4.2 Explain the importance of keeping an animal first aid kit up to date

Mandatory Unit		GLH	Credits	Unit Reference
3	<b>Animal Behaviour</b>	44	6	F/651/3860
<p>Learners will develop an understanding of animal behaviour, including normal patterns, common behavioural issues, and the signs of stress. They will explore animal body language, learning to identify cues that indicate different emotional states and how to respond appropriately. The course covers behavioural modification techniques, including handling, restraint, and training methods. Learners will also examine how to develop behaviour modification plans for various species. Lastly, they will understand the role of environmental enrichment in promoting positive behaviour in animals.</p>				
<p><b>Assessment Requirements and 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 – behaviours to include communication, vocalisation, body language.</p> <p>LO2 – to include indicators made by the face, tail, fur, body position, eyes, mouth. Emotional states including fear, aggression, and relaxation.</p> <p>LO3 – training methods may include methods such as clicker training, operant and classical conditioning. Behaviour modification methods must be force and fear free.</p> <p>LO4 – enrichment may include scent, physical enrichment, mental stimulation, visual stimulation.</p>				



<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand animal behaviour	1.1 Describe normal behaviour patterns of different animals
	1.2 Identify common behavioural issues in animals and their underlying causes
	1.3 Discuss the signs of stress and anxiety in animals
	1.4 Explain the importance of understanding animal behaviour in animal care settings
2. Understand animal body language	2.1 Identify key indicators of animal body language that signal different emotional states
	2.2 Explain the importance of correctly interpreting animal body language for safe and effective handling
	2.3 Discuss how to respond appropriately to different body language signals to maintain animal welfare
	2.4 Compare the body language of different animals to understand species-specific communication methods
3. Understand behavioural modification techniques	3.1 Explain handling and restraint techniques in animals
	3.2 Describe training methods used to address behavioural issues
	3.3 Explain methods used to monitor and record behavioural changes
	3.4 Develop behaviour modification plans
	4.1 Explain the concept of environmental enrichment

4. Understand animal enrichment in the context of animal behaviour	4.2 Explain the effects that environmental enrichment has on animal behaviour
	4.3 Describe enrichment activities that promote positive behaviour

Mandatory Unit		GLH	Credits	Unit Reference
4	Animal Welfare	34	4	H/651/3861
<p>Learners will develop an understanding of animal welfare by explaining the Five Animal Needs, assessing welfare, and recognising signs of good and poor welfare. They will explore the historical development of welfare concepts, the role of organisations, and the ethical considerations in animal care. Additionally, the learner will consider common welfare issues, public awareness, and strategies to maintain high welfare standards.</p>				
<p><b>Assessment Requirements &amp; Indicative Content</b></p>				
<p><b>Assessment Requirements</b></p> <p>There are no specific assessment requirements for this unit.</p>				
<p><b>Indicative Content</b></p> <p>LO1 – to include behavioural and physical assessments and checking against industry standards.</p> <p>LO2 – to include welfare organisations to include RSCPA, Blue Cross, PDSA, Cats Protection.</p> <p>LO3 – to include needs linked to the Five Animal Needs - cruelty, neglect, incorrect accommodation and nutrition.</p>				

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
<b>1. Understand animal welfare</b>	1.1 Explain the Five Animal Needs and how they apply to animal care
	1.2 Identify potential causes of poor animal welfare
	1.3 Describe how to assess animal welfare in various settings
	1.4 Explain the concept of animal welfare and its importance
	1.5 Identify signs of good and poor welfare in different animals
<b>2. Understand ethics and development of animal welfare legislation and standards</b>	2.1 Discuss the historical development of animal welfare legislation and standards
	2.2 Describe the ethical considerations involved in animal care and welfare
<b>3. Know how to improve animal welfare</b>	3.1 Identify common welfare issues and how to address them
	3.2 Explain how public awareness and education can contribute to improving animal welfare
	3.3 Outline strategies to monitor and maintain high welfare standards in animal care facilities

Mandatory Unit		GLH	Credits	Unit Reference
5	<b>Animal Diet and Nutrition</b>	43	5	L/651/3864
<p>Learners will develop an understanding of the dietary needs of various animal species, including the importance of proper nutrition and recognising signs of deficiencies. They will explore the role of balanced diets in maintaining animal health and the impact of nutrition on overall animal well-being. Additionally, learners will consider how to prepare balanced diets, use appropriate feeding equipment, monitor feeding habits, and safely handle animal feeds. Learners will also develop their understanding of the nutritional requirements of animals across different life stages, the effects of overfeeding and underfeeding, environmental influences on dietary needs, and the role of dietary supplements.</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 feeding frequency, timing and competition for food in multi-animal situations.</p> <p>LO2 - to include methods of providing food for example in bowls, slow feeders, puzzle balls, as enrichment etc health and safety considerations, pest control, damp proofing. Monitoring to include the amount of feed and water intake, speed of eating, any issues or feeding behaviours seen.</p> <p>LO3 - to include neonate, juvenile, adult, senior, geriatric, climate, activity level.</p>				

<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 Describe the dietary needs of different animals
	1.2 Explain the importance of proper nutrition for maintaining animal health
	1.3 Identify signs of nutritional deficiencies in animals
2. Understand the feeding of animals	2.1 Explain preparation of balanced diets for animals
	2.2 Explain appropriate feeding equipment and techniques for animals
	2.3 Describe how to monitor feeding habits and food intake of animals
	2.4 Describe safe storage and handling of animal feeds
3. Understand factors affecting animal nutrition, feeding and diet	3.1 Compare the nutritional requirements in different life stages in animals
	3.2 Explain the consequences of overfeeding and underfeeding
	3.3 Discuss how environmental factors influence an animal's dietary needs
	3.4 Explain the role of supplements in animal diets

## 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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