

# **T Level Technical Qualification in Animal Care and Management:**

## **Animal Management and Behaviour Occupational Specialism (Level 3)**

### **Synoptic Assignment SAMPLE Assessor Pack**

September 2024 v1.1

# Contents

<b>1. Assessment</b>	<b>2</b>
Performance outcomes	5
Assessment overview	6
<b>2. Assignment brief</b>	<b>7</b>
<b>3. Tasks (guidance for centres)</b>	<b>8</b>
General task guidance	8
Task specific guidance	11
Task 1 – Health Assessment	11
Task 2 – Husbandry Plan	14
Task 3 – Husbandry Activities	16
Task 4 – Animal Environment	17
Task 5 – Behaviour Observation	19
Task 6 – Training	21
<b>4. Tasks</b>	<b>23</b>
<b>5. Centre guidance</b>	<b>35</b>
<b>6. Marking</b>	<b>41</b>
<b>7. Marking grids</b>	<b>44</b>
<b>8. Links to Maths, English and Digital Skills</b>	<b>65</b>
<b>9. Declaration of authenticity</b>	<b>66</b>
<b>10. Candidate Record Form (CRF)</b>	<b>67</b>
<b>11. Assessor observation forms</b>	<b>69</b>
<b>12. Annex</b>	<b>77</b>
<b>Risk Assessment Figure 1</b>	<b>78</b>
<b>Health Check Report Figure 2</b>	<b>79</b>
<b>Risk Assessment Figure 3</b>	<b>80</b>

Version and Date	Change detail	Section
v1.0 May 2024	Approved version	
V1.1 Sep 2024	Word counts and timings	Assignment brief, General task guidance Task 5
	Amendment to task wording	Task 5 and 6

---

## **1. Assessment**

This assessment for the Animal Management and Behaviour occupational specialism consists of a synoptic assignment that includes a synoptic assignment brief and then a number of tasks for the candidate to complete. The tasks have been set to reflect the performance outcomes in the qualification specification. They are designed to allow judgement of the candidate to be made across different categories of performance.

This assessment for the occupational specialism has been allocated a set number of marks against each task, based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

## Performance outcomes

The weighting for this assessment will remain the same for every version of the synoptic assignment. This ensures the appropriate depth and breadth of knowledge and skills for each specialism can be reliably assessed in every version and meets the needs of industry while keeping comparability between each assessment over time. The synoptic assignment marks contribute 75% towards the overall occupational specialism grade and the following performance outcomes are covered within this assessment:

Performance outcome	Typical knowledge and skills
<p><b>PO1</b> Optimise health and welfare of animals</p>	<p>Candidates will understand the principles of handling, restraint and interaction with animals as well as the techniques to safely work with animal species. Candidates will use their knowledge and skills to carry out health assessments on animals and husbandry activities including feeding and cleaning the animal.</p>
<p><b>PO2</b> Optimise animal environments to meet their needs</p>	<p>Candidates will develop knowledge and skills of the health and safety, and hazards and risks surrounding different animal environments which will enable them to carry out activities within animal environments. Apply different design considerations to create an animal enclosure which meets the health and welfare needs of the animal.</p>
<p><b>PO3</b> Apply techniques to influence positive animal behaviour</p>	<p>Candidates will develop knowledge of animals natural behaviours, motivators and reinforcers. Candidates will apply their knowledge and skills to carry out safe working practices and when demonstrating skills to observe and carry out training activities.</p>

## Assessment overview

The candidate will be assessed against a number of tasks. This synoptic assignment has a total of 75 marks. The table below shows the weighting of the marks for each of the tasks. Candidates will be assessed against these tasks which align to the performance outcomes.

Performance outcome (PO)	Tasks	Marks per task	Task weightings	Marks per PO
<b>PO1: Optimise health and welfare of animals</b>	1 Health assessment	15	20%	42
	2 Husbandry plan	12	16%	
	3 Husbandry activities	15	20%	
<b>PO2: Optimise animal environments to meet their needs</b>	4 Environments	15	20%	15
<b>PO3: Apply techniques to influence positive animal behaviour</b>	5 Behaviour observation	9	12%	18
	6 Training	9	12%	
<b>Totals</b>		<b>75</b>	<b>100%</b>	<b>75</b>

## 2. Assignment brief

You are working as a Keeper at an animal collection called Guilds Animal Rescue which looks after a range of animal species with the goal of rehoming. The animal collection complex contains different areas where the animal enclosures are located. The areas include stables, fields, kennels and indoor spaces.

As part of your role as a Keeper, your specific responsibilities include:

- identifying hazards and risks
- completing health assessments on individual animals
- record keeping, husbandry planning
- planning for and undertaking training activities
- dealing with biosecurity measures
- planning for the arrival of new animals, for animals residing in the collection, and for the departure of animals when they are rehomed.

Additionally, as part of your role, you need to undertake research relating to the needs of the animals within the collection at Guilds Animal Rescue. The research can often include husbandry and environmental requirements.

The manager at Guilds Animal Rescue is proposing to have weekly meetings with the Keepers to evaluate and reflect on your skills working with the animals and check any records from the previous week.

Your assignment contains **six** tasks in total. Your assessor will release the tasks to you at the start of each supervised session; they will also provide you with your permitted evidence for that task. You will **not** be permitted any additional notes, such as printed resources and textbooks, or access to internet, unless otherwise stated in the conditions of assessment.

**You will be allocated a mammal and animal (either a bird, reptile, amphibian or invertebrate) for tasks 1 and 3.**

**You will also be allocated a mammal and animal (either a bird, reptile, amphibian or aquatic) for tasks 5 and 6.**

This assignment contains **six** tasks and has a total time of **28 hours**.

Please read **ALL** information carefully before the assessment.



## 3. Tasks (guidance for centres)

### General task guidance

Please read **ALL** information carefully before starting the assessment.

Ensure you have read the following guidance before you undertake the assessment of candidates:

- T level technical qualifications – marking
- T level technical qualifications – moderation (updated annually)
- T level technical qualifications – teaching, learning and assessment
- Technical qualification guides on marking and moderation
- Assessor observation forms
- Marking grids following the tasks below
- Feedback guidance for assessors.

All work carried out should be to industry standards, undertaken in a safe manner and compliant with relevant regulations. If a candidate fails to carry out the activities in a safe manner, the assessment should be stopped. Further guidance for assessors can be found in the centre guidance section under health and safety.

Photos and videos must be used to support the qualitative statements captured on the Assessor observation form and must be taken by the assessor. Details of specific photograph requirements are outlined in the task information below. Photos/videos must have the date, the candidate's name and their candidate number attached so that they can be differentiated. The candidate does not need to be in the photos/videos, the purpose of the photos/videos is to demonstrate the quality and standards of work of specific activities and of the work throughout various stages of the assignment.

All work submitted must be securely saved in an appropriate format as dictated by the evidence requirements. It is important that assessors can access copies of submitted materials to provide to candidates in subsequent tasks as instructed in the task specific guidance.

### Time

The time allocated for the completion of the tasks and production of evidence for this assessment is **28** hours. Timings for completion of specific tasks are outlined below:

- Task 1 – 5 hours
- Task 2 – 5.5 hours
- Task 3 – 2.5 hours
- Task 4 – 6 hours
- Task 5 – 6 hours
- Task 6 – 3 hours.

There may be sub-tasks within each of the above tasks. Assessors should ensure that the duration for each sub-task is adhered to.

There may be additional resources that are required for a task/sub-task. These will be provided by the assessor and listed within the task instructions within the candidate pack and task specific guidance. These resources must only be administered to the candidate as per the task specific guidance.

## **Scheduling assessment sessions**

It is the centre's responsibility to arrange how time is managed to fit with timetables and meet the times allocated for each task during the assessment window. Assessment windows are specified in the key date schedule.

The tasks/sub-tasks must be issued in the order as specified in the task specific guidance, one at a time to candidates by centres in the scheduled assessment times. Candidates can refer to the brief and scenario during all of the scheduled assessment time. Candidates are not permitted to return to tasks/sub-tasks after the assessment time for the task has ended and the next task/sub-task has begun. Candidates must not move on to the next task/sub-task within the assessment session until instructed to do so by the assessor. It is the assessor's responsibility to ensure that all evidence for a task/sub-task has been submitted before administering the next task/sub-task. Candidates are not required to have formal reading time for the scenario and brief, this is included within the duration for Task 1.

When working under supervised conditions for longer sessions, breaks can be facilitated outside of the controlled conditions, ensuring the room is locked and all candidates have vacated the room once the break begins. All materials must be kept securely during the break.

Centres should aim to schedule tasks in the fewest amount of assessment sessions but ensure that the durations dictated for each task/sub-tasks are covered. However, to aid deliverability and manageability of assessment, sessions can be split where there is a requirement – for example where timetabling of an appropriate location for six hours is not possible, e.g. where centre's access to computer resources is limited, or where candidates are not available for six consecutive hours (e.g. due to work placement commitments). Where this is necessary, sessions must be timetabled over consecutive days and in as few sessions as possible. All assessment evidence must be stored securely and access to assessment materials and their work only given to candidates during the formal assessment times. All candidates are required to complete a declaration of authenticity along with their evidence submission, and the arrangements must support the assessor in being confident in confirming authenticity.

Where assessments need to be completed in a number of assessment sessions or over consecutive days, all practical work areas and any evidence produced must be kept secure and must only be accessed by the assessor. Information and notices should be used to inform other users of the facility that no access will be granted when assessment sessions are in progress. Practical work areas, tools, equipment and systems for the assessment must not be reset until a candidate has completed the full assessment.

## **Internet access**

Where internet access is allowed as part of a task (e.g. for research purposes) candidates must be advised that this is the case and reminded of the importance of submitting their own work, with reference to relevant evidence, and the seriousness of plagiarism, malpractice and collusion. Candidates should be advised that their browser history can be monitored and checked. Depending on the type of task candidates may be requested to submit their internet search history to be considered as part of the submission of evidence, in order to confirm the authenticity of submitted evidence.

Where candidates are allowed the use of computer equipment, but not the use of the internet for a task, equipment should be provided with internet capability disabled (e.g. Wi-Fi disabled, machine disconnected from network etc).

## **Resources**

Candidates must have access to a suitable range of resources as outlined in the task specific guidance to carry out the tasks and, where appropriate, to have the opportunity to choose components, tools and equipment that demonstrate their ability to select from a range of appropriate materials.

Where candidates need access to evidence that has been submitted as part of a previous task, this will be provided as a copy of the original evidence and will be given at the start of the relevant task.

### **Layout and file naming requirements**

Candidates must present all written work in size 12, Arial font with standard line spacing and borders. Pages should be numbered, and the footer should include the name and enrolment number of the candidate.

Files should be saved securely with a clear file name to support the marking process that allows candidate work to be identified. Evidence must have a file name that clearly indicates the content of the document, including City & Guilds enrolment number/candidate name/qualification number/task/type of evidence. We strongly recommend the following file name convention style:

- XYZ1234\_Firstname\_Surname\_8717-407\_Task\_1a\_Risk\_assessment
- XYZ1234\_Firstname\_Surname\_8717-407\_Task\_1d\_Written\_report.

## Task specific guidance

Templates to support this version of the assessment can be found in sections 11 and 12 of this assessor pack.

Templates must be provided in printed and digital format; candidates can choose to complete templates by hand or digitally.

Assessors must ensure that all candidate evidence submitted is saved securely and accessible to the assessor to provide copies to candidates as may be instructed to in this specific task guidance.

Assessors should familiarise themselves with the tasks as well as this guidance for centres.

Candidates will be allocated a mammal and animal (either a bird, reptile, amphibian or invertebrate) for tasks 1 and 3.

Candidates will also be allocated a mammal and animal (either a bird, reptile or amphibian, aquatic) for tasks 5 and 6.

The same mammal, bird, reptile or amphibian could be used for tasks 1, 3, 5 and 6 however if the candidates are allocated an invertebrate for tasks 1 and 3, the invertebrate cannot be used for tasks 5 and 6.

For task 6 the objective of training must always be clearly defined in the context of: animal welfare, keeper safety, public safety and all training programmes should provide a net welfare benefit to the animal.

## Task 1 – Health assessment

### Task 1a – Risk assessment

#### Assessor guidance:

- the time allocated to this task is 1 hour
- candidates must carry out the task on their own, under **controlled conditions**
- **one** written risk assessment should be completed for carrying out a health assessment, including handling, restraint and movement of both the allocated mammal and animal.
- access to the internet is **not** permitted for this task
- ratio of candidates to assessor – group invigilation.

#### Assessor evidence:

- one completed Risk Assessment Form (Figure 1)
- assessor observation: N/A
- photographic evidence: N/A
- video evidence: N/A
- question and answer session: N/A

#### Resources:

- digital equipment with **no internet access**
- risk assessment template – Figure 1.

## Task 1b – Carry out a health assessment

### Assessor guidance:

- the time allocated to this task is 30 minutes for the mammal, 30 minutes for the animal
- all candidates must carry out the task on their own, under **controlled conditions**
- candidates must identify their allocated mammal and animal, and carry out a visual health check
- candidates must handle, restrain and move the mammal and animal to a suitable area for a health assessment
- any time needed to walk across fields or get to the mammal or animal for larger species is not included in the time allowed for the task and the timing is for the handling and restraint alone
- candidates must carry out the physical health assessment of the allocated mammal and animal
- access to the internet is **not** permitted for this task
- the initial allocation for the mammal and animal needs to be suitable for the specific practical tasks
- ratio of candidates to assessor – 1:1.

### Assessor Evidence:

- assessor observation: yes
- photographic evidence: a minimum of 2 photos should be included as evidence to show the restraint of the mammal and the animal from the front and from the side. The candidate's face must be visible in at least one of the photos. The whole mammal and animal must be in the photos.
- video evidence: yes - a video of the health assessment of the head of the mammal and the animal must be included as evidence (maximum 10 minutes per video). The video should show the candidate's face at the start but can then zoom in to the mammal and animal if needed to show more detail. The whole mammal and animal must remain in the video to show the handling of the mammal and animal whilst the health assessment is taking place.
- question and answer session: N/A.

### Resources:

- paper, pen, pencil, clipboard
- health check form template (Figure 2) for the mammal
- health check form template (Figure 2) for the animal
- a mammal and either a bird, reptile, amphibian, invertebrate
- handling and restraint equipment appropriate to the mammal and animal
- suitable area to carry out a health assessment
- PPE
- weighing scales.

## Task 1c – Health check form

### Assessor guidance:

- the time allocated to this task is 1 hour
- all candidates must carry out the task on their own, under **controlled conditions**
- access to the internet is **not** permitted for this task
- ratio of candidates to assessors – group invigilation.

**Assessor evidence:**

- health check form template (Figure 2) for the mammal
- health check form template (Figure 2) for the animal
- assessor observation: N/A
- photographic evidence: N/A
- video evidence: N/A
- question and answer session: N/A.

**Resources:**

- digital equipment with **no** internet access
- health check form template (Figure 2)
- any handwritten notes from Task 1b

**Task 1d – Written report****Assessor guidance:**

- the time allocated to this task is 2 hours
- all candidates must carry out the task on their own, under **controlled conditions**
- written report (typically 1000 words) hard copy or file saved securely, e.g. electronically in a secure location or on memory stick to be handed in
- access to the internet is **not** permitted for this task
- ratio of candidates to assessors – group invigilation.

**Assessor evidence:**

- written report (typically 1000 words)
- assessor observation: N/A
- photographic evidence: N/A
- video evidence: N/A
- question and answer session: N/A

**Resources:**

- digital equipment with **no** internet access
- access to the completed health check form (Figure 2).

## Task 2 – Husbandry plan

### Task 2a – Research notes

#### Assessor guidance:

- the time allocated to this task is 1 hour 30 minutes
- all candidates must carry out the task on their own, under **controlled conditions**
- access to the internet **is** permitted for Task 2a
- ratio of candidates to assessor – group invigilation.

#### Assessor evidence:

- assessor observation: N/A
- photographic evidence: N/A
- video evidence: N/A
- question and answer session: N/A

#### Additional evidence:

- research notes (one side of A4 per species)
  - text to be Arial font, size 12
  - standard line spacing and borders
  - page numbered
  - list of references.
  - file saved securely (e.g. electronically in a secure location or on memory stick to be handed in).

#### Resources:

- digital equipment **with** internet access.

### Task 2b – Husbandry plan and justifications

#### Assessor guidance:

- the time allocated to this task is 4 hours
- all candidates must carry out the task on their own, under **controlled conditions**
- candidates must use the information collated in Task 2a
- access to the internet **not** permitted for Task 2b
- ratio of candidates to assessors – group invigilation.

#### Assessor evidence:

- husbandry plan and justifications
  - plan, including justifications and consequences (typically 2000 words) – including any extracts from other software used e.g. spreadsheets, tables, charts)
  - files saved securely (e.g. electronically in a secure location or on memory stick to be handed in).
- assessor observation: N/A
- photographic evidence: N/A
- video evidence: N/A
- question and answer session: N/A

**Resources:**

- research notes from Task 2a
- digital equipment with **no** internet access.



## Task 3 – Husbandry activities

### Assessor guidance:

- the total time allocated for this task is **2 hours 30 minutes**:
  - Task 3 i) ii) – 1 hour for the mammal, 1 hour for the animal
  - Task 3 iii) – 30 minutes
- for Task 3 iii) **either** the mammal or animal allocated must be suitable for preventative care to be carried out on. Preventative care could include grooming, nail/foot maintenance, simulated spot on treatments etc.
- all candidates must carry out the task on their own, under **controlled conditions**
- access to the internet is **not** permitted for this task
- ratio of candidates to assessor – 1:3.

### Assessor evidence:

- assessor observation form: Yes
- photographic evidence: Yes, of completion of routine husbandry tasks
- video evidence: Yes, of completion of routine husbandry tasks.

### Resources:

- PPE
- tools for preparation of feed
- preventative care equipment
- cleaning tools and equipment
- mammal and animal information and data charts
- suitable mammal or animal for preventative care activities to be carried out.

## Task 4 – Animal environment

### Task 4a – Research notes

#### Assessor guidance:

- the time allocated to this task is 1 hour 30 minutes
- all candidates must carry out the task on their own, under **controlled conditions**
- access to the internet **is** permitted for this Task 4a
- ratio of candidates to assessor – group invigilation.

#### Assessor evidence:

- assessor observation: N/A
- photographic evidence: N/A
- video evidence: N/A
- question and answer session: N/A

#### Additional evidence:

- research notes (one side of A4 per species)
  - text to be Arial font, size 12
  - standard line spacing and borders
  - page numbered
  - list of references
  - file saved securely (e.g. electronically in a secure location or on memory stick to be handed in).

#### Resources:

- digital equipment **with** internet access.

### Task 4b – Digital design with annotated labels

#### Assessor guidance:

- the time allocated to this task is 3 hours
- all candidates must carry out the task on their own, under **controlled conditions**
- candidates must use the information collated in Task 4a
- access to the internet is **not** permitted for this task
- ratio of candidates to assessor – group invigilation.

#### Assessor evidence:

- digital design with annotated labels
- assessor observation: N/A
- photographic evidence: N/A
- video evidence: N/A
- question and answer session: N/A

**Resources:**

- research form Task 4a
- digital equipment with **no** internet access
- digital software.

**Task 4c – Prepare a permanent enclosure to meet the mammal’s health and welfare requirements****Assessor guidance:**

- the time allocated to this task is 1 hour 30 minutes
- all candidates must carry out the task on their own, under **controlled conditions**
- candidates must be provided with a clean, empty enclosure to prepare for their allocated mammal
- access to the internet is **not** permitted for this task
- ratio of candidates to assessor – 1:3.

**Assessor evidence:**

- assessor observation form: Yes
- photographic evidence: Yes, of enclosure
- video evidence: N/A
- question and answer session: N/A

**Resources:**

- digital design from Task 4b
- equipment for preparation of the enclosure.

## Task 5 – Behaviour observation

### Task 5a – Behavioural observation documentation

#### Assessor guidance:

- the time allocated to this task is 1 hour 30 minutes per animal
- all candidates must carry out the task on their own, under **controlled conditions**
- candidates must create an ethogram and recording table for their allocated mammal and animal
- at least one of the allocated mammal or animal should be suitable for **Task 5 and Task 6**
- access to the internet is **not** permitted for this task
- ratio of candidates to assessor – group invigilation.

#### Assessor evidence:

- ethogram per mammal and animal
- recording table per mammal and animal
- assessor observation: N/A
- photographic evidence: N/A
- video evidence: N/A
- question and answer session: N/A

#### Resources:

- digital equipment with **no** internet access
- mammal and one other animal (bird, reptile, amphibian, aquatic).

### Task 5b – Behavioural observation

#### Assessor guidance:

- the time allocated to this task is 30 minutes for the mammal, 30 minutes for the animal
- all candidates must carry out the task on their own, under **controlled conditions**
- candidates must use the ethograms and recording tables from **Task 5a**
- access to the internet is **not** permitted for this task
- ratio of candidates to assessor – 1:12.

#### Assessor evidence:

- completed ethograms and recording tables per animal
- assessor observation: N/A
- photographic evidence: N/A
- video evidence: N/A
- question and answer session: N/A

#### Resources:

- paper, pen, pencil
- ethograms from **Task 5a**
- recording tables from **Task 5a**

- timing equipment.

### **Task 5c – Written report**

#### **Assessor guidance:**

- the time allocated to this task is 2 hours
- all candidates must carry out the task on their own, under **controlled conditions**
- candidates must use the information collated in **Task 5a and Task 5b**
- access to the internet is **not** permitted for this task
- ratio of candidates to assessor – group invigilation.

#### **Assessor evidence:**

- written report (typically 1000 words) – hard copy or file saved securely e.g. electronically in a secure location or on memory stick to be handed in
- assessor observation: N/A
- photographic evidence: N/A
- video evidence: N/A
- question and answer session: N/A

#### **Resources:**

- digital equipment with **no** internet access
- findings from **Task 5b**
- ethograms and recording table from **Task 5a**.

## Task 6 – Training

### Task 6a – Create a training programme

#### Assessor guidance:

- the time allocated to this task is 1 hour 30 minutes
- all candidates must carry out the task on their own, under **controlled conditions**
- training programme should be created for **one** of the allocated animals (either the mammal or the animal) based on the recommendations from Task 5c
- access to the internet is **not** permitted for this task
- ratio of candidates to assessor – group invigilation.

#### Assessor evidence:

- training programme (typically two sides of A4) – including any extracts from other software used e.g. spreadsheets, tables, charts) – files saved securely (e.g. electronically in a secure location or on memory stick to be handed in)
- assessor observation: N/A
- photographic evidence: N/A
- video evidence: N/A
- question and answer session: N/A

#### Resources:

- digital equipment with **no** internet access
- written report from task 5c.

### Task 6b – Risk assessment

#### Assessor Guidance:

- the time allocated to this task is 1 hour
- all candidates must carry out the task on their own, under **controlled conditions**
- risk assessment should be completed for implementing a training programme for the nominated mammal or animal
- access to the internet is **not** permitted for this task
- ratio of candidates to assessor – group invigilation.

#### Assessor Evidence:

- risk assessment template (Figure 3)
- assessor observation: N/A
- photographic evidence: N/A
- video evidence: N/A
- question and answer session: N/A

#### Resources:

- nominated animal (either mammal or animal)
- risk assessment (Figure 3)

- digital equipment with **no** internet access.

### **Task 6c – Assessor observation**

#### **Assessor guidance:**

- the time allocated to this task is 30 minutes
- all candidates must carry out the task on their own, under **controlled conditions**
- candidate to carry out the 10-minute training session designed in Task 6a
- access to the internet is **not** permitted for this task
- ratio of candidates to assessor – 1:1.

#### **Assessor evidence:**

- assessor observation form: Yes
- photographic evidence: N/A
- video evidence: Yes - 10-minute training session
- question and answer session: N/A

#### **Resources:**

- training aids
- nominated animal (either mammal or animal).

## 4. Tasks

### Task 1 – Health assessment

**As part of the candidates' responsibilities as a Keeper at Guilds Animal Rescue, they are required to carry out a health assessment of the animals within the collection.**

The assessor will allocate the candidate with a mammal and one other animal (bird, reptile, amphibian, invertebrate) for this task.

- a) Candidates must complete **one** written risk assessment for carrying out a health assessment, including handling, restraint and movement of both the allocated mammal and animal. A template for the risk assessment will be provided by the assessor.

Candidates will then carry out the following tasks separately for their allocated mammal and animal:

- b) Prepare for and carry out a health assessment to include:
  - i) prepare to carry out the health assessment for their allocated mammal and animal
  - ii) identify the mammal and animal and carry out a 2-3 minute **visual** health assessment within their enclosure
  - iii) handle, restrain and move the mammal and animal using appropriate methods and/or equipment to a suitable area for a health assessment
  - iv) carry out a **physical** health assessment using appropriate methods and equipment for the mammal and animal, taking appropriate action and notes if necessary
  - v) handle, restrain and move the mammal and animal using appropriate methods and/or equipment and return to their original enclosures following the health assessment.
- c) After carrying out the health assessment, candidates are required to complete an individual health check form, one for the mammal and one for the animal. A template for the health check form will be provided by the assessor.
- d) Candidates must produce a written report which:
  - evaluates their practical skills and gives justifications for the techniques they used when handling, restraining, and moving the allocated mammal and animal from **Task 1b**
  - expands on their completed health check form from **Task 1c**. This should include an analysis of the findings of the health assessment to include health, disease, nutrition, welfare and wellbeing of the mammal and animal.

#### Resources:

##### Task 1a:

- digital equipment with **no** internet access
- risk assessment template (Figure 1).

##### Task 1b:

- paper, pen, pencil, clipboard
- health check form template (Figure 2) for the mammal
- health check form template (Figure 2) for the animal



- a mammal and one other animal (either a bird, reptile, amphibian, invertebrate)
- handling and restraint equipment appropriate to the mammal and animal
- suitable area to carry out a health assessment
- PPE
- weighing scales

**Task 1c:**

- digital equipment with **no** internet access
- health check form template (Figure 2).
- any handwritten notes from Task 1b

**Task 1d:**

- digital equipment with **no** internet access
- access to the completed health check forms (Figure 2).

**Conditions of assessment:**

- the total time allocated for this task is **5 hours**:
  - Task 1a – 1 hour
  - Task 1b – 30 minutes for the mammal, 30 minutes for the animal
  - Task 1c – 1 hour
  - Task 1d – 2 hours.
- candidates must carry out the task on their own, under **controlled conditions**.

**Controlled conditions:**

- candidates must only work on the tasks in the allocated times
- assessment evidence must be handed in at the end of each session for secure storage
- access to the internet is **not** permitted for this task
- handwritten notes may be taken for Task 1b
- candidates are not permitted to bring any additional materials into the assessment session.

**What must be produced for marking:**

**Task 1a:**

- one completed risk assessment form (Figure 1).

**Task 1c:**

- health assessment form for mammal (Figure 2)
- health assessment form for animal (Figure 2).

**Task 1d:**

- written report (typically 1000 words) hard copy or file saved securely, e.g. electronically in a secure location or on a memory stick to be handed in.

**Additional evidence for this task:**

**Task 1b:**

- assessor observation form of visual and physical health assessment of the mammal and animal performed by the candidate
- photographic evidence to show the restraint of the mammal and animal from the front and from the side
- video evidence to show the health assessment of the head of the mammal and the animal.

## Task 2 – Husbandry Plan

Candidates must produce a husbandry plan for an adult female ferret that currently resides within a single sexed social group at Guilds Animal Rescue. Candidates are required to ensure the ongoing maintenance and welfare provision of the female ferret.

- a) Candidates will need to carry out research and prepare research notes for the husbandry requirements of the ferret for **one month**.
- b) Candidates must produce a husbandry plan for **one month** for the ferret. The candidates plan should include suitable justifications for each aspect of the plan, how the plan may vary over time and the consequences to the animal for not following the husbandry plan.

### Resources:

#### Task 2a:

- digital equipment **with** internet access

#### Task 2b:

- research notes from Task 2a
- digital equipment with **no** internet access.

### Conditions of assessment:

- the total time allocated for this task is **5 hours 30 minutes**:
  - Task 2a – 1 hour 30 minutes
  - Task 2b – 4 hours.
- candidates must carry out the task on their own, under **controlled conditions**.

### Controlled conditions:

- candidates must only work on the tasks in the allocated times
- assessment evidence must be handed in at the end of each session for secure storage
- access to the internet **is** permitted for Task 2a
- access to the internet **is not** permitted for Task 2b
- candidates are not permitted to bring any additional materials into the assessment session.

### What must be produced for marking:

#### Task 2b:

Husbandry plan and justifications

- plan, including justifications and consequences (typically 2,000 words) – including any extracts from other software used e.g. spreadsheets, tables, charts) – files saved securely (e.g. electronically in a secure location or on memory stick to be handed in).

### What must be submitted:

Task 2a – research notes (one side of A4):

- text to be Arial font, size 12
- standard line spacing and borders
- page numbered
- list of references

- file saved securely (e.g. electronically in a secure location or on memory stick to be handed in).

### Task 3 - Husbandry activities

Candidates are now required to carry out routine husbandry activities for their allocated mammal and animal within the collection.

Candidates must carry out routine husbandry tasks for their allocated mammal and animal to include:

- i) select, prepare and present the feed and water
- ii) prepare and clean enclosure and enrichment appropriately
- iii) select, prepare and provide suitable preventative care for **one** of their allocated mammal or animal.

#### Resources:

- PPE
- tools for preparation of feed
- preventative care equipment
- cleaning tools and equipment
- mammal and animal information and data charts
- mammal or animal for preventative care.

#### Conditions of assessment:

- the total time allocated for this task is **2 hours 30 minutes**:
  - Task 3 i) ii) – 1 hour for the mammal, 1 hour for the animal
  - Task 3 iii) – 30 minutes
- for Task 3 iii) **either** the mammal or animal allocated must be suitable for preventative care to be carried out on
- candidates must carry out the task on their own, under **controlled conditions**.

#### Controlled conditions:

- candidates must only work on the tasks in the allocated times
- access to the internet is **not** permitted for this task
- candidates are not permitted to bring any additional materials into the assessment session.

#### What must be produced for marking:

- assessor observation form
- photographic evidence of the routine husbandry tasks
- video evidence of completion of routine husbandry tasks.

## Task 4 – Animal environment

Candidates are allocated a new mammal that is ready to move into a permanent enclosure.

- a) Candidates will need to carry out research on the mammal's permanent enclosure requirements (one side of A4). The research should include consideration of:
  - i) activity level
  - ii) size
  - iii) natural behaviour
  - iv) social requirements
  - v) sources of enrichment
  - vi) environmental requirements
  - vii) construction material requirements.
- b) Candidates must use their research from **Task 4a** produce a schematic digital design with annotated labels for a permanent enclosure, which will meet the features of the mammal's welfare needs.
- c) Candidates must prepare a permanent enclosure meet the mammal's health and welfare requirements. Candidates should consider the following:
  - i) hazards, risks and control measures
  - ii) accommodation and environmental conditions
  - iii) selection of suitable tools, equipment and materials
  - iv) creation of species specific enrichment
  - v) enrichment installation.

### Resources:

#### Task 4a:

- digital equipment **with** internet access.

#### Task 4b:

- research from Task 4a
- digital equipment with **no** internet access
- digital software.

#### Task 4c:

- digital design from Task 4b
- equipment for preparation of the enclosure.

### Conditions of assessment:

- the total time allocated for this task is **6 hours**:
  - Task 4a – 1 hours 30 minutes
  - Task 4b – 3 hours
  - Task 4c – 1 hours 30 minutes.
- Candidates must carry out the task on their own, under **controlled conditions**.

### Controlled conditions:

- candidates must only work on their tasks in the allocated times
- assessment evidence must be handed in at the end of each session for secure storage

- access to the internet **is** permitted for this Task 4a
- access to the internet is **not** permitted for Task 4b and 4c
- candidates are not permitted to bring any additional materials into the assessment session.

**What must be produced for marking:**

**Task 4b:**

- digital design with annotated labels

**What must be submitted:**

**Task 4a:** research notes:

- up to one side of A4
- text to be Arial font, size 12
- standard line spacing and borders
- page numbered
- list of references
- file saved securely (e.g. electronically in a secure location or on memory stick to be handed in).

**Additional evidence for this task:**

**Task 4c:**

- assessor observations
- photographic evidence of enclosure.

## Task 5 – Behaviour observation

Candidates must carry out a 30-minute behavioural observation of their allocated mammal and animal.

Candidates will carry out the following tasks for their allocated mammal and animal (bird, reptile, amphibian or aquatic):

- a) Create documentation to enable them to carry out a behavioural observation of their allocated mammal and animal. Documentation must include:
  - ethogram per mammal and animal
  - recording table including suitable sampling and recording methods per mammal and animal.
- b) Using your ethograms and your recording tables from **Task 5a**, carry out the following:
  - 30-minute behavioural observation of the mammal
  - 30-minute behavioural observation of the animal.
- c) Using the completed ethogram and recording table from the behavioural observation in **Task 5b**, produce a written report to discuss and evaluate the findings. Candidates should include:
  - i) the suitability of the documentation from **Task 5a**
  - ii) evaluation of their findings from both behavioural observations
  - iii) recommendations of any adaptations to encourage natural behaviours and improve welfare.

### Resources:

#### Task 5a:

- digital equipment with **no** internet access
- mammal and one other animal (bird, reptile, amphibian, aquatic).

#### Task 5b:

- paper, pen, pencil
- ethograms from Task 5a
- recording tables from Task 5a
- timing equipment.

#### Task 5c:

- digital equipment with **no** internet access
- findings from Task 5b
- ethograms from Task 5a.

### Conditions of assessment:

- the time allocated for this task is **6 hours::**
  - Task 5a – 1 hour 30 minutes for the mammal, 1 hour 30 minutes for the animal
  - Task 5b - 30 minutes for the mammal, 30 minutes for the animal
  - Task 5c – 2 hours
- candidates must carry out the task on their own, under **controlled conditions**.



**Controlled conditions:**

- candidates must only work on the tasks in the allocated times
- assessment evidence must be handed in at the end of each session for secure storage
- access to the internet is **not** permitted for this task
- candidates are not permitted to bring any additional materials into the assessment session.

**What must be produced for marking:****Task 5a:**

- ethograms for the mammal and animal
- recording tables for the mammal and animal.

**Task 5b:**

- completed ethograms and recording tables for the mammal and animal.

**Task 5c:**

- written report (typically 1000 words) – hard copy or file saved securely e.g. electronically in a secure location or on memory stick to be handed in.

**Additional evidence for this task:**

- N/A

## Task 6 – Training

Candidates are now required to carry out a training activity to support one of the allocated mammal or animal.

Based on the candidates' evaluation from **Task 5c** the candidate will carry out the following tasks on **one** of the allocated animals (either mammal or animal):

Candidates must:

- a) Create a training programme using their findings from **Task 5c**. The candidate should also include:
  - i) state the mammal or animal to be trained
  - ii) suitable training goal (to positively impact mammal/animals' welfare)
  - iii) method of training
  - iv) timings of training
  - v) type of reinforcement and motivators
  - vi) timelines for achievement of training goal.
- b) Complete a risk assessment for implementing a training programme for the nominated mammal or animal. A template for the risk assessment will be provided by the assessor.
- c) Prepare for and carry out a 10-minute training session using positive reinforcement with the nominated mammal or animal towards a training goal.

**Resources:**

**Task 6a:**

- digital equipment with **no** internet access.
- written report from **Task 5c**

**Task 6b:**

- nominated animal (either mammal or animal)
- risk assessment (Figure 3)
- digital equipment with **no** internet access.

**Task 6c:**

- training aids
- nominated animal (either mammal or animal).

**Conditions of assessment:**

- the time allocated for this task is **3 hours**
  - Task 6a – 1 hour 30 minutes
  - Task 6b – 1 hour
  - Task 6c – 30 minutes.
- candidates must carry out the task on their own, under **controlled conditions**.

**Controlled conditions:**

- candidates must only work on the tasks in the allocated times
- assessment evidence must be handed in at the end of each session for secure storage
- access to the internet is **not** permitted for this task
- candidates are not permitted to bring any additional materials into the assessment session.

**What must be produced for marking:**

**Task 6a:**

- training programme (typically two sides of A4) – including any extracts from other software used e.g. spreadsheets, tables, charts) – files saved securely (e.g. electronically in a secure location or on a memory stick to be handed in).

**Task 6b:**

- risk assessment template (Figure 3).

**Task 6c:**

- assessor observation form
- video of 10-minute training session.

## 5. Centre guidance

Guidance provided in this document supports the administration of this project.

The following documents, available on the City & Guilds website, provide essential generic guidance for centres delivering T Level technical qualifications and **must** be referred to alongside this guidance:

- **T level technical qualifications – marking**
- **T level technical qualifications – moderation** (updated annually)
- **T level technical qualifications – teaching, learning and assessment.**

This assessment is designed to require the candidate to make use of their core knowledge, understanding and the practical skills they have built up over the course of their learning to tackle tasks/problems/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, tools, equipment, materials and approaches to take, to complete the brief.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the assessment.

Candidates should not be entered for the assessment until the end of the course of learning for the qualification, so they are in a position to complete the assignment successfully.

### Health and safety

Candidates must not be entered for assessment without being clear of the importance of working safely and ethically and having attended sufficient practical training to be able to work safely and ethically. The assessor must immediately stop an assessment if a candidate works unsafely or unethically. At the discretion of the assessor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely or unethically, risking the safety of themselves or others, their assessment must be ended for that specific task. Candidates are permitted to progress to the other tasks/sub-tasks in the assessment. The candidates will only be awarded marks based on the evidence they produced within the task. If a candidate does not gain enough marks from other tasks, then the candidate will have the opportunity to retake another version of the OS assessment in a future series. Any warnings issued to a candidate must be considered as part of the marking process and recorded on the candidate record form (CRF). Any actions that have led to that warning must be detailed on the CRF so they can be considered along with the other evidence when applying the descriptors in the mark scheme.

### Compliance with timings

Due to the nature of this assessment, the maximum time allowances provided must be adhered to. They refer directly to assessment time, not any additional setting up times the centre needs to create an appropriate assessment environment.

It is the centre's responsibility to plan sufficient assessment sessions as stated in each of the tasks, under the appropriate conditions, within the assignment window, to allow candidates reasonable time to complete the assessment tasks.

Where candidates are required to plan their work, they should have their plans confirmed for appropriateness in relation to the time allocated for each task, to ensure their planning has not left them with too short a time to complete the tasks safely. Any planning that is not appropriate must be recorded on the candidate record form (CRF) as part of the marking process.

Candidates should be allowed sufficient time to fully demonstrate the range of their skills, however this also needs to be reasonable and practicable. Candidates should be allowed to overrun their own planned timings in order for evidence of a range of their skills to be captured. If, however, the time required exceeds the maximum time allowance for the task, the centre must stop the assessment and base the marking on the evidence up to that point.

Any guidance or feedback relating to timings/planning should follow the guidance provided in section *Guidance and feedback* below.

### **Word counts**

Typical word counts/page lengths, where indicated, are to be used as approximates for guidance to support the production of sufficient evidence. The marking will relate to the quality of the evidence produced and not whether the word count/page length has been met.

The number of pages indicated for research notes is a mandatory requirement. Assessors should add page numbers to the candidate's research notes and the assessor should only submit the indicated number of pages. Additional research pages of notes will not be accepted.

### **Assessor candidate ratios**

The number of candidates an assessor will be able to observe at one time will be stated within the task specific guidance section for each task.

### **Observation evidence**

Observation notes form part of the candidate's evidence and must capture evidence of candidate performance during the practical tasks describing how well the activity has been carried out, rather than stating the steps/actions, the candidate has taken. The notes must be very descriptive and focus on the quality of the performance that are notable in relation to the quality indicators in the marking grid. They must provide sufficient, appropriate evidence that can be used by the assessor (and moderator) to mark the performance using the marking grid. These descriptions will be used, along with e.g. photographic and video evidence to choose the relevant marking band and mark within the band so that candidates can be reliably and validly differentiated based on their performance. Evidence captured in the observation form must give the necessary information to enable the final assessment of the task at a later date. This is to allow a holistic judgement to be carried out after all evidence for the task is available, at which point full consideration of how the candidate has applied both their skills and their knowledge during the practical can be given.

Identifying what it is about the performances that is different between candidates can clarify the qualities that are important to record. Each candidate is likely to carry out the same steps, so a checklist of this information would not help differentiate between them. However, qualitative comments on how well they do it, and quantitative records of accuracy and tolerances would.

The assessor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be detailed, accurate and differentiating.

Assessors should refer to the ***T level technical qualifications guides on marking and moderation*** and The Guide Standard Exemplification Materials to support with the collection of evidence through observation.

Assessors should ensure that any required additional supporting evidence including e.g. photographs or video can be easily matched to the correct candidate, are clear, well-lit and showing the areas of particular interest in sufficient detail and clarity for assessment (i.e. taken at appropriate points in production, showing accuracy of measurements where appropriate).

Assessor marking and justification is completed on a separate form (CRF) to differentiate this evidence from the judgement.

As far as possible candidates must not be distracted, or their performance affected by the process of observation and evidence collection.

The ***Technical qualifications guides on marking and moderation*** are essential guidance documents and are available on the City & Guilds website. These provide further information on preparing for assessment, evidence gathering, standardisation, marking and moderation, and must be referred to when planning and carrying out assessment.

## **Video and photograph evidence in T Level technical qualifications**

The assessment materials for each assignment identify the minimum candidate and assessor evidence requirements to support marking and moderation. Where ephemeral evidence (e.g. areas of candidate performance that may be hard to capture with photographs and assessor notes alone) plays a significant part of the practical assessment. If this is the case City & Guilds will prescribe the type/capture where the use of video is necessary for practical assessment components (e.g. specifying exactly which elements of the practical must be videoed, or photographed), and any technical specifications for these forms of evidence e.g. length of videos, maximum file sizes etc will also be supplied. Photographic and video evidence will be submitted along with the written candidate evidence and assessor evidence (PO forms) as described in the additional evidence section of the task.

If this is the case then the video evidence must meet these minimum requirements, in order to be considered by moderators:

- As per the guidance in section 2.3.2 of The *Marking and Moderation Guide for Centres*, assessors must ensure that this evidence can be easily matched to the correct candidate and task, is clearly shot, well-lit and shows the areas of particular interest in sufficient detail and clarity for assessment (i.e. filmed at appropriate points in production, showing accuracy of measurements where appropriate).
- The qualitative written evidence provided by assessors must:
  - clearly identify the parts of the video that are being referred to, when used as supporting evidence. Using a timecode for this is recommended
  - include their judgement on the performance being demonstrated.
- Section 6.5 of the *Centre Manual* also contains general information about the requirements for video evidence submission.

Please note that centres must ensure that video evidence is clear and meets the minimum requirements. The ability of the moderators to take this evidence into account may be impaired and delay the moderation process if the requirements are not met.

## **Minimum evidence requirements for marking and moderation**

The sections in the assignment:

- ***What must be produced for marking***

- **Additional evidence for this task.**

These list the minimum requirements of evidence to be submitted for marking and the moderation sample.

Evidence produced during assessment above and beyond this may be submitted, as long as it provides useful information for marking and moderation and has been produced under appropriate conditions.

While technological methods which support the capturing or creating of evidence can be helpful, e.g. pin board style websites for creating mood boards, the final evidence must be converted to a suitable format for marking and moderation which cannot be lost/ deleted or amended after the end of the assessment period (e.g. screen prints, pdf files). Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the centre's responsibility.

*Note: Combining candidates' individual pieces of evidence into single files or zip files may make evidence management during internal marking more efficient and will greatly simplify the uploading of the moderation sample.*

Where the minimum requirements have not been submitted for the moderation sample by the final moderation deadline, or the quality of evidence is insufficient to make a judgement, the moderation, and therefore any subsequent adjustment, will be based on the evidence that *has* been submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero must be given.**

### **Preparation of candidates**

Candidates should be aware of which aspects of their performance will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment. Although candidates will not have access to the marking grids during the assessment. Candidates should be made aware of what they need to do to achieve a pass or distinction by referring and formatively being assessed against grade descriptors as part of their formal learning programme.

During the learning programme, direct tutor instruction in how to approach tasks through modelling, support, guidance and feedback are critical. However, gradual removal of this support is necessary in preparation for summative assessment. This supported approach is not valid for summative assessment.

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates will not have access to the marking grids. Refer to the ***T Level Technical qualifications – teaching, learning and assessment*** centre guidance document, available on the City & Guilds website for further information on preparing candidates for technical qualification assessment.

### **Guidance on assessment conditions**

The assessment conditions that are in place for this assignment are to:

- ensure the rigour of the assessment process
- provide fairness for candidates
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

Conditions outlined within the tasks in this assignment do not affect any formative assessment work that takes place, although it is advised that candidates are prepared for the conditions they will need to work under during summative assessment.

The evidence for the tasks that make up this assignment must be completed under the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. It is the centre's responsibility to ensure that local administration and oversight gives the assessor sufficient confidence to be able to confirm the authenticity of the candidate's work.

### **Security and authentication of candidate work**

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the assessor must ensure candidates and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

Candidates are required to sign declarations of authenticity, as is the assessor. The relevant form is included in this assignment pack and must be signed after the production of all evidence.

**Where the candidate or assessor is unable to or does not confirm authenticity through signing the declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises e.g. at moderation, the centre may be contacted for justification of authentication.**

### **Accessibility and fairness**

Where a candidate has special requirements, assessors should refer to the *Access arrangements and reasonable adjustments* section of the City & Guilds website.

Assessors can support access where necessary by providing clarification to any candidate on the requirements or timings of any aspect of this assignment. Assessors should not provide more guidance than the candidate needs as this may impact the candidate's grade, see the guidance and feedback section below.

All candidates must be provided with an environment, time frame and resources that allows them reasonable access to the full range of marks available.

Where candidates have worked in groups to complete one or more tasks for this assessment, the assessor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the assessor must intervene.

### **Guidance and feedback**

Guidance must only support access to the assignment brief and must not provide feedback for improvement. The level and frequency of clarification and guidance must be:

- recorded fully on the candidate record form (CRF)
- taken into account along with the candidate's final evidence during marking
- made available for moderation.

Assessors must not provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice. However, this does not apply if the assessor asks questions as part of the assessment process. Such requirements will be specifically stated within task centre guidance.



Assessors should however provide general reminders to candidates throughout the assessment period to check their work thoroughly before submitting it, and to be sure that they are happy with their final evidence as it may not be worked on further after submission.

Candidates can rework any evidence that has been produced for each task during the time allowed.

Assessors should check and be aware of the candidates' plans and designs to ensure management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

The information on the guidance given and captured on the CRF is part of the evidence that must be taken into account along with the other evidence for the task when marking. It is up to the assessor to decide if the guidance the candidate has required suggests they are lacking in any performance outcome and consider the severity of the issue when applying the marking criteria. The assessor must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.

### **What is and is not an appropriate level of guidance**

- The assessor should intervene with caution if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However, this should only take place once the assessor has prompted the candidate to check that they have covered all the requirements. Where the assessor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the CRF.
- The assessor should not provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words, only the minimum support the candidate actually needs should be given, since the more assessor guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the marks awarded.
- The assessor must not provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.
- The assessor must not produce any templates, pro-formas, work logs etc. If templates are provided by City & Guilds that is part of the assignment, these should not be adapted but can be provided to candidates either electronically or as paper based. Compliance of this requirement will be checked at moderation.

All specific prompts and details of the nature of any further guidance must be recorded on the relevant form and reviewed during marking and moderation.

## 6. Marking

### Guidance on marking

Please refer to the *T Level Technical qualifications – marking and moderation* centre guidance documents for further information on gathering evidence suitable for marking and moderation, and on using the marking grid and forms.

The Candidate Record Form (CRF) is used to record:

- details of any guidance or the level of prompting the candidate has received during the assessment period
- rough notes bringing together relevant evidence from across tasks during marking
- summary justifications when holistically coming to an overall judgement of the mark for each assessment objective and overall
- if an assessment has to be stopped on the grounds of health and safety or if a candidate has been working in an unsafe manner.

The Assessor observation form is used to record:

- descriptive information and evidence of candidate performance during an observation.

### Carrying out marking using task marking

The process of marking each task is iterative and should follow the process below which will become more embedded over time as the descriptors become familiar. It is recommended to refer back to these frequently however, so the standard does not unintentionally drift over the marking period.

The indicative content gives an indication of the expected content parameters the responses are likely to cover, and which aspects of the evidence are relevant. It is not exhaustive, and an acceptable answer may concentrate more on depth rather than fully covering the range indicated or deviate into relevant topics not listed.

The specific task evidence listed within the assessor guide and marking grid must be used to make a judgement on candidate performance.

The assessment tasks guide the production of valid evidence under appropriate conditions for assessment and each task should be treated as a single package of evidence for the purposes of marking.

Should the candidate make an error that is further compounded through the inter-dependent nature of the tasks and carry through that error, the marker would penalise the candidate only once.

### Timing of marking

Assessors can start marking against a task once all contributing evidence has been collected for that task.

Also, it is possible to begin recording the notes that will justify the marking for some tasks as evidence is produced, with the final mark only being decided once the complete array of evidence is available. This is particularly the case if later evidence is more confirmatory, and the earlier evidence is sufficiently informative for the qualities being assessed to make this a useful exercise.

Through planning, it should be possible to identify any evidence that can start being reviewed earlier, and the tasks that could be scheduled for earlier completion of marking e.g. while observation evidence is fresh in the mind should this be helpful. Care must of course be taken to ensure any evidence required by candidates to progress with another task are available for that task to take place. In addition, a sense check must take place across marking for each task, and across assessors, at the end to ensure marking has not drifted during the period. This may take the form of comparing candidate work to check that the ranking of quality of evidence matches the ranking of marks – where there are discrepancies marking should be checked for accuracy. These checks should be the responsibility of the Internal Quality Assurer and undertaken as part of the centre's internal quality assurance strategy.

### Process for each task:

- Select the range of evidence relevant for making the judgement – this is indicated in the mark scheme for each task.
- Scan/read the candidate evidence, any notes on the CRF e.g. regarding the level of support/guidance recorded, evidence captured by the assessor and the indicative content and band descriptors in the mark scheme.
  - Note: for any warnings given during the assessment, the actions that have led to that warning must be detailed on the CRF so they can be considered along with the other evidence when applying the descriptors in the mark scheme.
  - Note: the evidence contained on the CRF must be considered and a judgement made on the level of performance the candidate has independently demonstrated – this will vary depending on the level of support detailed on the CRF – i.e. consider all relevant evidence and then judge the appropriate mark following the process below.
- Make an initial assessment of the required evidence as a whole (acknowledging uneven performance across evidence), considering each band in turn and considering the level of performance described in the context of the knowledge and skills in the indicative content to make a balanced judgement of the best band to use as a starting point.
- Read the evidence and review it against the band descriptor in more detail, deciding if the response is securely sitting within the band i.e. all quality characteristics described by the band descriptor are seen, and strongly meets the level of performance described by the descriptor holistically (i.e. across the range of relevant evidence):
  - check the descriptor for the level above
  - if the evidence clearly shows some of the characteristics of the higher band, select a suitable mark at the bottom of that band
  - if *not* showing characteristics of the higher band revert to the original band, select a mark at the higher end of that mark range.

If the response is not securely in the band, but *is partially* showing the characteristics of the band:

- check the descriptor of the level below
- decide on a suitable mark either at the bottom of the original band as some characteristics shown, or top of the lower band if it better describes the quality of the characteristics being shown.

If the response is largely meeting the band, with only a few concerns, and is not showing characteristics aligning with the higher or lower bands, the appropriate mark is likely to be in the middle range.

If there is no alignment with the descriptor, reassess the starting band, and begin again.

- Based on the level of alignment with the descriptor, confirm the final mark within the band, bearing in mind that the available marks form an *evenly distributed scale*:
  - if the quality of response *fully* aligns with the performance described by the descriptor – assign a high mark within the band

- if the quality of the response *partially* aligns with the performance described by the descriptor – assign a low to medium mark within the band
- consider the quality compared to a range of similar responses (e.g. relevant annotated training material exemplars, responses reviewed during standardisation, and through experience) choose a mark on the point on the scale that would give an appropriate ranking for the assessed piece of evidence in relation to this information and in comparison with that of the rest of the cohort for that task.

## 7. Marking grids

There is a marking grid for each task that must be assessed, within each Performance Outcome as part of this occupational specialism assessment.

### Task 1 – Health assessment

#### Guidance for markers

The following **evidence** must be used to assess performance against each task:

#### Task 1a:

- **one** completed risk assessment form (Figure 1).

#### Task 1b:

- assessor observation form
- photographic evidence: a minimum of two photos should be included as evidence to show the restraint of the mammal and animal from the front and from the side. The candidate's face must be visible in at least one of the photos. The whole mammal and animal must be in the photos
- video evidence: a video of the health assessment of the head of the mammal and the animal must be included as evidence. The video(s) should show the candidate's face at the start but can then zoom in to the mammal and animal if needed to show more detail. The whole mammal and animal must remain in the video to show the handling of the mammal and animal while the health assessment is taking place.

#### Task 1c:

- health check form for mammal (Figure 2)
- health check form for animal (Figure 2).

#### Task 1d:

- written report.

**Note: where there is insufficient evidence to award a mark, a zero mark may be given.**

### **Indicative content**

#### **Task 1a: Risk assessment.**

The risk assessment template (Figure 1) is completed for the allocated mammal and animal from the animal collection at Guilds Animal Rescue for handling, restraining and moving the mammal and animal for a health assessment.

Identification of hazards within the animal collection and surrounding the complex are identified on the risk assessment template (Figure 1). Expected hazards during handling, restraint and moving the mammal and animal for a health assessment may include:

- the animals
- other staff members
- animal behaviour
- biohazards
- prevention/management of notifiable disease/zoonosis
- distance from amenities (hand wash)
- access into the accommodation
- presence of other animals within the accommodation
- distance and route to the health assessment area
- health assessment area/equipment
- personal protection equipment (PPE)
- handling and restraint equipment
- weather conditions
- temperatures
- electrics/electrical appliances
- allergies.

Control measures to support the identified hazards are stated on the risk assessment template (Figure 1). Expected control measures may include:

- observing animal behaviour
- assessing the animal's accommodation
- PPE checks

- safe means of access/travel to and from the health assessment area
- handling and restraint equipment
- capture method
- handling and restraint method used (training/practice)
- security of environment.

The candidate must rate the level of the risks (high/medium/low) identified as part of the health assessment tasks and identify the control measures to prevent or minimise the risks to the individual.

**Task 1b: Health assessment.**

**Health assessment on a mammal and one other animal (bird, reptile, amphibian, invertebrate).**

**As part of the health assessment the candidate may:**

Prepare:

- identify suitable PPE requirements, follow hygiene procedures (hand washing technique), ensure the health assessment area is fit for purpose for the mammal and animal
- check the record sheets for the allocated mammal and animal (to identify any concerns recorded previously etc)
- adhere to relevant health and safety processes ensuring all exits are closed to prevent any escape of the mammal and animal
- collect any required handling and restraint equipment
- collect any required equipment for the health assessment e.g. weighing scales.

Visual health assessment:

- observation of the allocated mammal and animal within their enclosures for 2-3 minutes (depending on the species) to identify visual signs of health and examine the enclosure for any concerns (e.g. mammal and animal behaviour, evidence of injuries, fighting etc)
- checks of the entrance to enclosure and opening of enclosure door (depending on the centre and size of enclosures and type of mammal and animal)
- health and safety considerations to self and welfare/stress consideration to the mammal and animal.

Handling and restraint:

- use of appropriate handling and restraint equipment (PPE and species-specific equipment e.g. carry cage, crate, collar, lead, basket, harness) and techniques (safe, secure, consistent, minimally stressful, efficient, effective, welfare friendly, positioning of handler, appropriate method to the mammal and animal)

- use of a suitable restraint method on removal of the mammal and animal from enclosure to the health assessment examination table/area
- any modifications or adaptations to the handling and restraint technique are applied to reduce stress and maintain wellbeing (e.g. if a rabbit is flighty or jumpy then use of an appropriately sized towel and wrapping the animal may be considered).

Physical health assessment:

- logical approach to mammal and animal's physical health assessment e.g. working from eyes, ears, nose, mouth, body, limbs, feet, nails, coat, skin, weight, genitals, anus, tail
- identification of signs associated with good health and indicators of illness/ill-health appropriate to specific mammal and animal the candidate has been allocated
- health and safety is complied with while handling and restraining the animals, following hygiene procedures and animal welfare considerations
- identification of normal parameters and methods adopted for taking respiratory rate, pulse, assessing body condition score, assessing gait and mobility where appropriate
- any abnormalities identified by the candidate during the physical health assessment should be stated at the time for appropriate treatment, taking into account animal welfare
- adaptations to the handling and restraint and assessment technique are considered to reduce animal stress and improve wellbeing (e.g. if a rabbit is flighty or jumpy then use of an appropriately sized towel and wrapping the animal may be considered).

Return to enclosure:

- health and safety, and animal welfare considerations when handling and restraining to return the mammal and animal to the original enclosure
- mammal and animal response are monitored after health assessment to ensure no ill effects associated with the handling and restraint method carried out e.g. lameness, behavioural changes.

**Task 1c: Health check form**

**Health check forms completed for both the mammal and animal (bird, reptile, amphibian, invertebrate).**

Candidates state the parameters observed and their specific findings for the mammal and animal (e.g. if examined the eyes – were they bright alert, no discharge, no evidence of irritation).

Comments could include the conclusion of normal or abnormal findings and if the mammal and animal had been unwell (e.g. eye discharge with a reason – dusty hay, irritation of the eye).



**Task 1d: Written report**

Evaluation of practical skills from Task 1b giving suitable justifications of safe handling, restraint and movement of the mammal and animal. The evaluation should include identification of areas where they could improve e.g. what went well, what did not go well and how they could improve on the latter.

Expansion on the completed health check form from Task 1c. This could include analysis of the parameters of health, disease, nutrition, welfare, wellbeing of the mammal and animal. Candidates could link their findings to parameters of the mammal and animal, if there are signs that are normal/abnormal, such as a rabbit with watery eyes may suggest that the hay dispenser is too high, therefore indicating poorly designed environment or issues with feeding/nutrition or respiratory disease.

Performance outcome	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks
Marks per band	1-5	6-10	11-15	15
	Risk assessment for handling, restraining and moving the mammal and animal for a health assessment covers a <b>minimal</b> range of hazards and control measures.	Risk assessment for handling, restraining and moving the mammal and animal for a health assessment covers a <b>good</b> range of hazards and control measures.	Risk assessment for handling, restraining and moving the mammal and animal for a health assessment covers an <b>excellent</b> range of hazards and control measures.	
	<b>Basic</b> practical and dexterity skills with <b>minimal</b> consideration of the welfare of the mammal and animal and safe working practices, resulting in a health assessment that <b>minimally</b> meets the health and welfare needs of the mammal and animal.	<b>Good</b> practical and dexterity skills with <b>good</b> consideration of the welfare of the mammal and animal and safe working practices, resulting in a health assessment that <b>mostly</b> meets the health and welfare needs of the mammal and animal.	<b>Excellent</b> practical and dexterity skills with <b>comprehensive</b> consideration of the welfare of the mammal and animal and safe working practices, resulting in a health assessment that <b>thoroughly</b> meets the health and welfare needs of the mammal and animal.	

	Selection and use of tools, equipment and materials are <b>basic</b> and <b>not always</b> appropriate to the task.	Selection and use of tools, equipment and materials are <b>good</b> and <b>mostly</b> appropriate to the task.	Selection and use of tools, equipment and materials are <b>excellent</b> and <b>highly</b> appropriate to the task.	
	Health check forms are completed with <b>some accurate</b> information relating to the signs of health and ill health.	Health check forms are completed with <b>mostly accurate</b> information relating to the signs of health and ill health.	Health check forms are completed with <b>highly accurate</b> information relating to the signs of health and ill health.	
	<b>Basic</b> evaluation of practical skills and analysis of health assessment findings, justifications are supported with <b>minimal</b> use of logic and reasoning to make connections with the mammal and animal health and welfare, and health and safety.	<b>Good</b> evaluation of practical skills and analysis of health assessment findings, justifications are supported with <b>good</b> use of logic and reasoning to make connections with the mammal and animal health and welfare, and health and safety.	<b>Excellent</b> evaluation of practical skills and analysis of health assessment findings, justifications are supported with <b>thorough</b> use of logic and reasoning to make connections with the mammal and animal health and welfare, and health and safety.	

## Task 2 – Husbandry plan

### Guidance for markers

The following **evidence** must be used to assess performance against each task:

#### Task 2b:

- husbandry plan and justifications.

**Note: where there is insufficient evidence to award a mark, a zero mark may be given.**

### Indicative content

#### Task 2b: husbandry plan and justifications.

#### Husbandry plan created for an adult female ferret that currently resides at Guilds Animal Rescue.

Identification of the components of a husbandry plan for the ferret with considerations to the specific requirements e.g. female adult/sexually mature, candidate will need to consider reproductive/breeding aspects.

The frequency of activities required in a monthly husbandry plan to include:

- feeding
- water provision
- health check
- behaviour check (individual behaviour and interaction with social group if a social animal)
- enclosure/accommodation maintenance (spot, full, disinfectant cleans, bedding check substrate condition, hygiene/cleanliness, ventilation, humidity, temperature etc)
- enrichment
- record checks (recommendations for preventative care for the ferret e.g. weight check, parasite preventative medication, disease control, reproductive care)
- grooming.

Justification of each aspect of husbandry plan, e.g. feeding: should include feeding protocol (frequency & diet components) with justification

of why the ferret is being fed in this manner and the type of food, selective feeding, obesity, nutritional enrichment and mental stimulation etc).

Justifications are given to how the husbandry plan may vary over time (e.g. due to life stage, disease, emergency situations, seasonality).

Consequences to the ferret if a husbandry plan is not followed accurately, are detailed e.g. ferret health and welfare and non-compliance with animal welfare legislation, being fed an inappropriate diet could result in obesity or weight loss, deficiencies, health problems, death.

Performance outcome	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks
Marks per band	1-4	5-8	9-12	12
	Husbandry plan has a <b>basic</b> structure and clarity, resulting in a <b>minimally</b> functional husbandry plan.	Husbandry plan has <b>good</b> structure and clarity, resulting in a <b>reasonably</b> functional husbandry plan.	Husbandry plan has <b>excellent</b> structure and clarity, resulting in a <b>highly</b> functional husbandry plan.	
	The husbandry plan includes <b>some accurate</b> information, which has <b>minimal</b> consideration of animal husbandry requirements to maximise the animal's health and welfare.	The husbandry plan includes <b>mostly accurate</b> information, which has <b>moderate</b> consideration of animal husbandry requirements to maximise the animal's health and welfare.	The husbandry plan includes <b>highly accurate</b> information which has <b>thorough</b> consideration of animal husbandry requirements to maximise the animal's health and welfare.	

	<p><b>Basic</b> justifications are detailed for each aspect of the husbandry plan including <b>limited</b> considerations of how the plan may vary over time and the consequences to the animal if the husbandry plan is not followed.</p>	<p><b>Some</b> justifications are detailed for each aspect of the husbandry plan including <b>good</b> considerations of how the plan may vary over time and the consequences to the animal if the husbandry plan is not followed.</p>	<p><b>Comprehensive</b> justifications are detailed for each aspect of the husbandry plan including <b>thorough</b> considerations of how the plan may vary over time and the consequences to the animal if the husbandry plan is not followed.</p>	
--	--	--	---	--

## Task 3 – Husbandry activities

### Guidance for markers

The following **evidence** must be used to assess performance against each task:

#### Task 3:

- assessor observation form
- photographic evidence of the routine husbandry tasks
- video evidence of completion of routine husbandry tasks.

**Note: where there is insufficient evidence to award a mark, a zero mark may be given.**

### Indicative content

#### Task 3: Carry out husbandry activities

Preparation for carrying out the husbandry tasks:

- the suitability of the area for carrying out the husbandry tasks is checked according to the brief (stables, fields, kennels and indoor spaces)
- the security of the area is checked
- PPE and hygiene (hand washing) is applied
- health and safety is considered
- mammal and animal daily monitoring records or files are checked
- collection of all equipment required for the task (ensures equipment is safe, undamaged, clean).

Current legislations, health, safety and hygiene are followed throughout the husbandry activities (hand cleaning, use of equipment).

The activities carried out when cleaning the enclosure:

- identification of the method of clean required for the enclosure (spot, deep clean)
- removal of enrichment, bedding etc
- clean and disinfect enrichment equipment

- clean accommodation following the appropriate method of cleaning (if appropriate: dilute chemicals adhering to given ratios, disinfect accommodation areas as appropriate to method of cleaning (ensuring correct contact time for chemicals))
- all waste material taken to appropriate facility for disposal/removal
- select and apply bedding or substrate as appropriate
- replace enrichment equipment
- select and install accommodation fixtures and fittings as appropriate to the animal species
- removal of and cleans PPE or disposes in correct waste disposal (if single use), hand washing.

The activities carried out to feed and water:

- removal of all feeding equipment (food bowls, water containers) from the accommodation with minimal stress to the mammal and animal (if present)
- food and water containers cleaned using appropriate centre protocol
- selection of mammal and animal's diet: examination of the diet sheet associated with the specific mammal and animal for details of fresh, roughage, concentrate food required
- preparation of feed components e.g. adhering to hygiene and health and safety policies and procedures within the centre (safe use of knives etc) accuracy of measurement of required feed (use of weighing scales that have been checked)
- presents the feed and fresh water to the mammal and animal appropriate for that species to promote health and welfare such as encouraging natural feeding behaviour (e.g. scatter the fresh vegetables within the enclosure to encourage foraging behaviour in guinea pigs)
- upon completion all equipment used is cleaned and returned to original/storage area.

Providing preventative care (to **one** of the allocated mammal or animal):

Consideration of appropriate preventative care for the mammal or animal to support the health and welfare. The preventative care could include:

- selection of suitable preventative care procedure (depending on the species) e.g. grooming, parasite control, bathing, hoof/foot maintenance, UV/temperature measurements.
- identification of correct PPE, hygiene, health and safety requirements
- check the centre monitoring/recording sheets to identify when the preventative care procedure was last applied or undertaken on the mammal or animal
- apply preventative care using techniques and equipment as appropriate to the mammal or animal with consideration for animal health

and welfare needs and safe working practices (e.g. following instructions for parasite control).

Performance outcome	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks
Marks per band	1-5	6-10	11-15	15
	<b>Limited</b> consideration given to the mammal's and animal's health and welfare needs when preparing to carry out husbandry activities, resulting in <b>minimally</b> effective husbandry activities.	<b>Good</b> consideration given to the mammal's and animal's health and welfare needs when preparing to carry out husbandry activities, resulting in <b>moderately</b> effective husbandry activities.	<b>Excellent</b> consideration given to the mammal's and animal's health and welfare needs when preparing to carry out husbandry activities, resulting in <b>highly</b> effective husbandry activities.	
	Tools, equipment and preventative care equipment are used safely but with <b>limited</b> effectiveness resulting in completion of the husbandry tasks to a <b>basic</b> standard.	Tools, equipment and preventative care equipment are used safely with <b>some</b> effectiveness resulting in completion of the husbandry tasks to a <b>good</b> standard.	Tools, equipment and preventative care equipment are used safely with <b>excellent</b> effectiveness resulting in completion of the husbandry tasks to an <b>excellent</b> standard.	
	Processes and techniques for the completion of husbandry activities <b>not always</b> appropriate, resulting in <b>inefficient</b> working and <b>adequately</b> completed husbandry tasks.	Processes and techniques for the completion of husbandry activities are <b>generally</b> appropriate, resulting in an <b>acceptable</b> efficiency of working and <b>mostly</b> completed husbandry tasks.	Processes and techniques for the completion of husbandry activities are <b>consistently</b> appropriate, resulting in <b>excellent</b> efficiency of working and <b>thorough</b> completion husbandry tasks.	



## Task 4 – Animal environments

### Guidance for markers

The following **evidence** must be used to assess performance against each task:

#### Task 4b:

- digital design with annotated labels.

#### Task 4c:

- assessor observation
- photographic evidence.

**Note: where there is insufficient evidence to award a mark, a zero mark may be given.**

### Indicative content

#### Task 4b: Digital design

Considerations of aspects of the new mammal's natural environment conditions (environmental, temperature, humidity, climate, substrate) e.g. chinchillas - natural environment: high altitudes, barren, live in rock crevices and dig burrows - so captive environment should be cool, dry with lots of ventilation and areas for burrowing/artificial rock crevice.

Identification of factors required for the new mammal's enclosure as appropriate e.g. size, dimension/social or solitary species/construction material for floor, walls, ceiling as appropriate/enrichment/ventilation/drainage – floor gradient/consideration of natural environment e.g. for chinchillas - rock crevices, sand bath etc.

Development of schematic digital design with annotated labels e.g. correct scale, suitable annotation, door, window, water location, security.

#### Task 4c: Prepare an enclosure to meet the mammal's health and welfare requirements.

Consideration of the mammals' accommodation environmental conditions e.g. temperature, humidity, ventilation, stocking density, water

quality, location, safety and security, entry and exit (visitors), circadian rhythm, activity budget (accommodation uses indoor/outdoor), cleanliness and hygiene.

Selection of suitable types and amounts (depth) of substrate, enrichment, and appropriate feed and water receptacles.

Suitably created and installed enrichment (nutritional, social, behavioural, environmental) to encourage natural behaviours to meet the mammal's health and welfare requirements.

Consideration of any hazards and risks and implementation of control measures e.g.

- hazards: machinery and tools, confined space, electricity, chemicals, zoonosis, location, lifting and moving
- risks: contact with machinery and equipment, slips, trips and falls, drowning, injury, electrocution, disease
- organisational and personal control measures: ensure awareness of location of work, biosecurity, personal protective equipment (PPE), Control of Substances Hazardous to Health (COSHH), following manufactures instructions, safe manual handling.

Correct selection, use, maintenance and storage of tools, equipment and materials.

Performance outcome	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks
Marks per band	1-5	6-10	11-15	15
	Creation of a <b>basic</b> schematic digital design with <b>limited</b> consideration of the factors that contribute to the mammal's natural habitat.	Creation of a <b>good</b> schematic digital design with <b>some</b> consideration of the factors that contribute the mammal's natural habitat.	Creation of an <b>excellent</b> schematic digital design with <b>thorough</b> consideration of the factors that contribute the mammal's natural habitat.	
	Demonstrates <b>basic</b> preparation of the enclosure resulting in an environment that <b>adequately</b> meets the mammal's health and welfare requirements.	Demonstrates <b>good</b> preparation of the enclosure resulting in an environment that <b>mostly</b> meets the mammal's health and welfare requirements.	Demonstrates <b>excellent</b> preparation of the enclosure resulting in an environment that <b>thoroughly</b> meets the mammal's health and welfare requirements.	
	Selection and use of tools, equipment and materials are <b>basic</b> and <b>not always</b> appropriate to the task.	Selection and use of tools, equipment and materials are <b>good</b> and <b>mostly</b> appropriate to the task.	Selection and use of tools, equipment and materials are <b>excellent</b> and <b>highly</b> appropriate to the task.	

## Task 5 – Behaviour observation

### Guidance for markers

The following **evidence** must be used to assess performance against each task:

Task 5a:

- ethogram per mammal and animal
- recording table per mammal and animal.

Task 5b:

- completed ethogram and recording tables per mammal and animal.

Task 5c:

- completed recording tables per mammal and animal.
- written report

**Note: where there is insufficient evidence to award a mark, a zero mark may be given.**

### Indicative content

**Task 5a**

#### **Create an ethogram**

Creation of an ethogram per mammal and animal which identifies and describes a range of behaviours that could be expected to be observed during a behavioural observation of the mammal and animal e.g. eating, sleeping, grooming, climbing, activity.

Behaviours are divided into normal behaviours (e.g. eating, drinking) that would be observed and atypical or abnormal behaviours (e.g. stereotypical behaviours like pacing).

Behaviours are presented in a tabular format for an ethogram.

### **Recording table**

Recording table should consider suitable sampling methods and recording methods appropriate to the allocated mammal and animal.

Consideration is given to the factors that may impact the information that is being gathered through the recording table, such as frequency and duration of behaviours shown, interactions with other animals, activity levels and usage of the enclosure.

List of species-specific behaviours are identified e.g. eating, sleeping, grooming, climbing, activity.

Identification of sampling methods and timings (e.g. ad libitum or focal sampling, timed or continuous recording method).

### **Task 5b – Behavioural observation**

Table produced (ethogram list of species-specific behaviours) from Task 5a to be completed using the sampling method identified by the learner.

Recording table filled in identifying the number of times the allocated mammal and animal has performed each specific identified behaviour during the 30 minute observation.

### **Task 5c – Written report**

Justifications of the ethogram and recording table produced from Task 5a e.g. how effective they were during the behavioural observation, did the timed recording method miss capturing evidence of behaviours, were the behaviours identified that could be seen through the behavioural observation?

Interpretation of the findings captured on the ethogram and recording table from the behavioural observations of the mammal and animal, with recommendations for the suitability of the mammal and animal for training.

Discussion of species-specific behaviours expected and what each behaviour identifies e.g. are the mammal and animal bored, mentally stimulated, interested in the environment, healthy, unwell etc? If the mammal and animal are within a group scenario are there normal and natural interaction behaviours demonstrated along with concern and aggression behaviours.

Examples of recommendations of any adaptations to encourage natural behaviours could be: if atypical behaviours such as aggression or boredom are observed during the 30 minutes, how can this be reduced? What enrichment and environmental adaptations need to be considered with justifications.

Any adaptations to encourage the animal's natural behaviours e.g. environmental, social needs, dietary.

Performance outcome	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks
Marks per band	1-3	4-6	7-9	9
	Creation of <b>basic</b> documentation which includes <b>minimally</b> relevant methods of identifying and monitoring the mammal's and animal's behaviour.	Creation of <b>good</b> documentation which includes <b>some</b> relevant methods of identifying and monitoring the mammal's and animal's behaviour.	Creation of <b>comprehensive</b> documentation which includes <b>highly</b> relevant methods of identifying and monitoring the mammal's and animal's behaviour.	
	A <b>basic</b> evaluation of the documentation created which is used to support a behavioural observation of the mammal and animal.	A <b>good</b> evaluation of the documentation created which is used to support a behavioural observation of the mammal and animal.	An <b>excellent</b> evaluation of the documentation created which is used to support a behavioural observation of the mammal and animal.	
	A <b>basic</b> evaluation of the findings from the behavioural observation.	A <b>good</b> evaluation of the findings from the behavioural observation.	A <b>comprehensive</b> evaluation of the findings from the behavioural observation.	

## Task 6 – Training

### Guidance for markers

The following **evidence** must be used to assess performance against each task:

#### Task 6a:

- completed training programme.

#### Task 6b:

- risk assessment template (Figure 3).

#### Task 6c:

- assessor observation form
- video of 10-minute training session.

**Note: where there is insufficient evidence to award a mark, a zero mark may be given.**

### Indicative content

#### Task 6a: Create a training programme

Consideration of the findings from Task 5c to inform the suitability of the mammal or animal for training the candidate must state the nominated mammal or animal from Task 5c which the training programme could be written for.

Creation of a training programme that considers the findings from Task 5c and informs the potential methods required for training, timings of training, the types of reinforcement and motivators required for the mammal or animal e.g. house training, obedience training, target training.

#### Task 6b: Risk assessment

The risk assessment template (Figure 3) is completed for the nominated mammal or animal from the animal collection at Guilds Animal Rescue for implementing a training programme.

Identification of hazards associated when implementing a training programme identified on the risk assessment template (Figure 3).

Expected hazards may include:

- the mammal or animal
- trainer/observer
- animal behaviour
- training equipment (training devices)
- handling and restraint methods and equipment.

Control measures to support the identified hazards are stated on the risk assessment template (Figure 3).

Control measures may include:

- adapting training method/own behaviour in line with animal behaviour/response
- adapting the mammal's or animal's accommodation
- PPE
- adapting the handling and restraint methods and equipment
- security of environment.

The candidate must rate (high/medium/low) the level of the risks identified as part of the training programme and identify the control measures to prevent or minimise the risks to the individual.

### **Task 6c: Carry out a training session.**

Preparation for the training session should include collection of relevant equipment, ensuring the area is suitable for training purposes, risks are considered and mitigated against.

The training session should be in line with the identified training goal as per the nominated mammal or animal e.g. house training, obedience training, target training.

During the training session the candidate must:

- adhere to safe working practices
- respond to mammal or animal behaviour and temperament
- deliver positive reinforcement using precise and controlled movements
- use training aids (cue, marker) safely and effectively
- deliver appropriate tone, communication and body language



- deliver appropriate timing, frequency and duration of training
- make appropriate use of the mammal's or animal's fight and flight response and movement.

Performance Outcome	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	Total marks
Marks per band	1-3	4-6	7-9	9
	Creation of a <b>basic</b> training programme that contains some <b>inaccurate</b> details relating to the specific training needs of the nominated mammal or animal.	Creation of a <b>good</b> training programme that contains <b>moderately accurate</b> details relating to the specific training needs of the nominated mammal or animal.	Creation of an <b>excellent</b> training programme that contains <b>consistently accurate</b> details relating to the specific training needs of the nominated mammal or animal.	
	Risk assessment for implementing a training programme is complete and covers a <b>limited</b> range of hazards and control measures.	Risk assessment for implementing a training programme is complete and covers a <b>good</b> range of hazards and control measures.	Risk assessment for implementing a training programme is detailed and clearly identifies a <b>comprehensive</b> range of hazards and control measures.	
	<b>Basic</b> knowledge and application of training techniques resulting in an <b>adequate</b> training session with the nominated mammal or animal.	<b>Good</b> knowledge and application of training techniques resulting in a <b>moderate</b> training session with the nominated mammal or animal.	<b>Excellent</b> knowledge and application of training techniques resulting in a <b>thorough</b> training session with the nominated mammal or animal.	

## 8. Links to Maths, English and Digital Skills

The table below indicates where each of the general maths, English and digital competencies have been integrated into the assignment tasks.

<b>Task</b>	<b>Skills</b>
1	EC1, EC3, EC4, EC5, DC1
2	EC3, EC4, EC5, MC2, DC1, DC2, DC4
3	EC1, EC5, EC6
4	EC3, EC4, EC5, MC1, MC2, MC8, DC1, DC2, DC4
5	EC3, EC4, EC5, DC1, DC2, DC4
6	EC3, EC4, EC5, DC1, DC2, DC4

## 9. Declaration of authenticity

<b>Assessment ID</b>	<b>Qualification number</b>
<b>Candidate name</b>	<b>Candidate number</b>
<b>Centre name</b>	<b>Centre number</b>

### Additional support

Has the candidate received any additional support in the production of this work?

**No**  **Yes**  (Please tick appropriate)

If yes, give details below (and on a separate sheet if necessary).

--

### Candidate:

*I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.*

<b>Candidate signature</b>	<b>Date</b>

### Assessor:

*I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.*

<b>Assessor signature</b>	<b>Date</b>

**Note:** where the candidate and/or assessor is unable to or does not confirm authenticity through signing this declaration form, the work will be returned to the centre and this will delay the moderation process. If any question of authenticity arises, the assessor may be contacted for justification of authentication.

## 10. Candidate Record Form (CRF)

(T level Technical Qualification – Animal Management and Behaviour Occupational Specialism)

<b>Candidate name</b>	<b>Candidate number</b>
<b>Centre name</b>	<b>Centre number</b>

**Marker notes** – Please always refer to the relevant marking grid for guidance on allocating marks and make notes which describe the quality of the evidence and justification of marks.

Please record any guidance, intervention (including health and safety) or feedback that is given to a candidate.

Expand boxes as required.

### PO1: Optimise health and welfare of animals

Health assessment															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Mark	Notes and justification														
Husbandry plan															
	1	2	3	4	5	6	7	8	9						
Mark	Notes and justification														
Husbandry activities															
	1	2	3	4	5	6	7	8	9	10	11	12			
Mark	Notes and justification														

**PO2: Optimise animal environments to meet their needs.**

environments												
	1	2	3	4	5	6	7	8	9	10	11	12
Mark	Notes and justification											

**PO3: Apply techniques to influence positive animal behaviour.**

behaviour observation						
	1	2	3	4	5	6
Mark	Notes and justification					

  

training						
	1	2	3	4	5	6
Mark	Notes and justification					

<b>Internal assessor signature</b>	<b>Date</b>

<b>Total</b>

## 11. Assessor observation forms

### Assessor Observation Form

Task	Qualification number
Task 1b) Health assessment – mammal.	
Candidate name	Candidate number
Centre name	

Complete the table below referring to the relevant marking grid, found in the assessment pack. Do not allocate marks at this stage.

Assessor observation	Notes – <i>detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.</i>
Preparation for the health assessment	
Identify a mammal using techniques such as: <ul style="list-style-type: none"> <li>• identification charts</li> <li>• collars and tags</li> <li>• markings.</li> </ul>	
Carry out a visual health assessment.	
Handle, restrain and move the mammal to a suitable area for a health assessment using appropriate handling and restraining equipment. (PPE and species-specific equipment e.g. carry cage, crate, collar, lead, basket, harness) and techniques (welfare friendly, positioning of handler, appropriate method to the	

<b>Assessor observation</b>	<b>Notes</b> – <i>detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.</i>
mammal/species, consistent and welfare friendly handling and restraint).	
Carry out a physical health assessment of the mammal.	

<b>Assessor signature</b>	<b>Date</b>

## Assessor Observation Form

Task	Qualification number
Task 1b) Health assessment – animal.	
Candidate name	Candidate number
Centre name	

Complete the table below referring to the relevant marking grid, found in the assessment pack. Do not allocate marks at this stage.

Assessor observation	Notes – <i>detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.</i>
Preparation for the health assessment	
Identify an animal using techniques such as: <ul style="list-style-type: none"> <li>• identification charts</li> <li>• collars and tags</li> <li>• markings.</li> </ul>	
Carry out a visual health assessment.	
Handle, restrain and move the animal to a suitable area for a health assessment using appropriate handling and restraining equipment. (PPE and species-specific equipment e.g. carry cage, crate, collar, lead, basket, harness) and techniques (welfare friendly, positioning of handler, appropriate method to the animal/species, consistent and welfare friendly handling and restraint).	



<b>Assessor observation</b>	<b>Notes</b> – <i>detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.</i>
Carry out a physical health assessment of the animal.	

<b>Assessor signature</b>	<b>Date</b>

## Assessor Observation Form

Task	Qualification number
Task 3) Routine husbandry tasks for allocated mammal.	
Candidate name	Candidate number
Centre name	

Complete the table below referring to the relevant marking grid, found in the assessment pack. Do not allocate marks at this stage.

Assessor observation	Notes – detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.
Carry out routine husbandry tasks for allocated mammal to include: <ul style="list-style-type: none"> <li>• prepare feed and present the food and water</li> <li>• clean enclosure appropriately</li> <li>• provide suitable preventative care.</li> </ul>	

Assessor signature	Date

## Assessor Observation Form

Task	Qualification number
Task 3) Routine husbandry tasks for allocated animal.	
Candidate name	Candidate number
Centre name	

Complete the table below referring to the relevant marking grid, found in the assessment pack. Do not allocate marks at this stage.

Assessor observation	Notes – detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.
Carry out routine husbandry tasks for allocated animal to include: <ul style="list-style-type: none"> <li>• prepare feed and present the food and water</li> <li>• clean enclosure appropriately</li> <li>• provide suitable preventative care.</li> </ul>	

Assessor signature	Date

## Assessor Observation Form

Task	Qualification number
Task 4c Prepare a permanent enclosure to meet the mammal's health and welfare requirements.	
Candidate name	Candidate number
Centre name	

Complete the table below referring to the relevant marking grid, found in the assessment pack. Do not allocate marks at this stage.

Assessor observation	Notes – detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.
Prepare a permanent enclosure to meet the needs of the allocated mammal. Consider: <ul style="list-style-type: none"> <li>• hazards, risks and control measures</li> <li>• accommodation and environmental conditions</li> <li>• selection of suitable tools, equipment and materials</li> <li>• creation of species specific enrichment</li> <li>• enrichment installation.</li> </ul>	

Assessor signature	Date

## Assessor Observation Form

<b>Task</b>	<b>Qualification number</b>
Task 6c) Prepare for and carry out a 10-minute training session	
<b>Candidate name</b>	<b>Candidate number</b>
<b>Centre name</b>	

Complete the table below referring to the relevant marking grid, found in the assessment pack. Do not allocate marks at this stage.

<b>Assessor observation</b>	<b>Notes – detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different qualities of performance and to facilitate accurate allocation of marks once all evidence has been submitted.</b>
Carry out a 10-minute training session with the nominated mammal or animal towards a training goal.	

<b>Assessor signature</b>	<b>Date</b>

## 12. Annex

### Contents:

#### **Risk Assessment (Figure 1 and 3)**

To be issued to the candidate with Task 1a and 6a.

#### **Health Check Report (Figure 2)**

To be issued to the candidate with Task 1c.

## Risk Assessment Form Figure 1

### Task 1a

<b>Candidate's name</b>	<b>Enrolment number</b>
<b>Task/Activity</b>	<b>Location</b>
<b>Assessor's name</b>	<b>Date</b>

Item no.	What are the hazards?	Who might be harmed and how?	What control measures are already in place?	Risk rating (high/medium/low)	What further action is necessary?	Action by who and when?	Final risk rating (high/medium/low)
1							
2							
3							
4							

<b>Date:</b>	<b>Risk assessment carried out by:</b>
--------------	--

## Health Check Form Figure 2

### Task 1c

Candidate's name	_____	Enrolment number	_____
Task/Activity	_____	Location	_____
Assessor's name	_____	Date	_____

Linnaean Classification of animal: \_\_\_\_\_

Mammal/Animal ID:		
Health Check:	Checks Completed (Tick):	Comment:



### Risk Assessment Figure 3

#### Task 6a

<b>Candidate's name</b>		<b>Enrolment number</b>	
<b>Task/Activity</b>	6b)	<b>Location</b>	
<b>Assessor's name</b>		<b>Date</b>	

Item no.	What are the hazards?	Who might be harmed and how?	What control measures are already in place?	Risk rating (high/medium/low)	What further action is necessary?	Action by who and when?	Final risk rating (high/medium/low)
1							
2							
3							
4							

Date:	Risk assessment carried out by:
-------	---------------------------------

Copyright in this document belongs to, and is used under licence from, the Institute for Apprenticeships and Technical Education, © 2024.

'T-LEVELS' is a registered trade mark of the Department for Education.

'T Level' is a registered trade mark of the Institute for Apprenticeships and Technical Education.

'Institute for Apprenticeships & Technical Education' and logo are registered trade marks of the Institute for Apprenticeships and Technical Education.

The T Level Technical Qualification is a qualification approved and managed by the Institute for Apprenticeships and Technical Education.

The City & Guilds of London Institute is authorised by the Institute for Apprenticeships and Technical Education to develop and deliver this Technical Qualification.

City & Guilds is a registered trademark of The City & Guilds of London Institute.

